



# Kenningtons Primary Academy

## *Child Protection Policy*

**2021 - 2022**

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## Child Protection Policy

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## 1. Introduction

Schools and their staff form part of the wider safeguarding system for children. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.

*(Keeping Children Safe in Education – DfE, 2020)*

This Child Protection Policy is for all staff, parents/carers, governors, volunteers and the wider school community. It forms part of the safeguarding arrangements for our school and should be read in conjunction with the following:

- Keeping Children Safe in Education (DfE, 2020)
- Safeguarding response to children missing from education
- The role of the designated safeguarding lead (Annex B of KCSIE)
- Safer Recruitment Policy
- Staff Code of Conduct Policy
- Anti-Bullying Policy
- Behaviour and Discipline Policy
- Health and Safety Policy
- Educational Visits Procedure
- E-Safety Policy
- Mental Health and Wellbeing Policy

The document 'Keeping Children Safe in Education (DfE, 2020) **MUST** be read in conjunction with this policy and should be kept as an appendix to the school's Child Protection Policy.

Safeguarding and promoting the welfare of children (everyone under the age of 18) is defined for the purposes of this guidance as:

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

## 2. Statutory framework

There is government guidance set out in Working Together (HMG, 2018) on how agencies must work in partnership to keep children safe. This guidance places a shared and equal duty on three Safeguarding Partners, (the Local Authority, Police and Health) to work together to safeguard and promote the welfare of all children in their area under multi-agency safeguarding arrangement. These arrangements sit under the Thurrock Local Safeguarding Partnership (TLSCP).

In Thurrock the statutory partners are Thurrock Council, Essex Police and Thurrock CCG.

Section 175 of the Education Act 2002 (*Section 157 for Independent schools*) places a statutory responsibility on the governing body to have policies and procedures in place that safeguard and promote the welfare of children who are pupils of the school.

The development of appropriate procedures and the monitoring of good practice in Thurrock are the responsibilities of the Thurrock Local Safeguarding Partnership (TLSCP). All professionals must work in accordance with the [SET Procedures](#) (Thurrock LSCP, 2019).

Our school works in accordance with the following legislation and guidance (*this is not an exhaustive list*):

[Keeping Children Safe in Education \(DfE, 2020\)](#)

[Working Together \(HMG, 2018\)](#)

[Education Act \(2002\)](#)

[Counter-Terrorism and Security Act \(HMG, 2015\)](#)

[Serious Crime Act 2015 \(Home Office, 2015\)](#)

[Children and Social Work Act \(2017\)](#)

[Sexual Offences Act \(2003\)](#)

[Education \(Pupil Registration\) Regulations \(2006\)](#)

[Information sharing advice for safeguarding practitioners \(HMG, 2018\)](#)

[Data Protection Act \(2018\)](#)

[What to do if you're worried a child is being abused \(HMG, 2015\)](#)

[Searching, screening and confiscation \(DfE, 2018\)](#)

[Children Missing Education – statutory guidance for local authorities \(DfE, 2016\)](#)

[Children Act \(1989\)](#)

[Children Act \(2004\)](#)

[Teaching online safety in schools \(DfE, 2019\)](#)

[Preventing and Tackling Bullying \(DfE, 2017\)](#)

[Female Genital Mutilation Act 2003 \(S.74 – Serious Crime Act 2015\)](#)

### **3. Roles and Responsibilities**

All adults working with or on behalf of children have a responsibility to protect them and to provide a safe environment in which they can learn and achieve their full potential. However, there are key people within schools and the Local Authority who have specific responsibilities under child protection procedures. The names of those in our school with these specific responsibilities (the designated safeguarding lead and deputy designated safeguarding lead) are shown on the cover sheet of this document.

#### **The Governing Body**

The governing body ensures that the policies, procedures and training in our school are effective and comply with the law at all times. It ensures that all required policies relating to safeguarding are in place and that the child protection policy reflects statutory and local guidance and is reviewed at least annually.

The governing body ensures there is a named designated safeguarding lead and deputy safeguarding lead in place.

The governing body ensures the school contributes to inter-agency working, in line with statutory and local guidance. It ensures that information is shared and stored appropriately and in accordance with statutory requirements.

The governing body ensures that all staff members undergo safeguarding and child protection training at induction and that it is then regularly updated. All staff members receive regular safeguarding and child protection updates, at least annually, to provide them with the relevant skills and knowledge to keep our children safe.

The governing body ensures that children are taught about safeguarding, including online, ensuring that the appropriate filters and monitoring systems for online usage are in place. Our

children will be taught how to keep themselves safe through teaching and learning opportunities as part of a broad and balanced curriculum.

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The governing body ensures our pupils are taught how to keep themselves safe (including online) through teaching and learning opportunities as part of a broad and balanced curriculum. From September 2020, our school will work in accordance with new government regulations which make the subjects of Relationships Education (for primary age pupils) mandatory

The governing body and school leadership team are responsible for ensuring the school follows recruitment procedures that help to deter, reject or identify people who might abuse children. It adheres to statutory responsibilities to check adults working with children and has recruitment and selection procedures in place (see the school's 'Safer Recruitment' policy for further information). It ensures that volunteers are appropriately supervised in school.

### **The Designated Safeguarding Lead (and Deputies)**

The designated safeguarding lead in school takes lead responsibility for managing child protection referrals, safeguarding training and raising awareness of all child protection policies and procedures. They ensure that everyone in school (including temporary staff, volunteers and contractors) is aware of these procedures and that they are followed at all times. They act as a source of advice and support for other staff (on child protection matters) and ensure that timely referrals to Thurrock Children's Social Care are made in accordance with current SET procedures. They work with the local authority and other agencies as required.

DSL's should also work collaboratively to help promote educational outcomes for all students (including children with a social worker), who are experiencing safeguarding and child protection issues.

If for any reason the designated safeguarding lead is unavailable, one of the deputy designated safeguarding leads will act in their absence.

### **The Headteacher**

The Headteacher works in accordance with the requirements upon all school staff. In addition, she ensures that all safeguarding policies and procedures adopted by the governing body are followed by all staff.

### **All School Staff**

Everyone in our school has a responsibility to provide a safe learning environment in which our children can learn. All staff members are prepared to identify children who may benefit from early help and understand their role within this process. This includes identifying any emerging problems so appropriate support may be provided and liaising with the designated safeguarding lead to report any concerns. All staff members are aware of and follow school processes (as set out in this policy) and are aware of how to make a referral to Social Care if there is a need to do so.

All staff members should be aware that safeguarding incidents and/or behaviour can be associated with factors outside the school and /or can occur between children outside these environments. All staff but especially the designated safeguarding lead and deputies should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation and serious youth violence.

## 4. Types of abuse

Keeping Children Safe in Education (DfE, 2020) defines abuse as the 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”.*

The four main types of abuse referred to in Keeping Children Safe in Education are:

- Physical
- Emotional
- Sexual
- Neglect

Our school is aware of the signs of abuse and neglect so we are able to identify children who may be in need of help or protection.

## 5. Specific Safeguarding Issues

### **Child Sexual Exploitation (CSE)**

CSE is a form of abuse which can happen to boys and girls from any background or community.

The Department of Education (DfE, 2017) defines it as;

*“Child Sexual Exploitation is a form of child sexual abuse. It occurs when an individual or group take 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 and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. 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”.*

It is understood that a significant number of children who are victims of CSE go missing from home, care and education at some point. Our school is alert to the signs and indicators of a child becoming at risk of, or subject to, CSE and will take appropriate action to respond to any concerns. The designated safeguarding lead will lead on these issues and work with other agencies as appropriate.

### **Child criminal exploitation**

Child criminal exploitation is a geographically widespread form of harm which is a typical feature of county lines criminal activity. County lines is when drug networks/gangs groom and exploit children to carry drugs and money from urban areas to suburban areas and seaside towns. Our school works with key partners locally to prevent and respond to child criminal exploitation.

### **County Lines**

County Lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas, using dedicated mobile phone lines or other form of ‘deal line’. Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move, and store, drugs and money Children are often recruited to move drugs and money between locations.

### **Peer on peer abuse**

Our school may be the only stable, secure and safe element in the lives of children at risk of, or who have suffered harm. Nevertheless, whilst at school, their behaviour may be challenging and defiant, or they may instead be withdrawn, or display abusive behaviours towards other children. Our school recognises that some children may abuse their peers and any incidents of peer on peer

abuse will be managed in the same way as any other child protection concern and will follow the same procedures. We will seek advice and support from other agencies as appropriate.

Peer on peer abuse can manifest itself in many ways, most likely to include, but may not be limited to:

- bullying (including cyber bullying)
- physical abuse
- sexual violence / sexual harassment
- up-skirting
- on-line abuse / gender-based abuse
- sexting (also known as youth produced sexual imagery) or sexually harmful behaviour
- initiation / hazing type violence and rituals

We do not tolerate any harmful behaviour in school and will take swift action to intervene where this occurs. We use lessons and assemblies to help children understand, in an age-appropriate way, what abuse is and we encourage them to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable. Our school understands the different gender issues that can be prevalent when dealing with peer on peer abuse.

### **Children with special educational needs and disabilities**

Our school understands that children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- That they may be more prone to peer group isolation than others.
- The potential to be disproportionately impacted by things like bullying, without outwardly showing any signs.
- Communication difficulties in overcoming these barriers

### **Domestic Abuse**

Domestic Abuse can take many forms, including psychological, physical sexual, financial and emotional. Our School recognises that exposure to domestic abuse can have a serious long term emotional and psychological impact on children. We work with other key partners, and will share relevant information where there are concerns that domestic abuse may be an issue for a child or family, or be placing a child at risk of harm.

### **So-called 'honour-based abuse' (including Female Genital Mutilation and forced marriage)**

**Female Genital Mutilation (FGM)** comprises all procedures involving partial or total removal of the external female genitalia or other injury to female genital organs. It is illegal in the UK and a form of child abuse.

As of October 2015, the Serious Crime Act 2015 (Home Office, 2015) introduced a duty on teachers (and other professionals) to notify the police of known cases of female genital mutilation where it appears to have been carried out on a girl under the age of 18. Our school will operate in accordance with the statutory requirements relating to this issue, and in line with existing local safeguarding procedures.

A **forced marriage** is one entered into without the full consent of one or both parties. It is where violence, threats or other forms of coercion are used and is a crime. Our staff understand how to report concerns where this may be an issue. This is a separate issue from arranged marriage. It is a



human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Whistleblowing may come from younger siblings.

The 'one chance' rule – under FGM and Forced Marriage there is the 'one chance' rule. It is essential that settings take action without delay.

### **Breast Ironing / Breast Flattening**

The process where young girls' breasts are ironed, massaged or pounded through the use of hard or heated objects in order for the breasts to disappear or delay the development of the breasts entirely. Much like FGM it is a harmful cultural practice and is child abuse. There is no specific law within the UK around Breast Ironing; however, it is a form of physical abuse

### **Prevention of radicalisation**

As of July 2015, the [Counter-Terrorism and Security Act \(HMG, 2015\)](#) placed a new duty on schools and other education providers. Under section 26 of the Act, schools are required, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.

It requires schools to:

- teach a broad and balanced curriculum which promotes spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of life and must promote community cohesion
- be safe spaces in which children / young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas
- be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues

CHANNEL is a national programme which focuses on providing support at an early stage to people identified as vulnerable to being drawn into terrorism. Our staff understand how to identify those who may benefit from this support and how to make a referral.

Our School works in accordance with local procedures for PREVENT and with other agencies, sharing information and concerns as appropriate.

Any concerns that one of our pupils is at risk in this respect will be referred to the Thurrock Multi-Agency Safeguarding Hub (MASH) (Tel: 01375 652802).

### **Serious violence**

All staff are aware of indicators which may signal that children are at risk from or involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in well-being or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that a child has been approached by or is involved with, individuals associated with criminal networks or gangs.

### **Children missing from education**

All children, regardless of their age, ability, aptitude and any special education needs they may be entitled to a full-time education. Our school recognises that a child missing education is a potential indicator of abuse or neglect and will follow the school procedures for unauthorised absence and for children missing education. Parents should always inform us of the reason for any absence. Where contact is not made, a referral may be made to another appropriate agency (Thurrock EWS – Child Missing Education, Social Care or Police).

Parents/Carers are required to provide at least two emergency contact numbers to the School, so we are able to communicate with someone if we need too.

Our school must inform the local authority of any pupil who fails to attend school regularly, or has been absent without school permission for a continuous period of 10 days or more.

### **Contextual safeguarding**

Safeguarding incidents and behaviours can be associated with factors outside our school. All staff are aware of contextual safeguarding and the fact they should consider whether wider environmental factors present in a child's life are a threat to their safety and/or welfare. To this end, we will consider relevant information when assessing any risk to a child and share it with other agencies to support better understanding of a child and their family.

### **Sexting in School**

The increase in speed and ease of sharing imagery has brought about concerns about young people producing and sharing sexual imagery of themselves. This can expose them to risks, particularly if the imagery is shared further, including embarrassment, bullying and increased vulnerability to sexual exploitation. Producing and sharing sexual images of under 18s is also illegal.

The Law says it is an offence to possess, distribute, show and make indecent images of children. The Sexual Offences Act 2003 (England and Wales) defines a child for the purpose of indecent images as anyone under the age of 18.

It is vital that we work in partnership with Parents/Carers to support the wellbeing of our pupils. Parents/Carers should share concerns about the wellbeing of their child with the school so appropriate support and interventions can be identified and implemented.

## **6. Procedures**

All action is taken in accordance with the following guidance;

- Thurrock Safeguarding Children Partnership guidelines - the SET (Southend, Essex and Thurrock) Child Protection Procedures (Thurrock LSCP, 2019)
- Keeping Children Safe in Education (DfE, 2020)
- Working Together to Safeguard Children (DfE, 2018)
- PREVENT Duty - Counter-Terrorism and Security Act (HMG, 2015)
- FGM Act (HMG, 2003), Serious Crime Act 2015 (Home Office, 2015)

When new staff, volunteers or regular visitors join our school they are informed of the safeguarding arrangements in place and the name of the designated safeguarding lead (and deputies) and how to share concerns with them. Any member of staff, volunteer or visitor to the school who receives a disclosure or allegation of abuse, or suspects that abuse may have occurred **must** report it immediately to the designated safeguarding lead (or, in their absence, one of the deputy designated safeguarding leads).

The designated safeguarding lead or one of the deputies will immediately refer cases of suspected abuse or allegations to the MASH Team by telephone and in accordance with the procedures outlined in the SET procedures (Thurrock LSCP, 2019).

The telephone referral to the MASH Team will be confirmed in writing within 48 hours with the CAF form. Essential information will include the pupil's name, address, date of birth, family

composition, the reason for the referral, whether the child's parents are aware of the referral plus any other relevant information or advice given.

The school will always undertake to share an intention to refer a child to Children's Social Care with the parents or carers, unless to do so could place the child at greater risk of harm or impede a criminal investigation. It may be necessary to seek advice from the MASH Team and / or Essex Police in making decisions about when it is appropriate to share information with parents / carers.

If a member of staff continues to have concerns about a child and feels the situation is not being addressed or does not appear to be improving, the staff member concerned should press for re-consideration of the case with the designated safeguarding lead.

Safeguarding contact details are displayed in the school to ensure that all staff members have unfettered access to safeguarding support.

## 7. Brook's Sexual Behaviours Traffic Light Tool

The Brook Sexual Behaviors Traffic Light Tool uses a traffic light system to categorize the sexual behaviors of young people and is designed to help professionals:

- Assess and respond appropriately to sexual behavior in children and young people
- To help make decisions about safeguarding of children and young people.
- Understand healthy sexual development and distinguish it from harmful behavior

## 8. Operation Encompass

At Kenningtons Primary Academy we are working in partnership with Essex Police and Thurrock Children's Services to identify and provide appropriate support to pupils who have experienced domestic abuse in their household, this scheme is called Operation Encompass.

In order to achieve this, Essex Police will share information of all medium/high risk domestic violence incidents where one of our pupils have been present, with the Designated Safeguarding Lead(s).

On receipt of any information, the Designated Safeguarding Lead will decide on the appropriate support the pupil requires, this could be silent or overt. All information sharing and resulting actions will be undertaken in accordance with safeguarding and child protection regulations.

We will record this information and store this information in accordance with the record keeping procedures outlined in this policy.



## 9. Training

The designated safeguarding lead (and deputies) undertake updated child protection training at least every two years. The Headteacher, all staff members and governors receive appropriate child protection training which is regularly updated and in line with advice from the Thurrock Local Safeguarding Children Partnership (Thurrock LSCP). In addition, all staff members receive safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Records of any child protection training undertaken is kept for all staff and governors.

All staff are made aware of the boundaries of appropriate behaviour and conduct. These matters form part of staff induction and are outlined in the Staff Handbook / Code of Conduct.

The school ensures that the designated safeguarding lead (and deputies) also undertake training in inter-agency working and other matters as appropriate.

The Headteacher is WRAP trained and ensures that all staff are Prevent trained.

### **10. Professional confidentiality**

Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. A member of staff must never guarantee confidentiality to anyone about a safeguarding concern (including parents/carers or pupils) or promise to keep a secret. In accordance with statutory requirements, where there is a child protection concern, this must be reported to the designated safeguarding lead and may require further investigation by appropriate authorities.

All staff members are informed of relevant information in respect of individual cases regarding child protection on a 'need to know basis' only and where it is on the child's best interests to do so. Any information shared with a member of staff in this way is held treated confidentially.

### **11. Records and information sharing**

Where there are concerns about the safety of a child, the sharing of information in a timely and effective manner between organisations can reduce the risk of harm. Whilst the Data Protection Act 2018 places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child or vulnerable adult being placed at risk of harm. Similarly, human rights concerns, such as respecting the right to a private and family life would not prevent sharing where there are real safeguarding concerns. Fears about sharing information cannot be allowed to stand in the way of the need to safeguard and promote the welfare of children at risk of abuse or neglect.

Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concern held about a child or children within our school, the status of such records and when these records should be shared with other agencies.

Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse, will make an accurate signed record as soon as possible noting what was said or seen, giving the date, time and location.

In certain cases, it may be necessary to photograph an injury on a child. This will be done in a sensitive manner and only with the permission of the child. This may ONLY be done in the presence of the Designated Safeguarding Lead. Images will be stored securely and deleted from devices in a timely manner.

All records will be dated and signed and will include the action taken. This is then presented to the designated safeguarding lead (or deputy), who will decide on appropriate action and record this accordingly.

Any records related to child protection are kept in an individual child protection file for that child (which is separate to the pupil file) in chronological order. All child protection records are stored securely and confidentially and will be retained for 25 years after the pupil's date of birth.

In line with statutory guidance, where a pupil transfers from our school to another, their child protection records will be forwarded to the new educational setting. These will be marked 'Confidential' and for the attention of the receiving school's designated safeguarding lead, with a return address on the envelope so it can be returned to us if it goes astray. Enclosed with the child protection records is a slip for the new school to return to Kenningtons Primary Academy; ensuring

that files have been received [Appendix A]. Copies of this paperwork will be retained by our school, should they be required at a future date.

Where a pupil joins our school, we will request child protection records from the previous educational establishment (if none are received).

## **12. Interagency working**

It is the responsibility of the designated safeguarding lead to ensure that the school is represented at, and that a report is submitted to, any child protection conference called for children on the school roll or previously known to them. The member of staff attending the meeting will be fully briefed on any issues or concerns the school has and be prepared to contribute to the discussions at the conference.

If a child is subject to a Child Protection or a Child in Need plan, the designated safeguarding lead will ensure the child is monitored regarding their school attendance, emotional well-being, academic progress, welfare and presentation. If the school is part of the core group, the designated safeguarding lead will ensure the school is represented, provides appropriate information and contributes to the plan at these meetings. Any concerns about the Child Protection plan and / or the child's welfare will be discussed and recorded at the core group meeting, unless to do so would place the child at further risk of significant harm. In this case the designated safeguarding lead will inform the child's social worker / family support worker immediately and then record that they have done so and the actions agreed.

## **13. Allegations about members of the workforce**

All staff members are made aware of the boundaries of appropriate behaviour and conduct. These matters form part of staff induction and are outlined in the Staff Handbook / Code of Conduct.

The school works in accordance with statutory guidance and the SET procedures (Thurrock LSCP, 2019) in respect of allegations against an adult working with children (in a paid or voluntary capacity). Section 7 of the current SET procedures provides detailed information on this.

The school has processes in place for reporting any concerns about a member of staff (or any adult working with children). Any concerns about the conduct of a member of staff will be referred to the Headteacher (or the Deputy Headteacher in their absence). This role is distinct from the designated safeguarding lead as the named person should have sufficient status and authority in the school to manage employment procedures. Staffing matters are confidential and the school must operate within statutory guidance around Data Protection.

Where the concern involves the Headteacher, it should be reported direct to the Chair of Governors (Sarah Sayers).

SET procedures (Thurrock LSCP, 2019) require that, where an allegation against a member of staff is received, the Headteacher, senior named person or the Chair of Governors must inform the duty Local Authority Designated Officer (LADO) on **01375 652921** within one working day. However, wherever possible, contact with the LADO should be made immediately as they will then advise on how to proceed and whether the matter requires Police involvement. This will include advice on speaking to pupils and parents and HR. The school does not carry out any investigation before speaking to the LADO.

#### **14. Promoting positive mental health and resilience in school**

Positive mental health is the concern of the whole community and we recognise that schools place a key part in this. Our school aims to develop the emotional wellbeing and resilience of all pupils and staff, as well as provide specific support for those with additional needs. We understand that there are risk factors which increase someone's vulnerability and protective factors that can promote or strengthen resiliency. The more risk factors present in an individual's life, the more protective factors or supportive interventions are required to counter balance and promote further growth of resilience.

#### **15. Use of reasonable force**

The term 'reasonable force' covers a broad range of actions used by staff that involve a degree of physical contact to control or restrain children. There are circumstances when it is appropriate for staff to use reasonable force to safeguard children and young people, such as guiding a child to safety or breaking up a fight. 'Reasonable' means using no more force than is needed. Our school works in accordance with statutory and local guidance on the use of reasonable force (see section 2) and recognises that where intervention is required, it should always be considered in a safeguarding context.

#### **16. Whistleblowing**

Whistleblowing is 'making a disclosure in the public interest' and occurs when a worker (or member of the wider school community) raises a concern about danger or illegality that affects others, for example pupils in the school or members of the public.

All members of staff and the wider school community should be able to raise concerns about poor or unsafe practice and feel confident any concern will be taken seriously by the school leadership team.

All staff are made aware of the duty to raise concerns about the attitude or actions of staff in line with the school's Code of Conduct / Whistleblowing policy. We want everyone to feel able to report any child protection / safeguarding concerns. However, for members of staff who feel unable to raise these concerns internally, they can call the NSPCC whistleblowing helpline on: 0800 028 0285 (line is available from 8:00 AM to 8:00 PM, Monday to Friday) or email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

Parents or others in the wider school community with concerns can contact the NSPCC general helpline on: 0808 800 5000 (24 hour helpline) or email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

#### **17. The use of Cameras and Mobile Phones in EYFS**

Personal mobile phones, cameras and video recorders cannot be used when in the presence of children either on school premises or when on outings. During group outings nominated staff will have access to the school mobile which can be used in an emergency or for contact purposes. All mobile phones must be stored securely within the setting during contact time with children. (This includes staff, visitors, parents, volunteers and students).

No parent is permitted to use their mobile phone or use its camera facility whilst inside school buildings. School policy regarding this matter should be explained clearly to Parents by the EYFS manager. Mobile phones must not be used in any teaching area within the setting or within the bathroom area.

In the case of a personal emergency staff should use the school telephone. It is the responsibility of all staff to make families aware of the school telephone numbers. Personal calls may be made in non-contact time but not within the teaching areas.

Personal mobiles, cameras or video recorders should not be used to record classroom activities. ONLY school equipment should be used. Photographs and recordings can only be transferred to and stored on a school computer before printing.

All telephone contact with Parents/Carers must be made on the school telephone and should be recorded.

In the case of school productions, Parents/Carers are permitted to take photographs of their own child in accordance with school protocols which strongly advise against the publication of any such photographs on Social networking site.

## 18. Health and Safety

Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both physically within the school environment, and for example in relation to internet use, and when away from the school when undertaking school trips and visits.

## 19. Policy Review

The Governing Body of our school is responsible for ensuring the annual review of this policy.

**Designated Safeguarding Lead: Jo Sawtell-Haynes (Headteacher)**

**Deputy Designated Safeguarding Leads: Caroline Clarke, Tracey Dole, Jayne Shea, Bianca Brand**

## Appendix A: KCSIE (DfE, 2020)



KCSIE - Sep  
2020.pdf

## Appendix B: EVIDENCE OF TRANSFER OF CHILD PROTECTION RECORDS

Date:

Child's Name	Child's Date of Birth

Name of receiving school:

Name of member of staff receiving records:

Job role:

Signature:

Date:

Name of staff member from Kenningtons Primary Academy passing on records:

Job role:

Signature:

Date:



## Appendix C: Additional Safeguarding arrangements during COVID-19

When schools were instructed to close, we assessed the needs of all of our pupils and put in place plans to support them and their families.

These plans included an educational offer and arrangements to support pupils with their Safety and Well-being.

Where appropriate, the plans included actions and interventions from other agencies, as we continued to work with partners to provide an appropriate level of support.


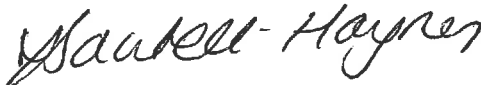
These plans were regularly reviewed to ensure they reflected current needs and were updated accordingly to ensure appropriate support was in place.

Once we had returned to full opening, our usual Child Protection Policy applied. As a response to COVID-19, and to ensure we are compliant with Government Guidance, we have a Risk Assessment in place which will be regularly reviewed and updated as required.

If, as a result of future lockdown arrangements, the school is subject to further closure, our previous arrangements for monitoring and supporting pupils will be reinstated.

Pupils who are 'Child Protection' or 'Child in Need' will be closely monitored twice a week whilst self-isolating. They will be contacted by phone call to ensure their well-being and learning is monitored.

**This Policy was reviewed by the Pastoral Manager, approved by the Pupils, Admissions & Curriculum Committee and ratified by the Governing Body on a 1-year cycle. It must be signed and dated by the Chair of Governors and Headteacher and displayed on the Schools Website.**

Signature of Chair of Governors:  25/3/21	Signature of Headteacher:  26/3/21.
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