



ST CHARLES'
CATHOLIC PRIMARY
SCHOOL

CHILD PROTECTION
POLICY

<u>CHILD PROTECTION POLICY</u>		
<u>AGREED: JANUARY 2018</u>	<u>REVIEWED: JANUARY 2020</u>	<u>NEXT REVIEW: JANUARY 2021</u>

Our Mission at St Charles' Catholic Primary School is to...
LOVE, LEARN, GROW TOGETHER

St Charles' Catholic Primary School

Child Protection Policy **inc COVID-19 School Closure arrangements Appendix**

This policy provides guidance to all adults working within the school whether paid or voluntary or directly employed by the school or by a third party.

1. Child Protection Statement:

'Our school is committed to safeguarding children and promoting children's welfare and expects all staff, governors, volunteers and visitors to share this commitment and maintain a vigilant and safe environment. Everyone has a responsibility to act without delay to protect children by reporting anything that might suggest a child is being abused or neglected. It is our willingness to work safely and challenge inappropriate behaviours that underpins this commitment. The school seeks to work in partnership with families and other agencies to improve the outcomes for children who are vulnerable or in need.'

2. Definitions:

A child includes anyone under the age of 18.

Child protection: *'Where a child is suffering significant harm, or is likely to do so, action should be taken to protect that child.'*

Safeguarding Children: *'Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk.'*

Safeguarding and promoting the welfare of children is defined 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; and taking action to enable all children to have the best outcomes.'

Keeping Children Safe in Education (DfE 2019)

3. Policy Aims:

- To ensure responsibilities and procedures are fully understood and that everyone can recognise signs and indicators of abuse or neglect and respond to them appropriately
- To ensure that the school's practice meets local and national guidance

4. Key Principles:

- The child's needs and welfare are paramount. All children have a right to be protected from abuse and neglect and have their welfare safeguarded.

- Children should be listened to and their views and wishes should inform any assessment and provision for them. Staff should always act in the interests of the child in order to protect them.
- The school recognises that scrutiny, challenge and supervision are key to safeguarding children.
- The school is committed to working with other agencies to provide early help for children before they become at risk of harm or require a 'child in need' statutory assessment. 'Early Help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years.' (DfE 2018)
- All staff have equal responsibility to report their concerns about a child or the behaviour of any adult **without delay** to the Designated Safeguarding Lead. Whilst the Designated Safeguarding Lead will normally make referrals to Children's Services, **any** staff member can refer their concerns to children's social care directly in emergencies or if they feel they need to do so. (Liverpool Careline 0151 233 3700)
- Everyone has responsibility to escalate their concerns and 'press for reconsideration' if they believe a child's needs remain unmet or if the child is failing to thrive and in need or if the child is at risk of harm. 'Concerns about a child should always lead to help for a child at some point.' (DfE 2016)
- The school understands its responsibility to request a statutory assessment lead by a social worker for any child in need, as defined under the Children Act 1989, who is unlikely to achieve or maintain a satisfactory level of health or development, or their health and development will be significantly impaired, without the provision of services.
- Keeping Children Safe in Education (DfE 2019) reminds us that all staff should maintain an attitude of "it could happen here" where safeguarding is concerned.
- The school will work in partnership with other agencies to promote the welfare of children and protect them from harm, including the need to share information about a child in order to safeguard them. 'Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children.' Working Together to Safeguard Children (DfE 2018)
- The school will work with other agencies to ensure any actions that are part of a multi-agency coordinated plan are completed in a timely way.
- The school will follow the Local Authority and Liverpool Children's Safeguarding Board's procedures and provide them with information as required. (www.liverpoolscb.org)
- Staff, children and families will need support following child protection processes being followed.
- Children have a right to learn ways to keep themselves safe from harm and exploitation.

5. Legislation and Guidance:

Schools and colleges must have regard for the DfE statutory guidance 'Keeping Children Safe in Education (DfE 2019). **This child protection policy should be read alongside this statutory guidance and all staff must read part 1 of this guidance.**

Local authorities have a duty to make enquiries under [section 47](#) of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm, to enable them to decide whether they should take any action to safeguard and promote the child's welfare. There may be a need for immediate protection whilst the assessment is carried out.

A 'child in need' is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a satisfactory level of health or development, or their health and development will be significantly

impaired, without the provision of services; or a child who is disabled. A social worker will lead and co-ordinate any assessment under [section 17](#) of the Children Act 1989.

Section 175 of the Education Act 2002 places a duty on local authorities (in relation to their education functions, and governing bodies of maintained schools and further education institutions, which include sixth-form colleges) to exercise their functions with a view to safeguarding and promoting the welfare of children who are pupils at a school, or who are students under 18 years of age attending further education institutions. The same duty applies to independent schools (which include Academies and free schools) by virtue of regulations made under section 157 of the same Act.

Working Together to Safeguard Children (DfE 2018) provides additional guidance and clearly states:

‘Protecting children from harm and promoting their welfare depends upon a shared responsibility and effective joint working between different agencies’

In addition, Working Together also reinforces the need to take action to provide Early Help before child protection is required:

‘Providing early help is more effective in promoting the welfare of children than reacting later. Early Help means providing support as soon as a problem emerges, at any point in a child’s life, from the foundation years through to the teenage years.’

The school therefore understands its responsibility to engage with other professionals in Early Help Assessments when a child’s needs according to the Liverpool Children’s Safeguarding Board Level of Needs framework sit below the requirement for a statutory assessment.

The Counter-Terrorism and Security Act 2015 places a duty upon local authorities and educational providers to ‘have due regard to the need to prevent people from being drawn into terrorism’. The DfE has provided statutory guidance for schools and child care providers: ‘The Prevent Duty’ (June 2015). The guidance summarises the requirements on schools and child care providers in terms of four general themes: risk assessment, working in partnership, staff training and IT policies. Our school will ensure that staff are aware of the indicators of extremism and radicalisation. Equally children will be made aware of the risks and support available to them.

Early years providers have a duty under section 40 of the Childcare Act 2006 to comply with the welfare requirements of the Statutory Framework for the Early Years Foundation Stage.

The Teaching Standards (DfE 2012) also requires all teachers to ‘uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, including:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position
- having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others’

In addition, the Sexual Offences Act 2003 makes it clear that all members of staff are in a position of trust and would therefore be committing a criminal offence to have a sexual relationship with a young person below the age of 18, even if that pupil is over the age of consent. In addition it would be a breach of trust to have a relationship with any school student over the age of 18.

The school will also take account of the following guidance:

What to do if you are worried a child is being abused 2015- Advice for practitioners DfE 2015

The Prevent Duty - Departmental advice for schools and childcare providers DFE 2015
 How social media is used to encourage travel to Syria and Iraq (DFE Briefing note for schools)
 Disqualification under the Childcare Act 2006
 The Ofsted School Inspection Handbook and Inspecting safeguarding in early years, education and skills
 Other DFE statutory guidance including: attendance and children who go missing from home or care

6. Communicating with parents:

The following statement is provided to parents so they are aware of the school's responsibilities:

'The school ensures children learn in a safe, caring and enriching environment. Children are taught how to keep themselves safe, to develop positive and healthy relationships, how to avoid situations where they might be at risk including by being exploited.'

The school also has a statutory responsibility to share any concerns it might have about a child in need of protection with other agencies and in particular police, health and children's services. Schools are not able to investigate concerns but have a legal duty to refer them. In most instances the school will be able to inform the parents/carer of its need to make a referral. However, sometimes the school is advised by children's services or police that the parent/carer cannot be informed whilst they investigate the matter. We understand the anxiety parents/carers understandably feel when they are not told about any concerns from the outset. The school follows legislation that aims to act in the interests of the child.

The school will always seek to work in partnership with parents and other agencies to ensure the best possible outcomes for the child and family.'

7. Safeguarding Framework:

In addition to this child protection policy the school has procedures or policies in relation to:

- attendance
- administering medicines
- anti-bullying including cyber bullying
- code of conduct for staff, governors and volunteers (guidance on safer working practices)
- Children in Care (Looked After Children)
- Clubs, trips, educational visits and extended school activities
- data protection
- drug and substance misuse
- disability objectives and access plan
- equal opportunities
- emergency planning
- fire drills
- first aid
- internet (e-safety)
- risk assessments
- safer recruitment practices
- managing allegations against staff
- school and site security
- safeguarding advice for visitors
- special educational needs and disabilities
- taking and using photographs

- whistle-blowing

8. Roles and responsibilities:

The Head Teacher is: Mrs Rebecca Dean

The Chair of Governors is: Mr Steve Roberts

The Designated Safeguarding Lead for Child Protection is: Mrs Rebecca Dean

Those trained to provide cover for the role of Designated Safeguarding Lead are: Mrs Mary Walker

The nominated Safeguarding / Child Protection Governor is: Mr Steve Roberts

The nominated governor for dealing with allegations against the Head Teacher is: Mr Steve Roberts

The Governing body should ensure that:

- The school meets the statutory responsibilities set out in Keeping Children Safe in Education DfE 2019 and Working Together to Safeguard Children DfE 2018.
- The school has a strategy for providing early help together with other agencies and supporting children and families by carrying out early help assessments, drawing upon the LSCB's Levels of Need Framework.
- The Child Protection Policy is reviewed annually and available to parents, normally via the school's website.
- All adults working within the school are aware of the school's code of conduct and this guidance is in keeping with the DCSF Guidance for Safer Working Practices for Adults Working with Children (2015)
- The school's practice is reviewed in line with Local Authority guidance, Liverpool Children's Safeguarding Board priorities and any actions identified in the Local Authority 175 Audit are completed.
- There is a named Designated Safeguarding Lead who is a member of the school leadership team.
- The school has procedures in keeping with the LSCB for dealing with any allegations made against any adult working within the school.
- There is a nominated governor, usually the chair, who is the case manager for managing any allegations against the Head Teacher.
- There is a nominated governor to liaise with the Designated Safeguarding Lead and champion child protection/safeguarding on behalf of the safeguarding body.
- The school follows safer recruitment procedures, including the statutory pre-employment checks on all staff working with young people. The Chair of Governors and safeguarding governor together with the headteacher should review the school's single central record.
- The school itself is a safe environment where the views of children and families are listened to and where children are taught about safeguarding and how to keep themselves safe, including on the internet or when using new technology. Any complaints about services lead to improvements in practice.
- It scrutinises the impact of the school's training strategy so that all staff, including temporary staff and volunteers, are aware of the school's child protection procedures. All staff must have child protection training which is regularly updated.
- There is effective analysis of safeguarding data including bullying, attendance, exclusions, behaviour logs and the progress and participation of vulnerable students.

- All safeguarding practices are quality assured by the leadership team, including the auditing of safeguarding records and the supervision of the Designated Safeguarding Lead and other members of the safeguarding team.

Governing bodies are accountable for ensuring the school has effective policies and procedures in place in line with local and national guidance, and for monitoring the school's compliance with them. Neither the Governing Body nor individual governors have a role in dealing with individual child protection cases or the right to know the detail of cases (except when exercising their disciplinary functions in respect of allegations against a member of staff or investigating a complaint brought to their attention).

The Head Teacher will ensure that:

- The Single Central Record is maintained and up-to-date and the safer recruitment practices set out in Keeping Children Safe 2018 are followed, including pre-employment checks. At least one member of every recruitment panel has attended safer recruitment training.
- Job descriptions and person specifications for all roles make specific reference to child protection and safeguarding.
- There is a listening culture within the school where both staff and children are able to raise concerns about poor or unsafe practices.
- Referrals are made to the Disclosure and Barring Service and / or the National College of School Leadership as appropriate.
- They liaise with the Local Authority Designated Officer where an allegation is made against a member of staff.
- The Designated Safeguarding Lead has a job description in keeping with the requirements of Keeping Children Safe in Education 2019 and that sufficient time, training and support are allocated to this role, including the appointment of colleagues able to deputise for the Designated Safeguarding Lead.
- The curriculum provides opportunities to help students stay safe. Children should be aware of the support available to them.
- They quality assure the school's child protection practices including the auditing of safeguarding records and the supervision of the Designated Safeguarding Lead and other members of the safeguarding team to ensure that actions and decisions are reviewed appropriately.

Keeping Children Safe in Education DfE 2010 sets out the broad areas of responsibility for the Designated Safeguarding Lead:

Managing referrals

- Refer all cases of suspected abuse to the local authority children's social care and:
- The designated officer(s) for child protection concerns (all cases which concern a staff member)
- Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child); and/or
- Police (cases where a crime may have been committed).
- Liaise with the headteacher to inform her of issues especially on-going enquiries under section 47 of the Children Act 1989 and police investigations.

- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

Training

- The designated safeguarding lead should receive appropriate training carried out every two years in order to:
 - Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
 - Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
 - Ensure each member of staff has access to and understands the school's child protection policy and procedures, especially new and part time staff.
 - Be alert to the specific needs of children in need, those with special educational needs and young carers.
 - Be able to keep detailed, accurate, secure written records of concerns and referrals.
 - Obtain access to resources and attend any relevant or refresher training courses.
 - Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Raising Awareness

The Designated Safeguarding Lead should:

- ensure the school's policies are known and used appropriately;
- ensure the school's Child Protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing body regarding this;
- ensure the Child Protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this;
- link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding;
- where children leave the school ensure their Child Protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

According to Local Guidance it is expected that the Head Teacher will be the case manager for any allegations against staff and make referrals to the Disclosure and Barring Service or National College of School Leadership.

In addition to the role outlined in Keeping Children Safe the Designated Safeguarding Lead is also expected to ensure that:

- Children's Services is notified if a child subject to a Child Protection Plan is absent for more than two days without explanation and the social worker is informed when a child subject to a Child Protection Plan or a Child in Need Plan moves to a new setting.
- A training log is kept of all child protection training include the names of those attending. All staff must have regular training.
- Child Protection records are kept securely and separately from the child's normal file
- The school attends and contributes to Child Protection Case Conferences and Child in Need Meetings, ensuring actions are completed in a timely manner.
- The school escalates its concerns with other agencies when a child's needs are not being met.
- All staff read part 1 of the DfE (2019) guidance Keeping Children Safe in Education

All staff and volunteers should:

- Contribute to ensuring students learn in a safe environment.
- Read part 1 of the DfE (2019) guidance Keeping Children Safe in Education
- Engage in training which enables them to identify children who may need additional help or who are suffering or likely to suffer significant harm.
- Report any concerns about a child's welfare without delay to the Designated Safeguarding Lead
- Report any concerns without delay about the behaviour of an adult towards a child to the Head Teacher, Designated Safeguarding Lead, Chair of Governors or Local Authority Designated Officer for Allegations against Staff (0151 233 3700).
- Follow the school's policies including this child protection policy and the school's code of conduct for adults and the DCSF Guidance for Safer Working Practices for Adults Working with Children (2015)
- Understand their responsibility to escalate their concerns and 'press for reconsideration' if a child remains at risk or their needs are not met. This includes the understanding that any member of staff can make a referral to Children's Services (Liverpool Careline 0151 233 3700)
- Understand that some children, including those with Special Educational Needs or Looked After, may be more vulnerable to abuse.
- Have access to the school's managing allegations against adults procedures and whistle blowing policy
- Have access to 'What to do if you are worried a child is being abused 2015- Advice for practitioners DFE 2015'

9. Procedures for reporting Child Protection or Child Welfare Concerns:

1. All concerns should be reported without delay directly to the Designated Safeguarding Lead, Designated Safeguarding Deputies, Head Teacher or any member of the School Leadership Team. This should be followed by a written account of the concerns completed on the school's Child Protection/Child Welfare Incident Form.
2. Consideration will need to be given to immediately protecting the child and contacting the police or other emergency services.

3. The Designated Safeguarding Lead will follow the LSCB and Local Authority Procedures by making a referral to Children's Services (Keeping Safe in Education reminds us that any adult can refer their concerns to Children's Services directly). This should be followed up with a written referral to Children's Services.
4. Concerns about a child should always lead to help for a child. The school may need to escalate its concerns with Children's Services to ensure a referral is accepted or work with other agencies to ensure an Early Help Assessment is completed.

School Improvement Liverpool School's Safeguarding Handbook and Part 1 of Keeping Children Safe in Education (DFE 2019) provides key flowcharts and guidance to support staff and volunteers understanding and decision making.

10. Additional Child Protection Guidance provided to all adults working with young people which will include:

- Part 1 of Keeping Children Safe in Education (DfE 2019)
- The School's Code of Conduct for staff and volunteers
- DCSF Guidance for Safer Working Practices for Adults Working with Children (2015)
- A flowchart summarising the child protection procedures
- Definitions of abuse or neglect and possible indicators
- Identified groups of children more vulnerable to abuse
- Specific guidance related to Female Genital Mutilation, Forced Marriage, Child Sexual Exploitation, Extremism and Radicalisation, Neglect and E-safety
- Dealing with allegations against staff and volunteers procedures
- Whistleblowing procedures
- 'What to do if you are worried a child is being abused 2015- Advice for practitioners DFE 2015'

11. E-safety, data protection and the use of digital photographic equipment

The school's E-safety/ Acceptable User policy clearly outlines the way in which the school uses technology and the measures in place to ensure safe and responsible use. This includes a clear code of conduct for using new technologies which all stakeholders are asked to adhere to. Alongside this the school's data security policy and the policy related to the use of digital photographic equipment by staff, students and parents/carers identifies strategies to minimise risk. Schools should consider, in particular, Looked After Children (Children in Care) who might be put at risk by being included in publicity materials or school photographs.

12. Monitoring attendance

A child missing from an education setting is a potential indicator of abuse or neglect including exploitation. Local Authority guidance procedures will be followed for dealing with a child who is missing from education, particularly on repeated occasions. It is important to monitor the welfare of those children with attendance concerns, particularly those with chronic poor attendance or persistent absentees. Schools should also scrutinise the attendance of off-site provision. Similarly the attendance of children who are vulnerable or with known welfare and safeguarding concerns such as children who have a Child Protection Plan, a Child In Need, are Children Looked After and/or SEN should be monitored on a weekly basis. Social care should be informed immediately when there are unexplained absences or attendance concerns. It is important that the school's attendance team, including the EWO, school nurse and Safer Schools Officer, are aware of any safeguarding concerns. It

is critical that when a child is not attending school their welfare is confirmed and best practice would be for an appropriate professional to visit the home and speak to the child away from their parents/carers, particularly if there are any safeguarding concerns.

13. Complaints

Complaints about safeguarding should follow the school's Complaints Policy.

The school and Local Authority also have whistle blowing procedures.

The Local Authority Officer for dealing with allegations against staff and volunteers can be contacted through Careline on 0151 233 3700.

Appendix 1

Child Protection COVID-19 school closure arrangements

Annex Date: 23.03.20

This annex provides guidance to all adults working within the school whether paid or voluntary or directly employed by the school or by a third party.

Keeping Children Safe in Education is statutory safeguarding guidance we will continue to have regard to as per our legislative duty. The government has provided additional guidance to support governing bodies, proprietors, senior leadership teams and designated safeguarding leads (DSLs) in order that they can continue to have appropriate regard to KCSIE and keep their children safe. The additional guidance for the COVID-19 period can be found here:

<https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers>

Please note: the government is preparing additional guidance for hubs or school clusters.

This annex should be read alongside St Charles' Catholic Primary School Child Protection policy, Part 1 and Annex A of Keeping Children Safe in Education 2019, and in conjunction with Part 1 of the School Improvement Liverpool Schools Safeguarding Handbook which is made available to all staff and volunteers.

14. Context

From 20th March 2020 the government asked parents to keep their children at home, and for schools to remain open only for those children of workers critical to the COVID-19 response where those workers have no other safe arrangements for the care of their child/ren.

Schools were also asked to provide care for additional children. These children were identified by the government as being vulnerable due to social care involvement, or as a result of Special Educational Needs or Disability. Further detail is specified in section 2 below.

During this time, St Charles' Catholic Primary School will do what it reasonably can in order to keep all of our children safe. In most cases, the majority of our children will not physically be attending the school. It is important that all staff who interact with children, including online, continue to look out for signs that a child may be at risk. Any such concerns will be dealt with in line with our main Child Protection policy and local safeguarding arrangements. Where appropriate, referrals will still be made to children's services and as required, the police, **without delay**.

Across Liverpool it was agreed that the Local Authority would adopt a Hub model for providing care to the key groups of children of primary age. A number of school sites were identified to remain open, with all other schools closing. The Hubs are strategically located across the city and are staffed by members of staff from schools within their locality. Children needing care have been signposted to

their nearest Hub, but parents are also free to choose the most convenient Hub location. Further information regarding the response by Liverpool City Council to COVID-19 can be found here:

<https://liverpool.gov.uk/communities-and-safety/emergency-planning/coronavirus/>

Our school site is closed. Our nearest Hubs are Matthew Arnold Primary School (0151 539 0300) and Sudley Junior School (0151 427 2941). Our staff who are available to work are working at St Hugh's Catholic Primary School (0151 733 2899).

This addendum to our Child Protection policy specifies the details of our safeguarding arrangements during this time, until school is instructed it can safely fully open again.

15. Vulnerable Children

During school closures due to COVID-19, schools are required to provide care to children identified as being vulnerable.

The government defines vulnerable children as those who have a social worker and those children and young people up until the age of 25 who have an Education, Health and Care Plan (EHC).

Further information about vulnerable children can be found here:

<https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people>

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

Children with an EHC Plan will be risk assessed to determine 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. Many children with EHC Plans can safely remain at home.

Eligibility for free school meals is not a determining factor when assessing vulnerability.

The government expects that vulnerable children with a social worker will attend an education setting, so long as they do not have underlying health conditions which put them at increased risk. Within Liverpool, all children open to Children's Services have been assessed by their social worker and manager, and a priority list has been agreed. Children have been matched with their nearest Hub setting. Children on this list have been contacted by their social worker and will be supported to attend a Hub provision. Where a parent does not want to bring their child to a Hub setting and the child is deemed vulnerable, the social worker will explore the reasons for this directly with the parent. In conjunction with the Virtual Headteacher, Looked After Children have also been risk assessed and a list of priority children has been identified. Many Looked After Children can safely remain at home. Whilst there has been a priority list identified by the Local Authority, any child subject to Child Protection Planning can attend a Hub.

Prior to St Charles' Catholic Primary School closing, and before receiving official guidance regarding who met the criteria of vulnerable children, our school safeguarding team identified who our most vulnerable children were and formulated a plan to monitor their safety and wellbeing during school closure. Those families identified will be contacted each weekday by one of our staff, led by our SENCo, Mrs McKinstry. Schools have flexibility and are able to offer a place to those children they determine to be vulnerable, particularly those who are on the edge of receiving support or assessment from children's services.

St Charles' Catholic Primary School will continue to work with and support children's services to help protect vulnerable children. This is especially important during the COVID-19 period.

16. Designated Safeguarding Lead

Staff should follow the procedures set out in the main Child Protection policy for contacting and reporting concerns to the DSL and/or deputy. All staff have contact details for both Mrs Dean (DSL) and Mrs Walker (deputy DSL).

Throughout the COVID-19 period, the safeguarding team will continue to engage with social workers and attend and contribute to all multi-agency meetings, as determined by the local procedures for remote meetings.

It is acknowledged by the government that face to face DSL training is unlikely to take place during the COVID-19 period. For the period these measures are in place, a DSL or deputy who has been trained will continue to be classed as a trained DSL (or deputy), even if they missed their refresher training.

17. Safeguarding procedures

Where staff in school have a concern about a child, they should continue to follow the process outlined in our main Child Protection policy. This includes making a report via the agreed methods – by contacting by phone or by email the DSL or deputy DSL. Staff are reminded of the need to report any concern immediately and without delay.

If a member of staff believes a child is at risk of harm then the Designated Safeguarding Lead should ring **Liverpool Careline on 0151 233 3700, without delay**. If the Designated Safeguarding Lead is unavailable then **any** member of staff should ensure Liverpool Careline is contacted without delay.

If a child is in immediate/imminent danger then staff should ring the police.

[Safeguarding-mate](http://www.schoolimprovementliverpool.co.uk/safeguarding-mate/) can provide additional key guidance to all staff regarding key safeguarding procedures www.schoolimprovementliverpool.co.uk/safeguarding-mate/

Concerns regarding the conduct of a member of staff should continue to be dealt with in line with our managing allegations policy.

18. Attendance monitoring

Local Authorities and schools do not need to complete their usual day to day attendance processes to follow up on non-attendance.

The DfE have devised an online for and supporting spreadsheet for the COVID-19 period. It can be found here:

<https://www.gov.uk/government/publications/coronavirus-covid-19-attendance-recording-for-educational-settings>

As our school has closed, we have completed the return once as requested by the DfE.

19. Children moving between schools and Hubs

Where it is identified that a child from St Charles' Catholic Primary School is attending another Hub/school setting, we will share relevant welfare and child protection information with the DSL for that Hub. The receiving Hub/school should be aware of the reason the child is vulnerable and the arrangements in place to support them. As a minimum, we will share the child's EHC Plan, Child in Need plan, Child Protection Plan or for looked after children, their personal education plan. The name of the child's social worker will also be shared. We intend that this will happen prior to the child arriving in the new setting but where that is not possible, we will share as soon as is reasonably practicable.

Schools must have appropriate regard to data protection and GDPR, but this does not prevent sharing of information for the purposes of keeping children safe.

20. Safer Recruitment 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. Schools should continue to follow the relevant safer recruitment processes for their setting, set out in part 3 of Keeping Children Safe in Education.

Where schools or Hubs are using volunteers, they should continue to follow the checking and risk assessment process set out in Keeping Children Safe in Education (paragraphs 167 to 172). St Charles' Catholic Primary School will ensure that there are no circumstances where a volunteer who has not been checked will be left unsupervised with children or allowed to work in regulated activity. If new staff or volunteers are recruited, the usual Safer Recruitment processes will be followed, and they will also be provided with a safeguarding induction.

Our school workforce may be asked to temporarily move to another school setting to support the care of children. There is no expectation that a new Enhanced DBS with Barred List check will be obtained by the new setting. As the current employer, St Charles' Catholic Primary School can provide assurance to the new setting that the individual has been subject to the correct pre-employment checks (including an Enhanced DBS and Barred List check). If there are current concerns about the individual's suitability to work with children or there are ongoing disciplinary investigations relating to safeguarding involving that individual, they should not be deployed in an alternative setting.

St Charles' Catholic Primary 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 (as per paragraph 163 of Keeping Children Safe in Education).

St Charles' Catholic Primary School will also continue to consider and make referrals to the Teaching Regulation Agency (as per paragraph 166 of Keeping Children Safe in Education). During the COVID-19 period all referrals should be made by emailing Misconduct.Teacher@education.gov.uk.

21. Mental Health

It is acknowledged that the current circumstances surrounding COVID-19 are particularly stressful and may cause increased anxieties and stress for all members of our school community. When children and staff are away from their usual routine and social contact, this can become a negative and stressful experience. St Charles' Catholic Primary School will ensure there is appropriate support available for the whole school community at this time. Support can include existing provision in the school, or from specialist staff or support services. Our SENCo, Mrs McKinstry, will provide links via the school's website to a range of different supports available, both for staff and pupils. Where children of critical workers and vulnerable children continue to attend the setting, appropriate support will be offered to them whilst on site.

The school community can also be signposted to the government's advice on supporting children and young people's mental health during the COVID-19 outbreak, available here:

<https://www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing/guidance-for-parents-and-carers-on-supporting-children-and-young-peoples-mental-health-and-wellbeing-during-the-coronavirus-covid-19-outbreak>

Staff should also be aware of the mental health of their pupils and parents when setting expectations regarding pupil's work when they are at home.

22. Online safety in schools and Hubs

Where the site remains open, St Charles' Catholic Primary School will continue to ensure that appropriate filters and monitoring systems are in place to protect children when they are online on the school's IT systems or recommended resources. Measures will be put in place to ensure safe IT arrangements and St Charles' Catholic Primary School will consider what the contingency arrangements are if the named IT staff become unavailable.

The [UK Council for Internet Safety provides information to help governing boards and proprietors assure themselves](#) that any new arrangements continue to effectively safeguard children online.

The [UK Safer Internet Centre's professional online safety helpline](#) also provides support for the children's workforce with any online safety issues they face

23. Online safety away from schools and Hubs

Where children are not physically attending a Hub/school, St Charles' Catholic Primary School will consider the safety of our children when they are asked to work online. The starting point for online teaching remains the same as the principles set out in our school's staff code of conduct. This policy includes acceptable use of technologies, staff/pupil relationships and communication including the use of social media. This policy applies equally to any existing or new online and distance learning arrangements which have been introduced. The principles set out in the [guidance for safer working practice for those working with children and young people in education settings published by the Safer Recruitment Consortium](#) should be adhered to by all staff.

Any online learning tools or systems recommended for use by St Charles' Catholic Primary School, are in line with privacy and data protection/GDPR requirements.

Our school will also be in contact with parents and carers during this time. Communication with parents will reinforce the importance of children being safe online. Families will be made aware of what their children are being asked to do online, including the sites they will be asked to access and who their child is going to be interacting with online, including members of staff from our school.

St Charles' Catholic Primary School acknowledges that some parents and carers may choose to supplement the school's online offer with support from online companies and in some cases, individual tutors. We will raise awareness with parents the importance of only accessing online support from a reputable organisation or individual who can provide evidence that they are a safe organisation and can be trusted to have access to children. We will signpost parents to support such as [Internet matters](#), [London Grid for Learning](#), [Net-aware](#), [Parent info](#), [Thinkuknow](#) and the [UK Safer Internet Centre](#). We have also shared information with parents/carers relating to the SaferSchools App.

24. Operation Encompass

When we receive an operation encompass notification relating to a pupil at our school, during the COVID-19 period, our response may be different to normal. If the subject of the notification remains in attendance at St Charles' Catholic Primary School, we will follow our usual procedures. If the child is in attendance at an alternative Hub/school, we will securely share the information with the DSL for that setting. If the child is not attending any setting and is being cared for at home, we will risk assess the situation taking into consideration the history of the child and family. This information will be used in order to determine our response to each individual case. In all situations we would always aim to speak to the child.

25. Peer on peer abuse

St Charles' Catholic Primary School recognises that during the closure a revised process may be required for managing any report of such abuse and supporting victims. Where we receive 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 our main Child Protection policy. We will listen and work with the young person, parents/carers and any multi-agency partner required to ensure the safety and security of that young person. Concerns and actions will be recorded using the agreed methods and appropriate referrals.