



Inspire Education Trust

Together we achieve, individually we grow

Child Protection and Safeguarding Policy - Secondary

Policy Date: September 2021

Review Date: September 2022

Document History

Version	Status	Date	Author	Summary Changes
V1		September 2021		

The following shall be interpreted as indicated below when used hereinafter within this policy:

Chief Executive Officer Inspire Trust:	Lois Whitehouse
Chair of the Inspire Trust Board of Directors:	David Bermingham
Head Teacher Blue Coat School:	Victoria Shelley
Designated Safeguarding Lead:	Kay Arnold
Deputy Designated Safeguarding Leads:	Kerry Routley, Jenny Davoile
Named School Governor for Safeguarding:	Paul Tuffin
Chair of Local Governing Board:	Lyn Johnson
Vice Chair of Governing Board:	Mike Draper
Local Authority Designated Officer:	Jan Fossick
Telephone number:	024 76975483
Designated Lead for Looked After and Previously Looked-After Children:	
Neil Phipps Senior Assistant Headteacher	
Lucie Turner Pastoral Lead	

Contents

1 Definitions	5
2 Introduction	5
3 Roles and Responsibilities	7
4 Types of Abuse	12
5 Responding to signs of abuse	17
6 Record-keeping	25
7 Photography and Images	25
8 Early Help	26
9 Staff Training	26
10 Safer Recruitment	27
11 Allegations of abuse against staff	27
12 Promoting safeguarding and welfare in the curriculum	29
13 Children Looked After	30
14 Children with Special Educational Needs and Disabilities or physical health needs	30
15 Use of reasonable force	31
16 Work Experience	31
17 Children staying with Host families (See Annex E KCSIE)	31
18 Summary	31
Appendix A – Wider Policies of the school	32
Appendix B – Further Safeguarding information	33
Appendix C - Further Safeguarding Information regarding COVID-19	35

1 Definitions

1.1 'Safeguarding' is defined in Keeping Children Safe in Education (2021) as;

- protecting children from maltreatment;
- preventing the impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

1.2 'Child Protection' is the intervention that occurs when children have been significantly harmed or are at risk of significant harm.

1.3 'Child' refers to everyone under the age of 18.

1.4 'Parent' refers to birth parents and other adults in a parenting role for example adoptive parents, step parents and foster carers.

1.5 'Staff' or 'members of staff' refers to all teaching, non-teaching, support, supply, peripatetic, contract staff, governors, volunteers and trustees working in or on behalf of the school.

2 Introduction

2.1 At Blue Coat Church of England School, our vision is "Living life in all its fullness". We exist to equip our students to 'live life in all its fullness' by providing excellent education, which is distinctively Christian and inclusive of all. At the heart of this education are the values of Care, Hard Work, Respect, Integrity and Servanthood, working Together for the good of all individuals, the school and wider communities.

We recognise that safeguarding and child protection is an essential part of our duty of care to all students and all staff have a responsibility to provide a safe environment in which children can learn. We understand that safeguarding, child protection and promoting the welfare of all children is everyone's responsibility and everyone has a role to play in protecting children. We recognise that our school is part of a wider safeguarding system for children and work closely with other agencies to promote the welfare of children. We maintain an attitude of 'it could happen here' and will consider the wishes of, and at all times, what is in the best interests of each child.

2.2 The purpose of this policy is to;

- Promote safeguarding and child protection and to demonstrate *the school's* commitment to keeping children safe;
- Provide all members of staff with the information required to meet their safeguarding duty and protect children from harm;
- Provide stakeholders with clear information relating to *the school's* safeguarding and child protection procedures;
- Ensure that staff understand, can recognise and can respond to the indicators of abuse;
- Ensure that all staff are aware of their mandatory reporting duty in relation to Section 5B of the Female Genital Mutilation Act 2003; and

- Ensure that children are protected from maltreatment or harm.

2.3 *The school is committed to the following principles;*

- All children have the right to be protected from harm.
- Children should feel safe and secure and cannot learn unless they do so.
- All staff are responsible for keeping children safe and have a responsibility to act if they think a child is at risk of harm.
- All staff take on a responsibility to promote children's welfare
- Working with other agencies is essential to promote safeguarding and protect children from harm.
- Early help and providing support to families and/or children as soon as a problem emerges is essential to improving outcomes for children and families.

2.4 Safeguarding aims

2.4.1 The safeguarding aims of *the school*, in line with Keeping Children Safe in Education (September 2021) are to;

- work to identify children who are suffering or likely to suffer abuse, exploitation or neglect and act to protect them;
- work with relevant services and agencies to ensure that children are protected from harm;
- provide a learning environment for children which is safe and secure;
- teach children how to keep themselves safe and provide structures for them to raise concerns if they are worried or at risk of harm;
- support children's mental health and wellbeing;
- ensure that we adhere to safer recruitment guidance and legislation, deal promptly with allegations of abuse against staff and take bullying and harassment seriously;
- train staff effectively in all safeguarding issues (including online safety) and in their responsibilities for identifying and protecting children that are or may be at risk of harm;
- have a designated safeguarding lead and designated deputies, who will provide support to staff, students and families;
- recognise that all children may be vulnerable to abuse, but be aware that some children have increased vulnerabilities due to special educational needs or disabilities;
- maintain a robust recording system for any safeguarding or child protection information;
- ensure that everyone in *the school* understands the safeguarding procedures; and to
- regularly review policies and procedures to ensure that children are protected to the best of our ability.

2.5 This policy adheres to the following documents;

- [Keeping Children Safe in Education \(2021\)](#)
- [Working Together to Safeguard Children \(Parts updated December 2020\)](#)

- [Guidance for Safer Working Practice for those working with children and young people in education settings \(May 2019\)](#)
- [Guidance for Safer Working Practice for those working with children and young people in education settings addendum \(April 2020\)](#)
- [What to do if you are worried a child is being abused: Advice for practitioners \(2015\)](#)
- [Sexual Violence and Sexual Harassment Between Children in Schools and Colleges \(September 2021\)](#)

2.6 Keeping Children Safe in Education remains in force throughout the Covid-19 emergency period. In addition, we have regard to non-statutory interim guidance on safeguarding schools, colleges and other providers during the coronavirus outbreak. We continue to work closely with the Local Authority and the Coventry Safeguarding Children Partnership to safeguard children during this time.

2.7 Please note that there are a number of other documents (statutory and non-statutory) that inform our policy and practice. A list of these can be found in Annex B of Keeping Children Safe in Education (September 2021).

2.8 This policy should be read in conjunction with the following policies; Behaviour policy, Attendance policy, Anti-bullying, Child on Child Abuse, E-Safety Policy, IT Acceptable Use Policy, GDPR Policies, Staff Code of Conduct, Whistleblowing Policy, PSHE Policy. The school operates under all current government guidance relating to Covid-19 and reviews this regularly. For further details, please see Appendix C. All of these policies can be found in the pool drive in the folder 'Academy Policies'.

2.9 Scope

2.9.1 This policy applies to all teaching, non-teaching, support, supply, peripatetic, contract staff, governors, volunteers and trustees working in or on behalf of the school and the Inspire Trust. All references in this document to 'staff' or 'members of staff' should be interpreted as relating to the aforementioned unless otherwise stated.

2.9.2 Rather than duplicating content from Keeping Children Safe in Education (September 2021) in this policy, it should be understood that *the school* will always refer to this document as the benchmark for all safeguarding practice.

3 Roles and Responsibilities

Blue Coat CE school is part of the Inspire Trust with a Local Governing Board and a Board of Directors. Both the Governing Board and the Board of Directors carry responsibility for the effectiveness of safeguarding with the Board of Directors being ultimately responsible.

3.1 The Role of the Governing Body and Trust Board of Directors

3.1.1 The school has a senior board level lead to take leadership responsibility for safeguarding. This role is carried out by Paul Tuffin. Part 2 of Keeping Children Safe in Education (September 2021) sets out the responsibilities of governing bodies. As part of these overarching responsibilities the Governing Body will;

- Have a strategic leadership responsibility for *the school* safeguarding arrangements;
- Ensure that they comply with their duties under legislation;
- Ensure a whole *school* approach to safeguarding, including the use of mobile technology in school;
- Ensure that policies, procedure and training in *the school* are effective and comply with the law at all times and that they allow concerns to be responded to in a timely manner;
- Ensure that the school takes into account local authority and Coventry Safeguarding Children Partnership policies and supply information as requested by the safeguarding partners (the Local Authority, a clinical commissioning group for an area within the local authority and the chief office of police for a police area within the local authority);
- Ensure that *the school* has an effective child protection policy, that it is published on *the school* website or available by other means and review this annually;
- Ensure that *the school* has a staff behaviour policy or Code of Conduct;
- Ensure that all staff undergo safeguarding and child protection training on induction (including online safety);
- Ensure *the school* contributes to multi-agency working in line with statutory guidance;
- Ensure that there are clear systems and processes in place for identifying when children may be experiencing mental health problems;
- Ensure that children are taught about safeguarding, including online safety as a whole *school* approach and curriculum planning but recognising that a one size fits all approach may not be appropriate for all children. See section 12 of this policy for further information;
- Put in place appropriate safeguarding responses for children who go missing from education;
- Appoint an appropriate member of staff from the senior leadership team to the role of Designated Safeguarding Lead;
- Understand the local criteria for action and local protocol for assessment;
- Recognise the importance of information sharing between practitioners and local agencies;
- Ensure that appropriate filters and monitoring systems are in place to keep children safe online; and
- Respond to allegations of abuse against the headteacher whilst ensuring there are procedures in place to manage safeguarding concerns, or allegations against staff (including supply staff, volunteers and contractors).

3.2 The Role of the Headteacher

3.2.1 The headteacher will;

- Ensure that this policy is reviewed annually at minimum and ratified by the governing body;

- Ensure that this policy and associated procedures are adhered to by all staff;
- Ensure that all staff are made aware of the named governor for safeguarding and the Designated Safeguarding Lead;
- Ensure that the role of 'Designated Safeguarding Lead' is explicit in the role-holder's job description;
- Decide whether to have one or more deputy safeguarding leads and ensure they are trained to the same standard as the Designated Safeguarding Lead;
- Organise appropriate cover for the role of Designated Safeguarding Lead for any out of hour/out of term activities;
- Appoint a 'Designated Teacher for Looked-After and Previously Looked-After Children' to promote the educational achievement of children looked after;
- Appoint a lead for online safety;
- Promote a whole school approach to safeguarding;
- Promote resilience to social and emotional wellbeing, which is tailored to the needs of the children;
- Ensure that all recruitment follows the 'Safer Recruitment' guidance and a single, central record is maintained with details of all members of staff who are in contact with children;
- Respond to allegations of abuse against all other members of staff including supply staff, volunteers and contractors;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required;
- Ensure that the school works with Children's Services, the police, health services and other services to; promote the welfare of children; provide a co-ordinated offer of early help when need is identified; contribute to inter-agency plans for children subject to children protection plans and to protect children from harm;
- Safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties (Teaching Standards, 2012); and
- Ensure that children's Services (from the host local authority or placing authority) have access to the school to conduct, or to consider whether to conduct a section 47 or section 17 assessment, as per Keeping Children Safe in Education (September 2021).

3.3 The Role of the Designated Safeguarding Lead

3.3.1 The Designated Safeguarding Lead for this school is Kay Arnold. The Designated Safeguarding Lead will;

- Take overall lead responsibility for safeguarding and child protection (including online safety) *in the school*;
- Liaise with the safeguarding partners and work with other agencies in line with Working Together to Safeguard Children (2020);

- Always be available for staff in *the school* to discuss safeguarding concerns. In the event that they are not available, a deputy will be made available;
- Undergo training to provide them with the knowledge and skills required to carry out this role and update these every two years;
- Act as a source of support and expertise on matters relating to safeguarding and child protection to ensure that other members of staff can carry out their safeguarding duty;
- Be best placed to advise on the response to safeguarding concerns;
- Identify if children may benefit from early help;
- Act as a point of contact with the safeguarding partners;
- Make referrals to Coventry's Multi-Agency Safeguarding Hub (MASH) where children are at risk of significant harm.
- Make referrals to the Channel programme where there is a radicalisation concern and/or support staff that make a referral to Channel;
- Support the school with regards to their responsibilities under the Prevent duty and provide advice and support on protecting children from radicalisation;
- Refer cases to the police where a crime may have been committed¹;
- Ensure all staff have read and understood Part 1 and/or Annex A of Keeping Children Safe in Education (September 2021);
- Update their knowledge and skills regularly and keep up with any developments relevant to their role;
- Provide staff in school with the knowledge, skills and support required to safeguard children;
- Take responsibility for the accurate and timely recording of safeguarding and child protection concerns and take overall responsibility for safeguarding and child protection files;
- Take responsibility for the transfer of safeguarding files when a child leaves *the school*;
- Attend or ensure an appropriate representative attends multi-agency safeguarding or child protection meetings;
- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children;
- Work closely with other relevant education professionals (e.g. SENCO, Virtual School Head) to ensure children with additional vulnerabilities are safeguarded;
- Help to promote educational outcomes of child who have experienced or are experiencing safeguarding or child protection issues by sharing relevant information with teachers and the school leadership team;
- Promote a 'culture of safeguarding', in which every member of *the school* community acts in the best interests of the child;
- Ensuring *the school* knows who its cohort of children whom have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations;

- Regularly meet with the safeguarding link governor and/or Chair of Governors to review safeguarding in *the school*; and
- Liaise with the headteacher regarding safeguarding cases and issues.

3.3.2 Further details on the role of the Designated Safeguarding Lead can be found in Annex C of Keeping Children Safe in Education (September 2021).

3.4 The Role & Responsibilities of all Staff within School

3.4.1 School staff play a particularly important role because they are in a **position** to identify concerns early in order to provide help for children. All staff in *the school*;

- Have a responsibility to provide a safe environment, where children can learn;
- Should know what to do if a child tells them that he/she is being abused, exploited or neglected;
- Will be able to identify indicators of abuse;
- Will be made aware of; the safeguarding and child protection policy; the school behaviour policy; the staff behaviour policy; information about the safeguarding response to children missing in education; the role of the designated safeguarding lead and systems in *the school* that support safeguarding and child protection;
- Will be provided with a copy of Part 1/Annex A of Keeping Children Safe in Education (September 2021) annually and receive annually updated training on their safeguarding roles and responsibilities;
- Should have an awareness of safeguarding issues that put children at risk of harm and behaviours associated with these risks;
- Should know what to do if a child makes a disclosure of abuse and never promise confidentiality when a child makes a disclosure;
- Will be made aware of the early help process and understand their role in it;
- Should be prepared to identify children who may benefit from early help and will discuss early help requirements with the safeguarding lead in the first instance;
- May be required to support social workers and other agencies following a referral;
- Will be made aware of the process for making referrals to Children's Services (through the MASH), understand statutory assessments and the role that they may be expected to play in such assessments;
- Should be prepared to make referrals to the MASH if they have concerns about a child's welfare and understand the role that they may be expected to play in such assessments;
- Will receive regularly updated safeguarding and child protection training including online safety;
- Will receive safeguarding updates throughout the year as part of continuous professional development;
- Should be able to contribute to the development of safeguarding policy and practice.

- Should always seek advice from the Designated Safeguarding Lead if they are unsure; and
- All teachers should safeguard children’s wellbeing and maintain public trust in the teaching profession as part of their professional duties (Teaching Standards, 2012).

3.5 Multi-Agency Working

3.5.1 The school is committed to multi-agency working and operates under Working Together to Safeguard Children (updated December 2020) and local safeguarding arrangements.

3.5.2 The school will work with Children’s Services the police, health services, local Early Help practitioners and other relevant agencies to promote the welfare of children and protect them from harm.

3.5.3 We work closely with our local Family Hub to ensure children receive appropriate, co-ordinated Early Help (Our Local Hub is at Gosford Primary school although as Hubs are student postcode related we work with all Hubs across the city).

3.5.4 The Coventry Safeguarding Children Partnership (CSCP) have designated that schools and colleges are a named ‘relevant agency’. As such, the school is under a statutory duty to co-operate with published CSCP arrangements.

4 Types of abuse

4.1 As outlined above, all staff will be trained in indicators of abuse and should be able to recognise signs of abuse. We recognise that abuse, neglect and safeguarding issues are complex and can rarely be covered by one label. Abuse can take many forms and can involve directly inflicting harm on a child or failing to protect a child from harm online as well as face to face.

The four main types of abuse that staff are trained to recognise are;

- Physical abuse;
- Sexual abuse;
- Emotional abuse;
- Neglect.

4.2 Types of abuse (Taken from Keeping Children Safe in Education, 2021)

Type of abuse	Information
Abuse	A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or children.

Physical abuse	A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
Emotional abuse	The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.
Sexual abuse	<p>Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.</p> <p>The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of <i>the school</i> policy and procedures for dealing with it.</p>

Child sexual exploitation (CSE)	CSE is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, (b) for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.
Neglect	The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

4.3 Indicators of abuse can be found in Appendix B.

4.4 If a child is in immediate danger or at risk of harm, a referral will be made to children's services (through the MASH) and any member of staff can make this referral. A Designated or Deputy Designated Safeguarding Lead should be available at all times, but in exceptional circumstances the member of staff should speak to a member of the Senior Leadership Team or seek advice directly from Children's Services and then take appropriate action. The Designated Safeguarding Lead should be made aware as soon as possible.

4.5 Staff, parents and the wider community should report any concerns that they have about the welfare of children, however minor or seemingly insignificant. Staff should not assume that someone else will report concerns.

4.6 The school recognises that any child can be the victim of abuse and may benefit from early help. However, the school will be particularly vigilant to potential need for early help if a child;

- is disabled or has certain health conditions and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- has a mental health need;
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines;
- is frequently missing/goes missing from care or from home;
- is a risk of modern slavery, trafficking, sexual or criminal exploitation;
- is misusing drugs or alcohol themselves;
- has a family member in prison, or is affected by parental offending;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is at risk of 'honour-based' abuse such as Female Genital Mutilation or Forced Marriage;
- is persistently absent from education, including persistent absences for part of the school day.
- is a privately fostered child.²

4.7 *The school* recognises that abuse can take many different forms. Staff will also receive training on the following issues and action will be taken if *the school* believes that a child is at risk of or is the victim of;

- bullying, including cyber- or online-bullying;
- child criminal exploitation (including involvement in county lines);
- child sexual exploitation;
- domestic abuse;
- emotional abuse;
- fabricated or induced illness;
- faith-based abuse;
- female genital mutilation;
- forced marriage;
- gangs or youth violence;
- gender-based violence;
- hate;
- mental health;
- neglect;
- peer on peer abuse;
- physical abuse;
- radicalisation;
- relationship abuse;

- serious violence and harassment;
- sexual abuse;
- sexual violence or sexual harassment (including peer on peer abuse);
- sharing of consensual or non-consensual nude and semi-nude images/videos;
- So-called 'honour-based' abuse;
- trafficking and modern slavery.

4.8 *The school* will also take action to protect;

- Children missing education;
- Children missing from home or care.

4.8.1 There are other familial issues that can have a detrimental impact on children.

We work with other agencies in line with Keeping Children Safe in Education (2021) to support children and families in the following circumstances;

- Children facing the court procedures and/or children in the court system;
- Children with family members in prison;
- Children who are homeless;
- Children who need a social worker.

4.9 Child potentially at greater risk of harm

4.9.1 *The school* recognises that some children need a social worker due to abuse, neglect or complex family circumstances and that abuse and trauma can leave children vulnerable to further harm, as well as educational disadvantage.

4.9.2 The Designated Safeguarding Lead will hold information relating to social workers working with children in the school.

4.9.3 This information will inform decisions about safeguarding and promoting welfare (including the provision of pastoral and/or academic support).

4.10 Children missing from Education

4.10.1 *The school* understands that children missing from education can be a warning sign to a variety of safeguarding concerns.

4.10.2 *The school* will report information to the Local Authority when removing a child from roll.

4.11 Elective Home Education

4.11.1 *The school* recognises that many home educated children have a positive learning experience and the decision is one with the child's best interests at heart.

4.11.2 Since 2016, *The school* has a statutory duty to inform the Local Authority of all deletions from roll. When Elective Home Education is the reason for this removal, the Local authority and other key professionals will work alongside *the school* to coordinate a meeting with parents where possible ideally, before a final decision is made.

4.12 Mental Health

4.12.1 The school recognise that safeguarding and promoting the welfare of children includes preventing the impairment of children's mental health or development.

4.12.2 All staff will be aware that mental health problems may be an indicator that a child is suffering or is at risk of suffering abuse, neglect or exploitation.

4.12.3 Staff will not attempt to make a diagnosis of a mental health problem unless they are appropriately trained.

4.12.4 We recognise that staff are well-placed to observe behaviour that may indicate that a child is experiencing a mental health problem, or is at risk of developing one. There are clear systems and processes in place for identifying possible mental health problems. If staff are concerned that a child is suffering a mental health problem they should seek advice from Lou Peet or Neil Phipps regarding school's Mental Health protocol and procedures, however if there is a safeguarding concern they must speak directly to the DSL/DDSL.

4.12.5 If staff are concerned that a child is experiencing a mental health problem that is also a safeguarding concern, they must report this to the Designated Safeguarding Lead (or deputy Designated Safeguarding Lead) immediately.

4.12.6 Neil Phipps, Assistant Headteacher, is the trained school Mental Health First Aider and he works alongside Lou Peet, Chaplain, who is the designated member of staff responsible for the promotion of mental health and wellbeing across the school

4.12.7 Further information, guidance and advice regarding mental health can be found in paragraph 41 of Keeping Children Safe in Education 2021.

4.13 *The school* have a duty to refer any children who are living in a private fostering arrangement to the local authority.

4.14 All schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 in the exercise of their functions to have "due regard" to the need to prevent people from being drawn into terrorism. See Appendix B for further information on the school's Prevent duty.

4.15 If any member of staff is unsure about signs of abuse or neglect, they should speak to the Designated Safeguarding Lead.

4.16 See Appendix B for further information and guidance on the above issues.³

5 Responding to signs of abuse

5.1 If a member of staff, parent or member of the public is concerned about a child's welfare, they should report it to the designated safeguarding lead as soon as possible. On occasions

when the designated safeguarding lead is not available, it should be reported to the deputy safeguarding lead without delay. Although any member of staff can make a referral to Children's Services where possible, there should be a conversation with the Designated Safeguarding Lead.

5.2 If anyone other than the Designated Safeguarding Lead makes a referral to Children's Services or to the police, they should inform the DSL as soon as possible.

5.3 All staff will be alert to indicators of abuse and will report any of the following to the Designated Safeguarding Lead immediately;

- Any concern or suspicion that a child has sustained an injury outside what is reasonably attributable to normal play;
- Any concerning behaviours exhibited by children that may indicate that they have been harmed or are at risk of harm, including unusual changes in mood or behaviour, concerning use of language and/or concerning drawings or stories.
- Any significant changes in attendance or punctuality;
- Any significant changes in a child's presentation;
- Any concerns relating to people who may pose a risk of harm to a child; and/or
- Any disclosures of abuse that children have made.

5.4 There will be occasions where a child discloses abuse directly to a member of staff. If this happens, the member of staff will;

- listen carefully to the child and believe what they are saying;
- not promise confidentiality, as information may need to be passed on so the child and family can receive additional support;
- only ask for clarification if something is unclear and will not ask 'leading' questions;
- report disclosure to the designated safeguarding lead as soon as possible, certainly by the end of the day;
- only discuss the issue with colleagues that need to know about it; and
- will write up the disclosure and pass it to the designated safeguarding lead. It is likely they will have a discussion with the DSL prior to this.

5.5 The designated safeguarding lead will make a decision about the action that needs to be taken following a member of staff raising a concern about a child, or following a direct disclosure. The DSL may;

- Manage support for the child internally;
- Seek advice from the social worker advice line in the MASH;
- Instigate single agency intervention and work directly with the family to improve the situation;
- Offer an Early Help Assessment to provide multi-agency help to a family;
- In cases where children are deemed to be at significant risk of harm, the DSL will refer cases to the MASH for statutory intervention. Parental consent will be obtained wherever possible before referring cases to the MASH. However, if *the school* is worried that telling parents will mean the child is at greater risk of harm, we may do this without informing them.

- If parents do not consent to a referral but the school believes that a child is at significant risk of harm, a referral will still be made to Children's Services.

5.6 For further information about the Coventry Safeguarding Children Partnership's 'Right Help, Right Time' guidance, which is used by *the school* to make decisions about protecting children, please visit <http://www.coventry.gov.uk/righthelprighttime>.

5.7 See **page 20** for flowchart of actions that will be taken where there are concerns about a child (taken from Keeping Children Safe in Education, September 2021).

5.8 In cases where members of staff become aware that Female Genital Mutilation (FGM) has been carried out on a female below the age of 18, they have a mandatory duty to report this to the police without delay and will do so. Staff should refer this to the DSL, but the legislation requires regulated health and Children's Service professionals and teachers in England and Wales to make a report to the police where, in the course of their professional duties, they either;

- are informed by a girl under 18 that an act of FGM has been carried out on her; or
- observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth.⁴

5.9 Peer on Peer Abuse

5.9.1 *The school* understands that both adults and other children can perpetrate abuse, and can happen inside and outside of school. Peer on peer abuse is taken very seriously. Peer on peer abuse can include bullying (including cyber-bullying, prejudice-based and discriminatory bullying), abuse in intimate personal relationships between peers, physical abuse, sharing of consensual or non-consensual images or videos, causing someone to engage in sexual activity without consent, sexual violence and/or harassment, upskirting, and initiation/hazing ceremonies. The school recognise that safeguarding issues can manifest as peer on peer abuse.

5.9.2 All members of staff will be made aware of the school's policy and procedures with regards to peer on peer abuse. The school will ensure staff understand what is meant by peer on peer abuse by ensuring that all staff complete "The Key" online training and staff read and understand the Trust's Child on Child Abuse Policy. Regular updates will be shared with staff through scheduled safeguarding training throughout the year to maintain a high profile of this issue which is a priority in the school's development plan.

5.9.3 The school will work to prevent peer on peer abuse by providing ongoing teaching to students within the PSHE curriculum so that all children are aware of the issue and know how to report it to staff, the use of tutor time sessions, training for Student Mentors and Anti-bullying Ambassadors and student voice/feedback. Staff and students are encouraged to be observant at all times and report any concerns through to the DSL/DDSLs.

5.9.4 In the event that an allegation of peer on peer abuse is made, *the school* will investigate this by following guidance in the Child on Child Abuse Policy which can be found in the Pool Drive and referring to the DSL/DDSL.

5.9.5 In the event that an allegation of peer on peer abuse is made, victims and alleged perpetrators will be supported by the DSL/DDSL as per the school's Child on Child Abuse policy.

5.9.6 The school will never pass off peer on peer abuse as 'banter' or 'part of growing up' and recognise that even if there are no reported cases, such abuse may still be taking place. This should be a Zero-tolerance approach as this could lead to a culture of unacceptable behaviours.

5.9.7 The school serves a comprehensive student body aged 11-18 and recognises that all children can experience child on child abuse. National data demonstrates that it is more likely that girls will be victims and boys' perpetrators, but all staff and students are taught that all peer on peer abuse is unacceptable and will be taken seriously; some students are more vulnerable than others such as those who are SEND and those subject to Child in Need/child Protection procedures.

5.9.8 *The school* will adhere to guidance set out in Keeping Children Safe in Education (2021) and Sexual Violence and Sexual Harassment in Schools (September 2021) when responding to incidents of peer on peer abuse.

5.9.9 All staff will be made aware that 'upskirting' is a criminal offence.

5.10 Sharing of consensual or non-consensual nude and semi-nude images or videos

5.10.1 "Sharing of consensual or non-consensual nude and semi-nude images or videos" refers to any sharing of youth-produced sexual imagery between children. This includes;

- A person under the age of 18 creating and sharing sexual imagery of themselves with a peer under the age of 18;
- A person under the age of 18 sharing sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult;
- A person under the age of 18 being in possession of sexual imagery created by another person under the age of 18.

5.10.2 The school has a responsibility to educate children in the risks relating to 'sharing consensual or non-consensual nude images or videos' and how to keep themselves safe online. Please read the Online Safety Policy/PSHE policy in the pool drive.

5.10.3 Any incidents or suspected incidents of 'sharing consensual or non-consensual nude images or videos' should be reported to the DSL without delay.

5.10.4 Once reported to the DSL, the DSL will decide on the appropriate course of action. This could include;

- Referrals to the MASH in regards to both peers (also the police if urgent response required);
- Confiscation of mobile phones in line with guidance 'Searching, Screening and Confiscation, (January 2018);
- Support for young people involved to prevent reoccurrence;
- Sanctions in accordance with behaviour policy;

5.10.5 Any incidents of 'sharing consensual or non-consensual nude images or videos' involving the following will result in a MASH and sometimes a Police referral;

- Adult involvement;
- Coercion or blackmail;
- Children under the age of 13;
- Extreme, or violent content;
- Immediate risk of harm.

5.10.6 Staff will not view images or videos on pupil devices. Confiscated devices will be stored securely and passed to the relevant agencies.

5.10.7 We will work with parents as necessary if their child is involved in the sharing of consensual or non-consensual nude images or videos.

5.10.8 We operate a culture of safeguarding and young people should feel confident to disclose if they have sent an inappropriate image of themselves. Children will always be supported to retrieve and delete the images.

5.11 Peer on Peer Sexual Violence and Sexual Harassment

5.11.1 Sexual Violence and sexual harassment, just like the above types of Peer on Peer abuse, can occur both in and out of school (online and face to face) between children of any age and sex and is never acceptable. This includes children from Primary school through to Secondary and higher. Examples of this are:

- rape;
- assault by penetration;
- sexual assault;
- causing someone to engage in sexual activity without consent;
- sexual comments including on social media;
- sexual jokes;
- physical behaviour;
- online sexual harassment;
- sharing of unwanted explicit content;
- upskirting;
- sexualised online bullying;
- sexual exploitation, coercion and threats.

All members of staff at the school maintain the attitude of 'It can happen here' to ensure all children remain safe. One way this is done is by addressing inappropriate behaviour - the school's Behaviour Policy can be found in the Pool drive.

All staff understand that by not addressing this promptly, children's educational attainment may be impacted if the alleged perpetrator attends the same setting.

5.11.2 The school will reassure the victim that they are being taken seriously and that they will be supported and kept safe. The Designated Safeguarding Lead (or deputy) will take a lead role on reports whilst using their professional judgement, and liaise with other agencies by following the protocol below;

- when possible, two members of staff will be present where the report includes an online element. Staff will not view illegal images of children;
- will not promise confidentiality as reports will need to be passed onto Children's Services (and in some cases, the Police);
- recognises that a child is more likely to disclose to a member of staff they have the strongest relationship with;
- an initial disclosure may be the first incident that is reported rather than a singular event;
- some children may face barriers to disclosing such as, additional needs, vulnerability, sex, ethnicity and possibly sexual orientation;
- will always listen carefully to the child whilst being non-judgemental;
- write up the factual parts of the disclosure as soon as the child has finished disclosing;
- liaise with the MASH (and police if urgent response required).

5.11.3 Nevertheless, the victim will never be given the impression that they are creating a problem by reporting sexual violence and/or harassment. Staff will be aware of the importance of challenging inappropriate behaviours; making it clear it is never accepted, tolerated and is not a part of growing up or banter.

5.11.4 In some cases, a risk assessment may be required but will be kept under constant review.

5.12 Serious Violence

5.12.1 All staff will be made aware of indicators, which may signal that children are at risk of, or are involved with serious violent crime such as absence from school, a change in friendship/relationship, a significant decline in performance, signs of self-harm or change in wellbeing, or sign of unexplained injury.

5.12.2 All staff will be made aware of the range of risk factors which will increase the likelihood of involvement in serious violence, criminal networks and gangs and understand the measures in place to prevent these.

5.12.3 All staff will have an awareness of Child Criminal Exploitation and behaviours linked to Child Criminal Exploitation. Further information about Child Criminal Exploitation can be found in paragraph 51 of Keeping Children Safe in Education (2021).

5.13 Searching, Screening and Confiscation

5.13.1 Where necessary, searching, screening and confiscation will be used to safeguard a child/children in the school.

5.13.2 The school adheres to 'Searching, Screening and Confiscation: Advice for Schools (January 2018).

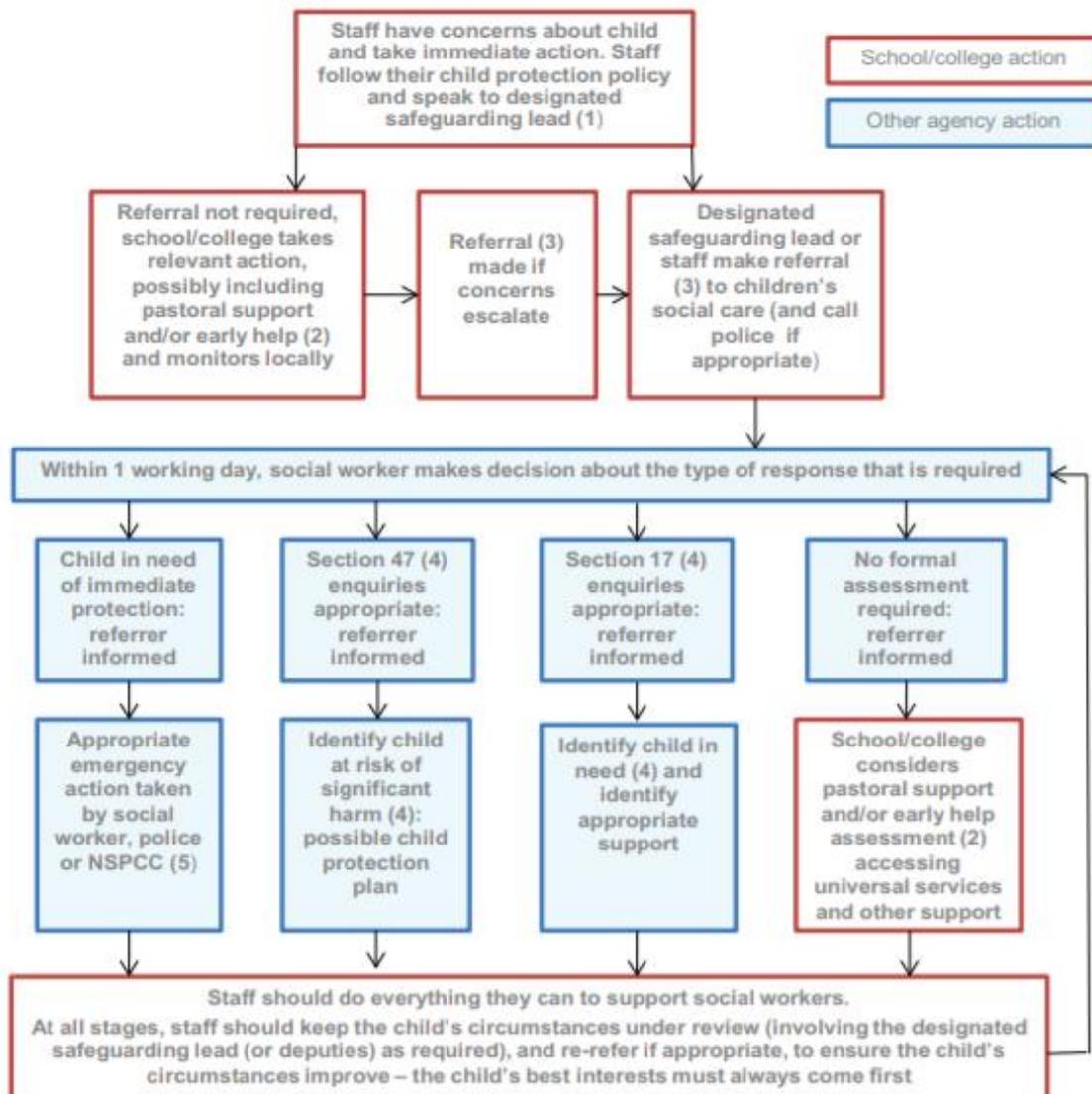
5.13.3 *Please see searching, screening and confiscation guidance in the Behaviour policy for further information.*

5.14 Extra-Familial Harm

5.14.1 *The school* recognises that safeguarding incidents can be associated with factors outside the school and may take place outside of school. We also recognise that safeguarding incidents or behaviours can occur between children outside of school. We will always consider contextual safeguarding factors when responding to safeguarding incidents.

5.14.2 All staff will be made aware that safeguarding incidents and/or behaviours can be associated with factors outside *the school* and/or can occur between children outside these environments.

Actions where there are concerns about a child



(1) In cases which also involve a concern or an allegation of abuse against a staff member, see Part four of this guidance.

(2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.

(3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).

(4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#).

(5) This could include applying for an Emergency Protection Order (EPO).

5.15 To raise concerns about children, members of staff should contact the Multi-Agency Safeguarding Hub (MASH) by telephone to discuss the referral. They should then complete the online Multi-Agency Referral Form (MARF) and submit this to the MASH. The school will follow up referrals if we do not receive feedback from Children's Services.

MASH Telephone number: 02476 788 555

MASH online referral form: <http://www.coventry.gov.uk/safeguardingchildren>

Out of hours Emergency Duty Team: 02476 832 222

Prevent/Channel Referrals: Refer to MASH (mash@coventry.gov.uk) and to

CTU_GATEWAY@west-midlands.pnn.police.uk

5.16 If a child's situation does not appear to be improving following a referral, the school may re-refer the child. We will also consider using the **Coventry Safeguarding Children Partnership's Managing Professional Disagreements policy LINK UPDATED** to ensure that our concerns have been addressed and that the situation improves for the child.

6 Record-keeping

6.1 Information will be kept confidential and stored securely.

6.2 A written record of all safeguarding and/or child protection concerns, discussions and decisions made will be kept in individual children's files. This will be separate from the main school file and will only be accessed by the relevant safeguarding staff.

6.3 *The school* keeps all safeguarding files electronically, using a system called CPOMs.

6.4 Staff will submit all concerns in writing to the DSL at the earliest opportunity. This may be after having a verbal conversation, but conversations will also be followed up in writing.

6.5 In the event that a child moves school, the safeguarding file will be transferred to the new setting securely and separately from the main school file. Once received by the new school, this school will not retain the information.

6.6 The school will seek at least two emergency contacts for every child.

6.7 All data processed by *the school* is done so in line with the General Data Protection Guidelines and the Data Protection Act (2018). Please see the following policies for additional information;

6.8 Further information regarding information sharing and data processing in relation to safeguarding can be found in Part One of Keeping Children Safe in Education (September 2021).

7 Photography and Images

7.1 Consent from parents to photograph children at school events for promotional reasons will be sought when the child joins *the school*.

7.2 Parents can withdraw consent at any time and must notify *the school* if they do not wish their child's photographs to be used.

7.3 Photographs of children used publicly will not be displayed with their name or other personal information.

7.4 Photographs of children will be processed in line with the General Data Protection Regulation. Please see the GDPR/Privacy Policies on the website.

8 Early Help

8.1 *The school* is committed to supporting families as soon as a possible problem arises. It is more effective to support a family through early help than reacting to a problem later. Everyone who comes into contact with children and their families and carers have a role to play in safeguarding children. *The school* works closely with its neighbouring family hub to work with families in the community to improve outcomes for children. (Our Local Hub is at Gosford Primary school although as Hubs are student postcode related we work with all Hubs across the city).

8.2 *The school* works within the Coventry Safeguarding Children Partnership's ['Right Help, Right Time'](#) framework, available on the CSCP website.

9 Staff training

9.1 In order for staff to be able to understand and discharge their safeguarding and child protection duties, *the school* has committed to training staff throughout the academic year. All staff members will be made aware of *the school's* safeguarding processes and structures and will receive training on these as part of their induction. As part of this training and their annual refresher, they will also receive;

- This 'Safeguarding and Child Protection Policy';
- The staff Code of Conduct
- Copies of Part 1 and/or Annex A of Keeping Children Safe in Education (September 2021)
- School procedures for Children Missing Education
- The school Behaviour Policy

9.2 Staff at *the school* will;

Access additional training as relevant throughout the year as part of the CPD programme, morning briefings, Directed Time, mental health updates and training, Thrive training, PSHE sessions, online training, DSL briefings, Local Authority training, e-bulletins and other training as relevant. All governors and volunteers are trained annually and access the e-bulletins from 'The Key' alongside staff.

9.3 The school recognise that children may engage in risky behaviours that may put them at additional risk of danger. These can include drug taking, alcohol abuse, truanting and the sharing of consensual or non-consensual nude images or videos⁵.

10 Safer Recruitment

10.1 *The school* is committed to providing children with a safe environment, in which they can learn. We take safer recruitment seriously and all staff are subject to the following checks;

- Identity check;
- DBS clearance;
- Prohibition from teaching checks (where required);
- Barred List check;
- Section 128 checks (as required - leadership and management);
- Reference check (two references required);
- Professional qualifications check;
- Right to work in the UK check;
- Further checks for those who have lived outside the UK;
- Disqualification Under the Childcare Act 2006 checks (as required).
- Verification on the candidate's mental and physical fitness may also be checked.

10.2 A record of all checks on members of staff will be held on the Single Central Record.

10.3 All new members of staff will be required to obtain DBS clearance. *The school* reserves the right to re-check DBS clearance for any member of staff where information is received that indicates that they may pose a risk to children and may ask candidates to be registered on the DBS update service.

10.4 At least one member of every interview panel will have undergone Safer Recruitment training that will be refreshed every 2 years.

10.5 We take proportionate decisions on whether to check individuals beyond what is required.

10.6 Any visitor to the school who has not been subject to the necessary checks will be supervised at all times and risk assessed.

10.7 All safer recruitment practices at *the school* comply with Keeping Children Safe in Education (September 2021). See Part 3 of Keeping Children Safe in Education (September 2021) for further information.

10.8 See *Safer Recruitment policy* for further details.

11 Allegations of abuse against staff

11.1 *The school* takes all safeguarding concerns and/or allegations against staff seriously and will manage them in line with this policy, Part Four of Keeping Children Safe in Education (September 2021) and the CSCP Guidance, '[Allegations Against Staff and Volunteers](#)'. [LINK UPDATED](#)

11.2 Allegations or concerns may include

- Staff having behaved in a way that has harmed a child, or may have harmed a child;
- Staff possibly committing a criminal offence against or related to a child;

- Staff behaving towards a child or children in a way that indicates that he or she may pose a risk of harm to children; or
- Staff behaving or possibly behaving in a way that indicates they may not be suitable to work with children (including behaviour outside of work). This is known as 'Transferable risk'.

11.3 If a concern or allegation of abuse arises against the Headteacher, it must be reported to the *Chair of Governors Lyn Johnson* without delay.

11.4 If a concern or allegation of abuse arises against any member of staff, supply teacher, volunteer or contractor other than the Headteacher, it must be reported to the Headteacher without delay.

11.5 Concerns or allegations of abuse against staff must be reported to the Headteacher or Chair of Governors as appropriate and not discussed directly with the person involved.

11.6 The Headteacher or Chair of Governors should consider if the concern or allegation meets the threshold for Designated Officer intervention. The details of the LADO can be found at the front of this policy.

11.7 Concerns relating to a position of trust issue will be referred to the Local Authority Designated Officer within 24 hours.

11.8 If a child has suffered or may have suffered abuse or harm, a MASH referral will also be made.

11.9 In the instances where an allegation is dealt with internally, the Local Authority designated officer will provide information and support to *the school* in managing the allegation.

11.10 A referral to the Disclosure and Barring Service will be made if a member of staff is dismissed or removed from their post as a result of safeguarding concerns, or would have been removed if they had not have resigned.

11.11 Supply Teachers and all contracted staff

11.11.1 Although the school does not directly employ supply teachers and contractors, the school will ensure that any concerns or allegations are handled properly.

11.11.2 The school will never cease to use a supply teacher for safeguarding reasons without liaising with the Local Authority Designated Officer and reaching a suitable outcome.

11.11.3 Governing bodies/proprietors will liaise with the supply agency to determine whether to suspend or redeploy the supply teacher whilst they carry out their investigation.

11.11.4 The school will inform supply agencies of its process for managing allegations, including inviting the agency's human resource manager (or equivalent) to meetings and regularly updating agencies on relevant school policies. The school will usually take the lead because agencies do not have direct contact with children or staff, so will not be able to collect facts.

11.12 Governors

11.12.1 If an allegation or concern is about a Governor the school will follow local procedures.

11.13 Volunteers

11.13.1 Risk assessments and a DBS check will be requested for all volunteers. Under no circumstances will a volunteer whereby no checks have been carried out be alone with children or allowed to work in regulated activity.

11.14 Whistleblowing

11.14.1 *The school* operates a culture of safeguarding and all staff should report any concerns about poor or unsafe practice, or *the school's* safeguarding processes to the senior leadership team.

11.14.2 The senior leadership team will take all concerns seriously.

11.14.3 In the event that a member of staff is unable to raise an issue with senior leadership in school, they should refer to Part 1 of Keeping Children Safe in Education for additional guidance on whistleblowing procedures.

12 Promoting safeguarding and welfare in the curriculum

12.1 *The school* recognises the importance of teaching children how to stay safe and look after their mental health and are committed to equipping children with the skills and knowledge to have successful and happy lives.

12.2 The school will teach children about safeguarding, including online safety. As part of a broad and balanced curriculum, the school will cover relevant issues in line with government guidance on Relationships Education, Relationships and Sex Education and Health Education – the school's policy can be found in the pool drive and on the website at www.bluecoatschool.com.

12.3 Children at *the school* will receive a comprehensive programme of timetabled PSHE lessons that promotes safeguarding and enables them to make informed decisions to keep themselves safe.

Please see our policies and curriculum for PSHE which can be found at [PSHE – Blue Coat School & Music College](#) and the Church of England Guidance documentation on our website.

12.4 Education at home and remote learning

The best place for student to learn is at school. In the event of self-isolation due to COVID-19 the school applies its Remote Learning Policy (see the website at www.bluecoatschool.com) The COVID-19 addendum to the Safeguarding Policy outlines the action to be taken to keep children safe in this scenario. The school continues to operate under this policy and KCSIE/WTTSC when children are learning at home or at school.

13 Children Looked After

13.1 The most common reason for children to be looked-after is because they have experienced abuse and/or neglect. *The school* recognises that children looked after may have additional vulnerabilities. The Designated Lead for Looked-After and Previously Looked-After Children is Neil Phipps, Senior Assistant Headteacher, who is supported by Lucie Turner, Pastoral Lead.

13.2 Staff will receive training on how to best safeguard children who are Looked-After and Previously Looked-After.

13.3 The school will work with Personal Advisors when children leave care (where applicable).

13.4 *The school* is committed to working with other agencies to ensure the best outcomes for Looked-After and Previously Looked-After children.

14 Children with Special Educational Needs and Disabilities or physical health needs

14.1 As outlined in Keeping Children Safe in Education (2021), *the school* is aware that children with additional needs or disabilities may be more vulnerable to abuse and additional barriers may exist when recognising abuse and neglect. This could be because;

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation or bullying than other children;
- the potential for children with SEN and disabilities or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.⁶

14.2 Staff will be trained in recognising signs of abuse in children with SEN and disabilities or certain medical conditions.

14.3 Staff will take into account the needs of a child when responding to concerns of abuse or when taking a disclosure. We recognise that some children require specialist intervention to communicate and advice from the SENCO will be sought in these circumstances.

14.4 Safeguarding learning opportunities within the curriculum will be appropriately differentiated to ensure all children can access it.

15 Use of reasonable force

15.1 There may be occasions when staff are required to use reasonable force to safeguard children. We will not use any more force than is necessary. Please read the Behaviour Policy for guidance.

16 Work Experience

16.1 The school supports students to complete a period of one-week work experience during the summer of Year 10 and for sixth form students for whom it is part of their Programme of study. All placements must comply with the school's Health and Safety requirements. The school will make contact with all employers to assess the suitability of the placement and the supervision provided. Dependent upon the length of the placement contact via phone and in person will be made as appropriate.

17 Children staying with host families (see Annex E KCSIE)

18 Summary

The school is committed to safeguarding children and will always make safeguarding decisions that are in the best interests of each child. For further information or if you have any queries about this policy, please contact the school.

Appendix A

The school's safeguarding policy is intended to be used in conjunction with the wider policies of the school, which are listed below and can be found in the Pool drive electronically.

The school adheres to Coventry Safeguarding Children Partnership Policies, which can be found here:

- [Allegations Against Staff or Volunteers \(CSCP\) LINK UPDATED](#)
- [Allegations Against Members of Staff](#)
- Anti – Bullying Policy
- Anti-Discrimination and Harassment Policy
- Attendance Policy
- Behaviour Policy
- Supporting children with Medical Needs Policy
- Children Missing in Education Procedures
- Complaints Policy
- Critical Incident Plan
- Data Protection Policy and Privacy Notice
- Drugs and Alcohol policy included in the Behaviour Policy and Staff Code of Conduct
- Equalities Policy
- [Managing Professional Disagreements \(CSCP\) LINK UPDATED](#)
- Health & Safety Policy
- HR & Governance Policy
- E-Safety Policy
- Intimate Care Policy
- IT Policy
- Lone Working Policy/Home visits policy
- Medicine & First Aid Policy
- Primary-Secondary Transition Policy
- PSHE Policy
- Mental Health Protocol and Policy
- Safer Recruitment Policy
- Site Security Policy
- SEND Policy
- Staff Code of Conduct
- Trips and Visits Policy
- Use of Reasonable Force Policy
- Trips and visits and visitor guidance (including external speakers)
- Whistleblowing Policy

Types of Abuse

As outlined in paragraph 4.4, the school will take action if we believe a child is at risk of or is suffering from abuse. Abuse is not limited to physical, emotional, sexual abuse and neglect. For further information on the definitions of the types of abuse below, please refer to **Keeping Children Safe in Education (2021)**, Annex A.

All decisions taken in responding to concerns of abuse will be taken in the best interests of the child. This will also reflect the school's Christian ethos and particularly our values of Care, Hard work, Respect, Integrity, Servanthood and Togetherness. Our vision is that all members of the school are enabled to 'Live life in all its fullness'. The school will respond sensitively and promptly to any concerns raised as identified below. This list is comprehensive and not exhaustive.

- **Bullying, including cyber- or online-bullying**
- **Child criminal exploitation (including involvement in county lines)**
- **Domestic abuse** – Including Operation Encompass (Police notification of children witnessing Domestic Violence or that has occurred in the child's home)
- **Fabricated or induced illness**
- **Faith-based abuse**
- **Female genital mutilation (A form of so-called 'honour-based' abuse)**
- **Forced marriage (A form of so-called 'honour-based' abuse)**
- **Gangs or youth violence**
- **Gender-based violence**
- **Hate**
- **Homelessness**
- **(So-called) 'Honour-based' abuse (For FGM and Forced Marriage, types of so-called 'honour-based' abuse, see above)**
- **Radicalisation and Extremism** – where there is a concern around Prevent the school will act in line with the procedures outlined in this policy and this includes that referrals to Channel will be made where this is a concern.
- **Relationship abuse**
- **Serious Violence**
- **Sexual violence or sexual harassment (including peer-on-peer abuse)**
- **Sharing of consensual or non-consensual nude images and videos**
- **Trafficking and modern slavery**
- **Children missing from education, home or care**
- The school will also take action to protect;
 - Children missing education
 - Children missing from home or care

Children Missing Education & Children Missing from home or care

The school follows the statutory guidance as published on our website and saved in the Pool drive. Please also refer to the Attendance policy.

Private Fostering

The school have a duty to refer any children who are living in a private fostering arrangement to the local authority.

We will do this through a MASH referral. It is important that parents/carers inform us if a child is going to be staying at an alternative address to that of their primary care-givers for more than.

Indicators of abuse

See below for possible indicators of abuse. (Taken from *What to do if you are worried a child is being abused*, 2015)

- Children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed;
- Children with clothes which are ill-fitting and/or dirty;
- Children with consistently poor hygiene;
- Children who make strong efforts to avoid specific family members or friends, without an obvious reason;
- Children who don't want to change clothes in front of others or participate in physical activities;
- Children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry;
- Children who talk about being left home alone, with inappropriate carers or with strangers;
- Children who reach developmental milestones, such as learning to speak or walk, late, with no medical reason;
- Children who are regularly missing from school or education;
- Children who are reluctant to go home after school;
- Children with poor school attendance and punctuality, or who are consistently late being picked up;
- Parents who are dismissive and non-responsive to practitioners' concerns;
- Parents who collect their children from school when drunk, or under the influence of drugs;
- Children who drink alcohol regularly from an early age;
- Children who are concerned for younger siblings without explaining why;
- Children who talk about running away; and
- Children who shy away from being touched or flinch at sudden movements.

The school recognises that the above list of indicators is not exhaustive and staff will receive training on indicators of abuse.

Appendix C – Further Safeguarding Information regarding COVID-19

In the event of restrictions being applied to the school/local community the following guidance will be followed during a partial or full school closure/lockdown. This is subject to government updates and the overwhelming priority is to keep children in school wherever possible. Partial/full closure of the school is a last resort.

Key contacts

Role	Name	Contact number	Email
Designated Safeguarding Lead	Kay Arnold	Contact by email in the first instance.	k.arnold@bluecoatschool.com
Deputy Designated Safeguarding Leads	Victoria Shelley Kerry Routley Jennifer Davoile	Contact by email in the first instance.	v.shelley@bluecoatschool.com
			k.routley@bluecoatschool.com
			j.davoile@bluecoatschool.com
Headteacher	Victoria Shelley	Contact by email in the first instance.	v.shelley@bluecoatschool.com
Chair of Governors	Lyn Johnson	Contact by email in the first instance.	l.johnson@bluecoatschool.com

Vulnerable children

Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with education, health and care (EHC) plans.

Those who have a social worker include children who have a Child Protection Plan and those who are looked after by the Local Authority. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

Those with an EHC plan will be risk-assessed in consultation with the Local Authority and parents, to decide whether they need to continue to be offered a school place in order to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHC plans can safely remain at home.

Eligibility for free school meals in and of itself should not be the determining factor in assessing vulnerability.

Senior leaders, especially the Designated Safeguarding Lead (and deputies) know who our most vulnerable children are. They have the flexibility to offer a place to those on the edge of receiving children's social care support. Blue Coat School will continue to work

with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children. The lead people for this will be Lucie Turner (Pastoral Lead) and Neil Phipps (Senior Assistant Headteacher).

Where parents are concerned about the risk of the child contracting COVID19, Blue Coat School or the social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England.

Attendance monitoring

Standard attendance monitoring is in place in line with the Attendance Policy. All children are expected to attend school unless required to self-isolate or ill with COVID-19.

In the event of a partial/full school closure, Blue Coat School and social workers will agree with parents/carers whether children in need should be attending school – Blue Coat School will then follow up on any pupil that they were expecting to attend, who does not. Blue Coat School will also follow up with any parent or carer who has arranged care for their child(ren) and the child(ren) subsequently do not attend.

All vulnerable children have been identified and would be invited to attend school dependent upon Public Health advice in the event of a closure. In all cases weekly contact is made with these children and/or their parents/carers via an allocated key contact person. Contact is recorded on a spreadsheet, RAG rated weekly and all detail recorded on CPOMS where required. Responsibility for monitoring ongoing contact sits with SLT.

To support the above, Blue Coat School will, when communicating with parents/carers and carers, confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.

In all circumstances where a vulnerable child does not take up their place at school, or discontinues, Blue Coat School will notify their social worker.

Designated Safeguarding Lead

Blue Coat School has a Designated Safeguarding Lead (DSL) and Deputy DSLs. The Designated Safeguarding Lead is: Mrs Kay Arnold

The Deputy Designated Safeguarding Leads are: Mrs Victoria Shelley, Kerry Routley, Jennifer Davoille

The optimal scenario is to have a trained DSL (or deputy) available on site. Where this is not the case a trained DSL (or deputy) will be available to be contacted via phone or online video - for example when working from home.

Where a trained DSL (or deputy) is not on site, in addition to the above, the senior leader on site will assume responsibility for co-ordinating safeguarding on site.

This might include updating and managing access to child protection online management system, CPOMS and liaising with the offsite DSL (or deputy) and as required liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments at the school or college.

It is important that all Blue Coat School staff and volunteers have access to a trained DSL (or deputy). On each day staff on site will be made aware of the SLT member on site who carries this responsibility when they sign in.

The DSL will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.

Reporting a concern

Where staff have a concern about a child, they should continue to follow the process outlined in the school Safeguarding Policy, this includes making a report to the DSL Kay Arnold in the first instance via email (and CPOMs for those staff with access), which can be done remotely. The Headteacher should also be copied in as this will ensure that the concern is received.

Staff are reminded of the need to report any concern immediately and without delay.

Where staff are concerned about an adult working with children in the school, they should email the headteacher immediately and alert the SLT member of staff on site that this has been done. The SLT member of staff on site will contact the Headteacher immediately.

Concerns around the Headteacher should be directed to the Chair of Governors: Mrs Lyn Johnson.

Safeguarding Training and induction

All existing school staff have had safeguarding training and have read part 1 of Keeping Children Safe in Education (2019). The DSL should communicate with staff any new local arrangements, so they know what to do if they are worried about a child. All DSLs are up to date with their refresher training which was completed in the summer term of 2021.

Where new staff are recruited, or new volunteers enter Blue Coat School, they will continue to be provided with a safeguarding induction.

Safer recruitment/volunteers and movement of staff

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. When recruiting new staff, Blue Coat School will continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in part 3 of Keeping Children Safe in Education (2021) (KCSIE). Where Blue Coat School are utilising volunteers, we will continue to follow the checking and risk assessment process as set out in KCSIE. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

Blue Coat School will continue to follow the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found in KCSIE.

Blue Coat School will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per KCSIE and the TRA's 'Teacher misconduct advice for making a referral. During the COVID-19 period all referrals should be made by emailing Misconduct.Teacher@education.gov.uk

Online safety in schools and colleges

Blue Coat School will continue to provide a safe environment, including online. This includes the use of an online filtering system.

Where students are using computers in school, appropriate supervision will be in place.

Children and online safety away from school and college

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Child Protection Policy and where appropriate referrals should still be made to children's social care and as required, the police.

Online teaching should follow the same principles as set out in the code of conduct for face-to-face teaching.

Blue Coat School will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

Below are some things to consider when pre-recording lessons for students:

- Staff must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, ideally in an empty classroom/office although this won't be possible for all staff, not in bedrooms; and the background should be blurred.

If Blue Coat moves to online learning, the Remote Learning Policy should be followed and can be found at www.bluecoatschool.com

Supporting children not in school

Blue Coat School is committed to ensuring the safety and wellbeing of all its Children and Young people.

Where the DSL has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in school, they should ensure that a robust communication plan is in place for that child or young person.

Details of this plan must be recorded on CPOMS, as should a record of contact have made. The communication plans can include; remote contact and phone contact. Other individualised contact methods should be considered and recorded.

Blue Coat School and its DSL will work closely with all stakeholders to maximise the effectiveness of any communication plan.

This plan must be reviewed regularly during any period of home learning and where concerns arise, the DSL will consider any referrals as appropriate.

The school will share safeguarding messages on its website and social media pages.

Blue Coat School recognises that school is a protective factor for children and young people, and the current circumstances, can affect the mental health of pupils and their parents/carers and staff. Teachers at Blue Coat will be aware of this in setting expectations of pupils' work where they are at home.

In the event of a partial or full closure, Blue Coat school will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them. This will be bespoke to each child and recorded on CPOMS.

Supporting children in school

Blue Coat school is committed to ensuring the safety and wellbeing of all its students and will continue to be a safe space for all children to attend and flourish.

The Headteacher will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety. We will refer to the Government guidance for education and childcare settings and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID19. At Blue Coat this includes all of the following: directing all students to follow good hand hygiene and use the sanitizer in all of the classrooms, prominent displays of Government education posters, encouraging weekly testing and good ventilation of areas they use.

Where the Headteacher has concerns about the impact of staff absence – such as our Designated Safeguarding Lead or first aiders – this will be discussed immediately with the Chair of Governors.

Peer on Peer Abuse

Blue Coat recognises that during the closure a revised process may be required for managing any report of such abuse and supporting victims.

Where the school receives a report of peer on peer abuse, we will follow the principles as set out in part 5 of KCSIE and of those outlined within of the Child Protection Policy.

The school will listen and work with the young person, parents/carers and any multiagency partner required to ensure the safety and security of that young person.

Concerns and actions must be recorded on CPOMS and appropriate referrals made.

Reviewed by: Kay Arnold September 2021

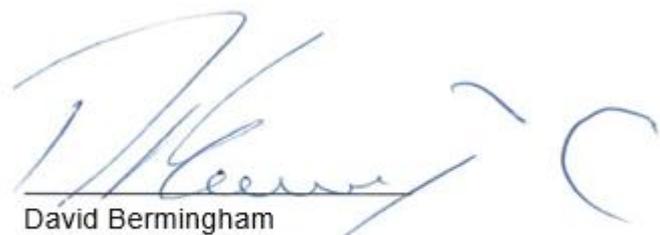
Next Review Date: September 2022

Approved by Directors: 6 October 2021

Signed:



Lois Whitehouse
CEO



David Bermingham
Chair of Trust Board