



THE CORBET SCHOOL

SAFEGUARDING AND CHILD PROTECTION POLICY

Policy Manager: A H Pastoral

Review Period: Annual (unless there are any changes in legislation or guidance in the interim)

Last Review: September 2020

Review Date: September 2021

****Policy addendum added to the Child Protection Policy of 2019 in May 2020 (considering the Covid 19 pandemic) will still be required.**

The additional section is added to the end of this document however the content of both sections should be considered together.

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Safeguarding and Child Protection Policy and Procedures

1. Policy statement:

At The Corbet School we believe that it is always unacceptable for a child or young person to experience abuse of any kind and recognise that safeguarding the welfare of all children and young people is everyone's responsibility. We follow Shropshire Safeguarding Community Partnership (SSCP) procedures and acknowledge that the welfare of the child is paramount.

At The Corbet School it is our duty to respond promptly and appropriately to all concerns, incidents or allegations of abuse or neglect of a child. We work in partnership with children, young people, their parents, carers and other agencies. Our statutory duties and supporting guidance are set out in Working Together to Safeguard Children 2018 and Keeping Children Safe in Education 2020.

Safeguarding and promoting the welfare of children is defined for the purposes of this policy as:

- Protecting children from maltreatment;
- Preventing 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.

Other useful legislation include:

- The Children Act 1989 and 2004 - 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 are growing up in circumstances consistent with the provision of safe and effective care and undertaking that role to enable those children to have optimum life chances and to enter adulthood successfully.

Section 3 (5) of the Children Act 1989 states that the law empowers anyone who has care of a child to do all that is reasonable in the circumstances to safeguard his/her welfare.

- Counter-terrorism and Security Act 2015 – preventing people being drawn into terrorism and promotion of British values to ensure children are kept safe from radicalisation
- Female Genital Mutilation Act 2003 – Serious Crime Act 2015 - mandatory reporting of FGM from 31st October 2015

During COVID-19 the The Corbet School have put in place a Safeguarding and Child Protection Addendum to ensure that additional safeguarding measures have been put in place. Staff are to refer to the Addendum for specific procedures during COVID-19 as well as following this policy.

This policy and procedure will also link to other setting/school policies: Behaviour, SEN, Exclusions, Preventing Extremism and radicalisation, Anti-bullying, Relationships and Sex Education, Safer Recruitment, E-Safety (On-Line Safety) and Acceptable Use policy.

2. Procedure

2.1 Adult Roles

All staff (including students and volunteers) at The Corbet School are familiar with the definitions and signs and symptoms of abuse or neglect stated in Working Together to Safeguard Children March 2018 as set out in <http://www.safeguardingshropshireschildren.org.uk/search/?q=contacts> .

All staff are aware of their individual roles in safeguarding and promoting the welfare of children including their responsibility to be alert to any issues for concern in the child's life at home or elsewhere. We ensure that all staff (including students and volunteers) undergo an induction process where they are given copies of the procedures they must follow if they suspect abuse or neglect. On-going support is provided through regular supervision and appraisals to ensure these policies and procedures are put into practice to protect children.

As part of induction, training will include the school's behaviour policy and the school's procedures for managing children who are missing education, as well as the staff code of conduct, and the child protection policy. Keeping Children Safe in Education 2020 Part 1 must be read by all members of the staff; everyone working directly with children must also be issued with Annex A. Designated Safeguarding Leads, management and governing bodies should read KCSiE 2020 in its entirety.

All staff are expected to update their child protection training at least every three years. In addition, all staff members should receive regular safeguarding and child protection updates (e.g. via e-mail, staff briefing, whole school pastoral meetings, online training courses or guest speakers) as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

The Designated Safeguarding Lead (DSL) who will take the lead for safeguarding and child protection issues is: Alison Millward (Assistant Head Teacher (Pupil Support))

The deputy Designated Safeguarding Leads are:

Jane Tinker	Head Teacher
Gareth Simms	Assistant Head Teacher (Teaching and Learning)
Rachel Stokes	Assistant Head Teacher (SENCo and Designated Teacher for LAC)
Mauro Hartshorn	Learning Manager
Keith Rendell	Business Manager
Susan Hall	Behaviour Officer
Glenda Redworth	Attendance Officer
Jordain Horne	Welfare Officer

The safeguarding link governor who oversees this work is: Val Hussein

Our Designated Safeguarding Leads will update their child protection/safeguarding training every two years and has specific responsibilities as listed **Appendix A and B**

2.2 Record Keeping

When a concern about a child's welfare or safety is raised it will be discussed with the designated lead and recorded. The designated lead will decide if the concern should be shared with another agency (see **decision making** below) or kept on record in case future concerns arise. The reason for the decision will be noted alongside the record.

All paper records will be stored in a separate confidential file in a locked secure place with restricted access. When using our electronic recording systems, the data will be protected with encryption and passwords. When a child/pupil transfers to another school/setting within this or another authority, the confidential information held is forwarded under confidential cover and separate from the child's/pupil's main file to the DSL for child protection in the receiving school/setting immediately.

This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained (**Appendix C**).

In addition to the child protection file the DSL will consider sharing information with the new setting/school/college in advance of a child leaving, this would normally be done via phone.

Information is shared as necessary to protect children from harm. We follow the guidance in the HMG 2018 guide 'Information sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers' and the HMG 2015 guide 'What to do if you are worried a child is being abused'.

When information is being accumulated prior to possible referral we will start a chronology of events – see **Appendix D**. The designated lead will regularly review all child protection chronologies to decide if the accumulation of events is having a detrimental impact on a child and must be referred to Compass. If the designated lead decides not to refer, the reason will be noted on the child's chronology.

2.3 Decision making – 'Accessing the right service at the right time'

We take a holistic approach to safeguarding all children in our care and recognise that different families need a different level of support at different times. To enable us to recognise at which level a family might require support; we use the Shropshire Safeguarding Community Partnership Multi-Agency Guidance on Threshold Criteria to help support Children, Young People and their Families in Shropshire. Shropshire Threshold Document

This guidance identifies four levels to ensure all children receive the support and intervention they need to achieve a positive life experience. Of central importance in understanding where a child's needs might lie on this continuum, is the cooperation and engagement of parents and carers and we aim to develop good, professional relationships to ensure that we have a shared understanding of each child's needs.

It should be noted that if parents demonstrate a lack of co-operation or appreciation about the concerns we identify this may raise the level of the need and required level of action.

Level 1 – Universal

Children with no additional needs and where there are no concerns. Typically, these children are likely to live in a resilient and protective environment where their needs are met. These children will require no additional support beyond that which is universally available.

We anticipate that by working closely with parents and sign-posting families to other universal services within our community that we can meet the needs of children and families at this level.

At this level parents will always be consulted before any action is taken.

Level 2 – Children in need of Early Help

These children can be defined as needing some additional support without which they would be at risk of not meeting their full potential. Their identified needs may relate to their health, educational, or social development, and are likely to be short term needs. If ignored these issues may develop

into more worrying concerns for the child or young person. These children will be living in greater adversity than most other children or have a greater degree of vulnerability than most if their needs are not clear, not known or not being met a lead professional will coordinate a whole family assessment and plan around the child.

Sometimes in discussion with parents and carers and through our observations and records we may think a child and their family could benefit from additional support from outside agencies to ensure he/she reaches his/her full potential. This process is known as Early Help. We have knowledge of the different agencies which may be able to offer support and we will work with parents and carers to decide which support would be most appropriate for their family. We will work with parents to complete any Early Help referral forms required to access this support.

If we are unsure of where to access support, we will contact First Point of Contact for advice.

Further information about Early Help can be found at: <https://shropshire.gov.uk/early-help/>

At this level parents will always be consulted before we contact another agency and their written consent gained before any action is taken.

Level 3 –children with complex needs

This level applies to those children identified as requiring targeted support. It is likely that for these children their needs and care are compromised. Only a small fraction of children will fall within this band. These children will be those who are vulnerable or experiencing the greatest level of adversity.

Children with additional needs: These children are potentially at risk of developing acute/complex needs if they do not receive early targeted intervention.

Sometimes in discussion with parents and carers and through our observations and records we realise that a child and their family have a range of needs which are preventing a child from reaching his/her full potential. In this case we will discuss the situation with parents and carers and try to identify each area of concern so that a range of other agencies can come together to offer support to the family.

With parental consent, we will complete an Early Help assessment and contact Compass to help us identify and co-ordinate a range of other agencies. This multi-agency response will require a lead professional who may be a member of our staff.

At this level parents will always be consulted before we contact another agency and their written consent gained before any action is taken.

Level 4 – children with acute specialist needs/ child protection

These are children whose needs and care now are likely to be significantly compromised thereby requiring assessment under Section 47 or Section 17 of the Children Act 1989. These children may become subject to a child protection plan and need to be accommodated (taken into care) by Children's Social Care either on a voluntary basis or by way of Court Order. Section 17- 1989 Children Act states a child shall be taken to be in need if: (a) He is unlikely to achieve or maintain, or to have the opportunity of achieving or maintaining, a reasonable standard of health or development without the provision for him of services by a local authority under this Part; (b) His health or development is likely to be significantly impaired, or further impaired, without the provision for him of such services; or (c) He is disabled.

Sometimes in discussion with parents and carers and through our observations and records we realise that a child is at risk of significant harm (see below) and we must take emergency action to

ensure that a child is kept safe. If the Designated Lead is unsure whether the concern meets this threshold he/she may discuss the case with an Early Help Social Worker.

There are no absolute criteria on which to rely when judging what constitutes significant harm. Sometimes a single violent episode may constitute significant harm but more often it is an accumulation of significant events, both acute and longstanding, which interrupt damage or change the child's development.

It may be:

- the child is at risk of serious harm from others or themselves and requires skilled risk assessment and protection;
- the child or young person is likely to put others at risk or harm, distress or loss and a response needs to take account of the individual's interests and wellbeing of others;
- the child's circumstances, including their health, finances, living conditions or social situation, are likely to cause them or others serious harm, social exclusion or reduction of life chances;
- the situation requires assessment of, and intervention in unpredictable emotional, psychological, intrafamily or social factors and responses;
- the circumstances are such that there are significant risks in both intervening and not intervening, when a fine judgement is required

Careful analysis and interpretation of information will enable practitioners and families to:

- think about what is important and identify needs or difficulties;
- explain why these have come about;
- understand the impact of strengths and pressures on the child or young person;
- reach agreement about what needs to be improved;
- agree the priority issues, aims and goals in terms of improving the child's wellbeing;
- agree desired outcomes.

Consider:

- **What is the lived experience of the child?**
- **When and how are the child's needs NOT being met?**
- **What are the effects on the child's current development and long-term effects?**
- **What are the child's needs, wishes and feelings regarding intervention and likely outcomes?**

(Taken from: Multi-agency Guidance on Threshold Criteria to help support Children, Young People and their Families in Shropshire 2017) [Threshold Document](#)

2.4 Partnership with families

A copy of this policy is made available to all parents prior to their child joining our school/setting as well as details of the complaints procedure – both are on our website. In general, any concerns will be discussed with parents and we will offer support. All conversations, whatever the outcome, should be recorded appropriately to show that they took place, identify what was agreed and evaluate how effectively they enabled needs to be met. In this way quality conversations can demonstrate their impact on successful practice, including improvements in decision making and joint working. Conversations should continue to inform the on-going planning and reviewing.

Practitioners working with families at a Universal, Early Help or Targeted level will need to get the consent of the family before any information is held or shared with other agencies. If the practitioner does not gain the family's consent and in future has ongoing concerns, they should consider contacting Compass for advice and guidance. Except for child protection matters, referrals to Compass cannot be accepted without parents having been consulted first.

Consent is not required for child protection referrals where it is suspected that a child may be suffering or be at risk of suffering significant harm; however, the referring practitioner, would need to inform parents or carers that they are making a referral, unless to do so may:

- Place the child at increased risk of Significant Harm; or
- Place any other person at risk of injury; or
- Obstruct or interfere with any potential Police investigation; or
- Lead to unjustified delay in making enquiries about allegations of significant harm.

The child's interest must be the overriding consideration in making such decisions. Decisions should be recorded. If consent is withheld by the parent:

- If it is felt that the child's needs can be met through Early Help, then discussion with the family should take place about the completion of an Early Help Assessment and provision of services through an Early Help Plan. Early help consultations are available from the Early Help Advisors for support in managing these situations.
- For another agency familiar with the child and family to make the approach about information sharing to the family.
- No assessment should take place. The rationale for this decision will be recorded on the concerns form.
- The combination of the concerns and the refusal to consent to enquiries being made may result in the concerns being defined as child protection concerns. In this case, information sharing may proceed without parental consent. The consultation and the decision to proceed without consent must be recorded on the case papers.

If a child has been injured or is in imminent danger of being injured then we will contact the emergency services, medical or police, immediately on 999.

When making a level 4 referral to Compass we will ensure we have a record of all details required detailed on a Shropshire Multi-Agency Referral Form also known as a MARF.

2.5 Specific legal duties to report

Legislation has recognised and criminalised the following types of abuse and placed duties on education settings to report offences to the authorities:

- **Radicalisation and the Prevent Duty**

The government set out its definition of British values in the 2015 Prevent Strategy – this promotes the values of:

- democracy
- the rule of law
- individual liberty
- mutual respect
- tolerance of those of different faiths and beliefs

If a member of staff has a concern about a pupil/s they should follow the school's normal safeguarding procedures, including discussing with the school's designated safeguarding lead as set out in the Child Protection/safeguarding policy.

The designated lead should contact West Mercia Prevent Team:

Detective Sergeant Stuart Clark, 01386 591835

PC Manjit Sidhu, 01386 591815

The Prevent Team email is: prevent@warwickshireandwestmercia.pnn.police.uk

The Corbet School have a separate policy '**Preventing Extremism and Radicalisation Policy**' which can be located on the school's website. ????

- **Female Genital Mutilation (FGM)**

Whilst all staff should speak to the designated safeguarding lead (or deputy) about any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, **the teacher must** report this to the police.

Please refer to <https://www.gov.uk/government/publications/female-genital-mutilation-leaflet>

We may not seek parental consent if this may put the girl at increased risk.

- **Domestic abuse and honour-based violence**

Children living in households where there is domestic abuse such as coercion or violence, including honour-based violence, could be at significant risk of harm. We will seek support for victims and their children through Compass.

Depending on the level of risk, we may or may not consult parents before contacting Compass.

2.6 Specific safeguarding issues

To ensure that our children and young people are protected from harm, we need to understand what types of behaviour constitute abuse and neglect – refer to Annex A of KCSiE. Staff are made aware of specific safeguarding issues (listed below) through child protection training, reading up to date guidance such as Keeping Children Safe in Education 2020 Part 1 and Annex A and accessing SSCP procedures at <http://www.safeguardingshropshireschildren.org.uk/>

All staff are made aware that mental health problems can, in some cases, be an indicator of abuse. The DSL will liaise with the school student welfare officer, behaviour officer and attendance officer to ensure information is being shared. The DSL will then decide if further action is required using guidance from Shropshire threshold document and conversations with Shropshire BeeU team and other professionals if required.

Children may need a social worker due to safeguarding or welfare needs. Local authorities will share this information with the school, and the DSL will hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes.

The Corbet School ensures that the DSL is continually updated in all areas below. They are familiar with the referral pathways and specific toolkits and guidance available on the SSCP website.

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, information for schools, colleges and early years settings can be found on the TES, MindEd and the NSPCC websites. Staff can access government guidance as required on the issues listed below via GOV.UK and other government websites.

<ul style="list-style-type: none"> Bullying including cyberbullying. Child Criminal Exploitation: County Lines. Child missing from education, home or care Child sexual exploitation (CSE) Children and the court system Children with family members in prison Domestic violence Drugs Health and Wellbeing e.g. fabricated or induced illness, medical conditions, mental health and behaviour. Faith based abuse So -called honour-based abuse (including Female Genital Mutilation and Forced Marriage. Gangs and youth violence Gender-based violence/violence against women and girls (VAWG) Homelessness 	<ul style="list-style-type: none"> Homelessness Hate (Appendix E) Missing children and adults' strategy Private fostering Preventing radicalisation Relationship abuse Peer on Peer Abuse e.g. Sexting (youth produced sexual imagery), Sexual Violence & Sexual Harassment Trafficking Online safety
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All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the DSL and deputy DSLs should consider whether children are at risk of abuse and exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

Peer on Peer / child on child abuse

Staff should recognise that children can abuse their peers. Abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”. Victims of peer abuse should be supported as they would be if they were the victim of any other form of abuse, in accordance with this policy.

Peer on peer abuse occurs when a young person is exploited, bullied and/or harmed by their peers who are the same age or similar age.

Staff are aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to: bullying (including cyberbullying);

- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- Upskirting, typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

All staff should be aware of indicators, which may signal that children are at risk from, or are 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 wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office’s Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.

Compliance with the Public-Sector Equality Duty (PSED) is a legal requirement for schools and colleges that are public bodies.

Under the PSED, schools and colleges that are public bodies have a general duty to have regard to the need to eliminate unlawful discrimination, harassment and victimisation, to advance equality of opportunity between different groups and to foster good relations between different groups. The duty applies to all protected characteristics and means that whenever significant decisions are being made or policies developed, thought must be given to the equality implications such as, for example, the elimination of sexual violence and sexual harassment.

The Corbet School will ensure that the following areas are covered within the curriculum to try and minimise the risk of peer on peer abuse:

- healthy and respectful relationships;
- what respectful behaviour looks like;
- consent;
- gender roles, stereotyping, equality;
- body confidence and self-esteem;
- prejudiced behaviour;
- that sexual violence and sexual harassment is always wrong; and
- addressing cultures of sexual harassment.

Schools often deliver this currently, through planned, high-quality, Sex and Relationship Education (SRE) and Personal, Social, Health and Economic (PSHE).

The school would respond to an incident of Peer on Peer abuse by recording the incident and by following guidance as set out in Sexual violence and sexual harassment between children in schools and colleges published by Department for Education.

It is vital that staff at The Corbet School understand that the child who is perpetrating the abuse may also be risk of harm. Staff should make every effort to ensure that the perpetrator is also treated as a victim and undertake assessments to conclude this. Sensitive work must be undertaken with the child who is perpetrating, by helping them to understand the nature of their behaviour and the effect it has on others may prevent abuse.

Staff must be able to use their professional judgement in identifying when what may be perceived as “normal developmental childhood behaviour” becomes abusive, dangerous and harmful to others. The Corbet School will use the Brook Traffic Light Tool and the SSCP Threshold Document to aid assessment of situation.

2.7 Safeguarding children with special educational needs and disabilities

It is recognised that children with special educational needs or disabilities (SEND) can present additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. These can include: assumptions that indicators of possible abuse such as behaviour, mood and injury, relate to the child’s impairment without further exploration; children with SEND can be disproportionately impacted by issues such as bullying, without necessarily showing outward signs; communication barriers.

It is important, therefore, to be particularly sensitive to these issues when considering any aspect of the welfare and safety of such children, and to seek professional advice where necessary.

Any reports of abuse involving children with SEND will therefore require close liaison with the Designated Safeguarding Lead (or deputy) and the SENCO (Rachel Stokes).

2.8 Children Missing Education

All children, regardless of their circumstances, are entitled to a full-time education, which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area. Effective information sharing between parents, schools, colleges and local authorities is critical to ensuring that all children are safe and receiving suitable education

A child going missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation. School and college staff should follow their procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. Where reasonably possible the school will hold at least two emergency contacts for every child in the school in case of emergency and in case there are welfare concerns at home.

Schools and colleges should put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, female genital mutilation and forced marriage. Further information about children at risk of missing education can be found in the Children Missing Education guidance or Shropshire Council Learning Gateway.

2.9 Safeguarding children who are Looked After

Staff are aware the most common reason for children becoming looked after is because of abuse and/or neglect. Appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. Appropriate staff members also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The designated safeguarding lead has details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

The designated teacher for looked after children will work with the Local Authority to promote the educational achievement of registered pupils who are looked after or who have left care through adoption, special guardianship, child arrangement orders or who are adopted from state care outside of England and Wales. The appointment of a designated teacher is a statutory requirement for governing bodies of maintained schools and proprietors of academies.

The designated safeguarding lead should have details of the child's social worker and the name of the virtual head teacher. The designated safeguarding lead should work closely with the designated teacher (Rachel Stokes).

2.10 Injuries

At the beginning of each session or school day parents are requested to notify us of any accidents, incidents or injuries which may affect their child before leaving him/her at school. A note will be made of any existing injuries and how the injury was received will be recorded. A body map may be used to indicate any marks/bruises.

2.11 Safe use of ICT and mobile phones – please see our behaviour policy, e-safety (on-line safety) policy and Acceptable Use policy.

It is essential that children are safeguarded from potentially harmful and inappropriate online material. At The Corbet school we ensure that there are appropriate filters and appropriate monitoring systems in place.

Where children are being asked to learn online at home, the school will follow advice from the Department of Education; [safeguarding and remote education](#).

The use of mobile phones and other electronic devices such as computers, tablets, and game devices is commonplace. However, as a society, we are beginning to recognise that although these devices have brought great benefit (especially during COVID lockdown) we also need to ensure that we help children to understand that there are dangers and how to keep themselves safe. This includes:

- Keeping personal details secure
- Understanding that not all content is appropriate, truthful or legal
- What to do if they do accidentally access inappropriate or illegal content
- What to do if they are upset by something they receive
- What to do if they are going to physically meet someone they have met on-line

Appropriate use of mobile phones is essential at The Corbet School – please see the behaviour policy and the e-safety policy.

Visitors to our school must ensure that their mobile devices are switched off and are not used in the school.

Important contact details of the children's parents/carers are kept on the school's computer system which is password protected and a hard copy is kept in a locked cupboard.

We believe that photographs validate children's experiences and achievements and are a valuable way of recording success and celebration. Parental permission for the different ways in which we use photographs is gained as part of the initial registration at The Corbet School. Some departments may choose to use technology to record a child's educational progress e.g. the development of a technology project. If this is to be the case, the school will ensure that only pictures of the work and the child are taken using a school device and the images will then be transferred only to the school network.

Pupils are only able to access the internet via the computers in school. Mobile phones, tablets and smart watches are not allowed to be used in school. The School network is monitored closely by the School's IT team and by teachers and any concerns are dealt with swiftly and effectively. Pupils who contravene the school rules with regards to internet safety and taking pictures will be sanctioned accordingly – please see the behaviour policy.

Through induction, staff and volunteers are made aware of our 'acceptable use of technology' policy both at home and in the workplace. If any staff or volunteers breach this policy, then we will take disciplinary action which may result in a referral to the Disclosure and Barring Service.

2.12 Escalating / de-escalating concerns

Just because a child is assessed at a point in time as meeting certain threshold criteria does not mean that they always will. An assessment is an on-going process, not an event; children's needs often change over time. The Designated Lead for Safeguarding will maintain an overview of all children with a plan to ensure children's needs are being met at the right level of intervention. Of central importance in understanding where a child's needs might lie on this continuum, is the cooperation and engagement of the parents and carers – a lack of co-operation or appreciation about the concern may of itself raise the level of the need and required response.

2.13 The impact of abuse

The impact of child abuse should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some children, full recovery is beyond their reach, and the rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties.

2.14 Taking action

Key points to remember for taking action are:

- in an emergency take the action necessary to help the child, for example, call 999
- report your concern to the DSL immediately
- if the DSL is not able to be contacted ensure action is taken to report the concern to children's social care
- do not start your own investigation
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- Write up your concern (within half a day if this is following a disclosure and after talking to a DSL)
- seek support for yourself if you are distressed.

If you suspect a child is at risk of harm

There will be occasions when you suspect that a child may be at serious risk, but you have no 'real' evidence. The child's behaviour may have changed, or you may have noticed other physical but inconclusive signs. In these circumstances, you should try to give the child the opportunity to talk. The signs you have noticed may be due to a variety of factors and it is fine to ask the child if they are alright or if you can help in any way.

At the Corbet School you are not required to use a particular form to record your concerns, we believe that it is vital to ensure that information is recorded swiftly and therefore do not insist on it being on a correct piece of paper. Staff are reminded annually what to include and what not to include in their write up. Appendix F shows a form that we use for our CP files after receiving information. If the child does begin to reveal that they are being harmed, you should follow the advice in the section below 'If a child discloses information to you'.

If, following your conversation, you remain concerned, you should discuss your concerns with the designated person.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following the procedures set out in this policy and by speaking with the DSL.

If a child tells you that they've been abused

It takes a lot of courage for a child to tell someone that they are being neglected and or abused. They may feel ashamed, particularly if the abuse is sexual, their abuser may have threatened what will happen if they tell, they may have lost all trust in adults, or they may believe, or have been told, that the abuse is their own fault.

If a child talks to you about any risks to their safety or wellbeing you will need to let them know that you must pass the information on – you are not allowed to keep secrets. The point at which you do this is a matter for professional judgement. If you jump in immediately the child may think that you do not want to listen, if you leave it till the very end of the conversation, the child may feel that you have misled them into revealing more than they would have otherwise.

During your conversation with the child:

Allow them to speak freely.

- Remain calm and do not over react – the child may stop talking if they feel they are upsetting you.
- Give reassuring nods or words of comfort – 'I'm so sorry this has happened', 'I want to help', 'this isn't your fault', 'You are doing the right thing in talking to me'.
- Do not be afraid of silences – remember how hard this must be for the child.
- Under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the child's mother think about all this.
- At an appropriate time tell the child that to help them you must pass the information on.
- Do not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused.
- Avoid admonishing the child for not disclosing earlier. Saying 'I do wish you had told me about this when it started' or 'I can't believe what I'm hearing' may be your way of being supportive but the child may interpret it that they have done something wrong.
- Tell the child what will happen next. The child may agree to go with you to see the designated person. Otherwise let them know that someone will come to see them before the end of the day.
- Report verbally to the designated person.
- Write up your conversation as soon as possible and hand it to the DSL
- Seek support if you feel distressed.

2.15 Prevention in the Curriculum

The Corbet School recognises the importance of developing pupils' awareness of behaviour that is unacceptable towards them and others, and how they can help keep themselves and others safe. The Corbet School addresses this area of work with the pupils via PSHE lessons, specialised focus days and assemblies as well as other relevant times within the wider curriculum or within specialised weeks e.g. e-safety awareness week, mental health week, sexual health week.

Relationships Education and Relationships and Sex Education and/or PSHE programmes in each key stage provides personal development opportunities for pupils to learn about keeping safe and who to ask for help if their safety is threatened. As part of developing a healthy, safer lifestyle, pupils are taught to, for example.

- Safely explore their own and others' attitudes.
- Recognise and manage risks in different situations and how to behave responsibly.
- Judge what kind of physical contact is acceptable and unacceptable.
- Recognise when pressure from others (including people they know) threatens their personal safety and well-being and develop effective ways of resisting pressure; including knowing when and where to get help.
- Use assertiveness techniques to resist unhelpful pressure.
- The importance of Internet safety

2.16 Managing allegations of abuse made against staff (this includes apprentices & supply staff), students or volunteers (see Appendix I)

Allegations which might indicate that a person would pose a risk of harm to children if they continue to work in regular or close contact with children in their present position will be taken seriously. We have a duty to inform Ofsted of any serious allegations made against a person which suggests he or she has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

We also have a duty of care towards our staff. We provide support for anyone facing an allegation and provide employees with a named contact if they are suspended. It is essential that any allegations of abuse made against members of staff or volunteers are dealt with very quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

If there are concerns about a staff member then this should be referred to the headteacher. Where there are concerns about the headteacher, this should be referred to the chair of governors. Staff may consider discussing any concerns with the schools designated safeguarding lead and make any referral via them.

The LADO (see appendix G) may ask for additional information, such as previous history, whether the child or their family have made similar allegations previously and the individual's current contact with children. There may be situations when the LADO will want to involve the police immediately, for example if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence.

The initial sharing of information and evaluation may lead to a decision that no further action is to be taken regarding the individual facing the allegation or concern; in which case, this decision and a justification for it will be recorded by both the Headteacher and the LADO, and agreement reached on what information should be put in writing to the individuals concerned and by whom. The Headteacher will then consider with the LADO what action should follow both in respect of the individual and those who made the initial allegation.

If further action is required, we will follow the advice of the LADO and co-operate with any investigations. We will follow instructions about what can be disclosed to the accused and whether he/she should be suspended whilst further investigations take place. This is not an indication of admission that the alleged incident has taken place but is to protect the staff as well as children and families throughout the process. Clear advice will be given to workers on the process of investigation by other agencies. We will follow advice about how to inform families about the allegation.

There is a legal requirement for employers to make a referral to the DBS where they think that an individual has engaged in conduct that harmed (or is likely to harm) a child; or if a person otherwise poses a risk of harm to a child. Safeguarding Vulnerable Groups Act 2006

Whistleblowing

Whistle blowing is a mechanism by which adults can voice their concerns in good faith, without fear of repercussion. Any behaviour by colleagues that raises concern regardless of source will be recorded and reported to the designated practitioner or appropriate agency. It is helpful to develop and insert a procedure here, so staff know exactly what to do if they have any concerns or refer to separate policy if you have one.

2.17 Recruiting Staff (Refer to Recruitment Process Guidelines)

We provide adequate and appropriate staffing resources to meet the needs of children. (More information can be found in our recruitment and retention policy).

Job adverts and application packs refer to our safeguarding policy and procedures.

Applicants for posts are clearly informed that positions are exempt from the Rehabilitation of Offenders Act 1974. We ensure that we meet our responsibilities under the Safeguarding Vulnerable Groups Act 2006.

Where applicants are rejected because of information that has been disclosed, we will inform the applicant about their right to know and to challenge incorrect information.

We comply with the Safeguarding and Welfare Requirements in Keeping Children Safe in Education 2020 in respect of references and Enhanced Disclosure and Barring Service checks for staff and volunteers to ensure that no disqualified or unsuitable person works with or has access to the children.

Keeping Children Safe in Education 2020 states that schools will be required to complete a risk assessment for each volunteer to decide whether they need to do an enhanced DBS check or not. (Note that even if it is decided an enhanced DBS is to be requested, if the volunteer is not in regulated activity, then schools are not legally allowed to do a barred list check).

We have procedures for recording the details of visitors, including prospective candidates, to the setting and ensure that we have control over who comes in to the premises so that no unauthorised person has unsupervised access to the children.

Where pupils are placed in an alternative provision, the schools will obtain a written statement from the provider that they have completed all the vetting and barring checks that are necessary on their staff.

2.18 Staff Supervision (including students and volunteers)

To ensure that all staff are alert to any issues for concern, staff receive regular training and updates in safeguarding and child protection through a range of training and supervision activities. This includes both formal and informal supervision, annual appraisals, staff meetings and access to SSCP approved training. Individual supervision offers staff an opportunity to receive coaching to improve their practice with children and address any issues resulting in poor performance. Individual supervision also provides a safe space in which to raise any concerns they may have about the conduct of other adults connected with the setting.

2.19 Resolution of professional disagreements

When practitioners are working together in the complex business of safeguarding children there will inevitably be occasions when there are professional differences of opinion or concerns about practice decisions, actions or lack of actions to a referral, assessment or the progress of child’s plan. In these circumstances practitioners have a duty to take action to address professional disagreements as soon as they arise in a way that is appropriate and proportionate

Examples of case-specific professional disagreements include:

- When there is disagreement about the response to a referral made by one agency to another agency or service (e.g. decision making).
- When there is disagreement about the outcome of an assessment.
- When there is serious concern about the implementation of a child's Plan and disagreement about how this should be addressed (e.g. agreed actions not being followed through).
- When there is serious concern about the effectiveness of a child's Plan in bringing about the necessary changes and disagreement about how this should be addressed (e.g. drift/delay).
- When there is disagreement over the sharing of information in a particular case.

Designated Safeguarding Leads and managers will consult with the procedures for resolving professional disagreements by accessing it on the West Midlands Child Protection Procedures [website](#) . Designated Safeguarding Leads will record any actions taken and outcomes on file.

Signature:	Date Policy adopted:
Position	Review Date:

The role of the Designated Safeguarding Lead

In carrying out any of the role set out below, the role of the Designated Safeguarding Lead should be guided by two important principles. First, following the Children Act 1989, the principle that the welfare of the child should be paramount. Second, the principle that confidentiality should be respected as far as possible (without compromising the first principle).

It is **essential** that designated safeguarding leads are familiar with the content of the following key documents:

- Department for Education (DfE's) statutory guidance for schools and colleges, 'Keeping Children Safe in Education' 2020
- Working Together to Safeguard Children' 2018
- Ofsted Inspecting safeguarding in early years, education and skills settings
- The Prevent duty July 2015
- Early Years Foundation Stage Statutory Framework 2017 (EYFS)
- Shropshire Safeguarding Partnership (SSCP) Threshold Guidance Document

The Designated Safeguarding Lead must:

- Be a senior member of staff, from the school or college **leadership team**.
- Take **lead responsibility** and is accountable for safeguarding and child protection, (lead responsibility must never be delegated).
- Be fully conversant with the Shropshire Safeguarding Community Partnership (SSCP) child protection (CP) procedures and to co-ordinate action on child abuse within school, ensuring that all staff are aware of their responsibilities in relation to CP.
- Provide supervision and guidance to deputy designated safeguarding leads.
- Ensure that all deputy designated safeguarding leads are trained to the same standard as themselves.
- Should liaise with designated staff for Looked After Children (LAC) and 14-19 placements.
- Refer individual cases of suspected abuse to relevant Local Authority (LA) Children Services area (following SSCP guidelines) and to liaise with them and other agencies on individual cases and on general issues relating to CP.
- Undertake "Prevent" awareness training and lead on this within the school/college and must assume responsibility for organising training on all aspects of CP within school, and to act as a school-based resource on CP issues for staff. In greater detail, this involves the following:
- Ensuring that all staff, both teaching and non-teaching, know about, and have access to the SSCP procedures for CP and that all cases of suspected abuse are reported in the correct way.

- Supporting staff who make referrals to LA children’s social care.
- Referring cases to the Channel programme where there is a radicalisation concern as required.
- Supporting staff who make referrals to the Channel programme
- Referring cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service (DBS) as required and ensuring that the Designated Officer in the Local Authority (LADO) is informed.
- Referring cases where a crime may have been committed to the Police as required
- Ensuring that all staff have regular child protection updates (at least annually)
- Ensuring that all teaching and non-teaching staff attend Shropshire Safeguarding Children Board endorsed child protection awareness training every three years.
- Ensuring all Deputy Designated Safeguarding Leads regularly update their child protection training and attend Shropshire Safeguarding Community Partnership endorsed child protection update training every two years
- Ensuring the school/college is compliant with the ‘Prevent’ duty requirements so that:
 - All staff are trained in awareness of “Prevent”.
 - All teachers are trained in “Prevent” curriculum requirements including British Values.
 - The school can demonstrate the impact on the pupils of promoting British Values.
 - The Deputy Designated Safeguarding Leads are clear about their lead role in respect of “Prevent” and the process of a “Prevent” referral.
 - The job description of the Deputy Designated Safeguarding leads also includes the “Prevent” duty.
 - The e-safety policy and the child protection policy clearly state the “Prevent” duty.
- Help promote educational outcomes by sharing information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school/college leadership team.

Working with others. The Designated Safeguarding lead must:

- Liaise with the head teacher or principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.

- As required, liaise with the “case manager” and the LADO if relevant i.e. if there are safeguarding or child protection concerns relating to a staff member.
- Liaise with staff (especially pastoral staff, school nurses, IT Technicians, SENCOs and Senior Mental Health Leads) on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Should liaise with the three safeguarding partners and work with other agencies in line with Working Together 2018.
- Act as a source of support, advice and expertise for staff.
- Lead on or participate in Early Help Multi-Agency interventions

Training – The Designated Safeguarding Lead must:

- Ensure that they and any deputies should undergo training to provide them with the knowledge and skills required to carry out the role.
- Ensure that they and any deputies, in addition to the formal training set out above, should refresh their knowledge and skills (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:
- 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 can attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the school or college child protection policy and procedures, especially new and part time staff.
- Are alerted to the specific needs of children in need, those with special educational needs and young carers.
- Can keep detailed, accurate, secure written records of concerns and referrals.
- Are aware of the guidance that is available in respect of Female Genital Mutilation (FGM) and should be vigilant to the risk of it being practised and inform the Police if they suspect a child has suffered FGM (this is a legal requirement for all Teachers; Serious Crime Act 2015).
- Encourage a culture of listening to children and taking account of their wishes and feelings

Child protection files

- The DSL should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving
- Ensure that all child protection files are stored securely and accessed only by authorised individuals compliant with the Data Protection Act 2018 and GDPR.
- Where children leave the school or college, ensure their child protection file is transferred to the new school or college as soon as possible and is transferred separately and securely from the main pupil file, and ensure that confirmation of receipt is obtained.

Availability

During term time, the designated safeguarding lead should ensure that they (or a deputy) are always available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns.

This list is not exhaustive, further detailed information on the Role of the DSL can be found in KSCIE 2020 guidance Annex B

The role of the Deputy Designated Safeguarding Lead

In carrying out any of the role set out below, your role of **'Deputy'** Designated Safeguarding Lead should be guided by two important principles. First, following the Children Act 1989, the principle that the welfare of the child should be paramount. Second, the principle that confidentiality should be respected as far as possible (without compromising the first principle).

It is **essential** that **'Deputy'** designated safeguarding leads are familiar with the content of the following key documents:

- the Department for Education's (DfE's) statutory guidance for schools and colleges, 'Keeping Children Safe in Education' 2020
- 'Working Together to Safeguard Children' 2018
- Ofsted Inspecting safeguarding in early years, education and skills settings 2019
- The Prevent duty July 2015
- Shropshire Safeguarding Community Partnership (SSCP) Threshold Guidance Document
- Early Years Foundation Stage Statutory Framework 2017 (EYFS)

As **'Deputy'** Designated Safeguarding Lead you:

- Should be an experienced member of staff, from the school or college.
- Must take **responsibility** for safeguarding and child protection.
- Should be fully conversant with the SSCB child protection (CP) procedures and act on child abuse within school.
- Provide support and guidance to all members of staff
- Should liaise with designated staff for Looked After Children (LAC) and 14-19 placements.
- Are responsible for referring individual cases of suspected abuse to relevant Local Authority (LA) Children Services area (following SSCP guidelines) and to liaise with them and other agencies on individual cases and on general issues relating to CP.
- Should undertake "Prevent" awareness training and support with this within the school/college.
- Will have responsibility to act as a school-based resource on CP issues for staff.
- In greater detail, this involves the following:

- Supporting staff, both teaching and non-teaching, to have access to the SSCP procedures for CP and that all cases of suspected abuse are reported in the correct way.
- Supporting staff who make referrals to local authority children's social care.
- Referring cases to the "Channel" programme where there is a radicalisation concern as required.
- Supporting staff who make referrals to the "Channel" programme.
- Supporting the school/college to be compliant with the 'Prevent' duty requirements so that:
 - all staff are trained in awareness of "Prevent"
 - You are clear about your supporting role in respect of "Prevent" and the process of a "Prevent" referral.

Working with others – as DEPUTY Designated Safeguarding Lead, you will:

- Liaise with the senior Designated Safeguarding Lead, head teacher or principal to inform him or her of issues especially on-going enquiries under section 47 of the Children Act 1989 and police investigations.
- As required, liaise with the "case manager" and the Designated Officer in the Local Authority (LADO) for child protection concerns.
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.

Training

- As **DEPUTY** designated safeguarding lead, you should ensure that you undergo training to provide yourself with the knowledge and skills required to carry out your role.
- As **DEPUTY** designated safeguarding lead, you should ensure that in addition to the formal training set out above, your knowledge and skills continue to be refreshed (this might be via ebulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow you to understand and keep up with any developments relevant to your role so you:
 - 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 can attend and contribute to these effectively when required to do so.
- Are alert to the specific needs of children in need, those with special educational needs and young carers.

- Can keep detailed, accurate, secure written records of concerns and referrals.
- Are aware of the guidance that is available in respect of Female Genital Mutilation (FGM) and should be vigilant to the risk of it being practised
- Inform the Police if they suspect a child has suffered FGM (this is a legal requirement for all Teachers; Serious Crime Act 2015)

Availability

During term time, you should ensure that you are available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns.

This list is not exhaustive, please refer to Annex B in KCSiE 2020 for more detailed guidance.



THE CORBET SCHOOL

Headteacher Dr Jane Tinker BSc MA(Ed) EdD NPQH

FILE TRANSFER RECORD AND RECEIPT

Part 1: To be completed by The Corbet School

Name of Child:			
School sending CP File:	The Corbet School		
Address of School:	Eyton Lane, Baschurch, Shrewsbury, SY4 2AX		
Method of Delivery:	BY HAND	SECURE POST	ELECTRONICALLY
Date File Sent:			
Name of DSL:			
Name of Person Transferring to:			
Signature:			

Part 2: To be completed by receiving school or college

Name of School receiving file:	
Address of School receiving file:	
Date received:	
Name of Person Receiving File:	
Date confirmation of receipt sent:	
Signature:	

Receiving School: Please complete part 2 and return this form to the Designated Safeguarding Lead listed in Part 1 above. You are advised to keep a copy for your own reference.



THE CORBET SCHOOL

Appendix D

Headteacher Dr Jane Tinker BSc MA(Ed) EdD NPQH

Pupil Chronology

Name of pupil:..... D.O.B.....

Brief summary of events prior to chronology:

Date	Significant event • Any event that has an impact on child or family	Source of information (E.g. contact, home visit, from other agency etc.)	Action taken and reasons why

Shropshire Schools Hate-Related Incident Report Form

As part of the Public Sector Equality Duty (PSED) under the Equality Act 2010, schools are requested to report prejudice/hate-related incidents to Shropshire Council. Completed forms may be submitted by email to educationimprovementservice@shropshire.gov.uk or by post to **EIS, Shropshire Council, Shirehall, Abbey Foregate, Shrewsbury, SY2 6ND**. Reports can also be made verbally on 01743 254315.

The information is used to help inform community-based interventions to counter the problems identified. Specific support at school can be offered on request.

School name

Section A: About the Incident/s

What do you think motivated this incident? (*indicate all relevant characteristics*)

- Race Religion / culture Sex Disability
 Sexual orientation Gender identity/presentation Age*
 Other (please define)

**age discrimination legislation does not apply to the treatment of pupils or provision of education.*

Section B: Tell us about the incident in your own words; giving as much detail as possible (please use a separate sheet if necessary):

When did the incident take place?

Time Day Date

Where did it happen?

Area of school / Street name or location if outside school / via electronic media (please give details below)

What happened?

Where any injuries sustained? Yes (If "yes" Please give details below) No

Was any property lost or damaged? Yes (if yes please give details below) No

Frequency or duration of behaviour

- Once or twice Persisting over one school term
 Several times a week Persisting for more than a year

Section C: About the Victim

Is the victim Pupil Staff member Other adult Other child

(Name of victim is not needed in this context)

Sex M/F Is this same as birth? Y/N

If child - Year Group /Age

If adult - Age Group: 16-24 25-34 35-44 45-55 Over 55

Please indicate in the appropriate box how you would describe the victim:

Religion/belief

- Buddhist Rastafarian Don't know
 Christian Sikh
 Hindu Other
 Jewish No religion
 Muslim Prefer not to say

Sexual orientation

- Heterosexual
 Bisexual
 Gay/Lesbian
 Prefer not to say
 Don't know

Ethnicity

- White British White & Black Caribbean Any other black background
 White & Black African Indian Chinese
 White Irish Pakistani Any other ethnic background

- White & Asian
- Other white background
- Any other mixed background
- Eastern European
- Bangladeshi
- Black Caribbean
- Black African
- Prefer not to say
- Don't know

Is the victim from a Gypsy or Traveller background?

- Yes No Don't know

Disability – please describe

Don't know

Section D: About the aggressor(s)

Details, with Year or age group/s if pupil/s; ethnicity; gender/gender identity; other relevant characteristics
(Name/s of aggressor/s not needed in this context)

If adult - Age Group:

- 16-24 25-34 35-44 45-55 Over 55

Role / reason for presence at school

If aggressor/s is/are unknown, can you describe them? (Consider height, ethnicity, build and clothing).

Section E: What now?

Actions taken with the aggressor

Actions taken with the victim

Action taken by school

- Apology to victim
- Awareness raising
- Restorative Practise
- Disciplinary action
- Notified parent/carer
- Exclusion
- Notified police
(if criminal activity involved)
- Other – please specify

- Comfort/reassurance
- Mentor/peer support
- Counselling
- Referral to specialist
Support/agency
- Notified parent/carer
- Medical treatment
- set review date to
discuss update
- Other – please specify

- Staff/governor training
- Class/peer group work
- Assembly subject
- Curriculum review
- Diversity and Equality
Campaign (e.g.posters)
- Letter to parents/carers
(Raising awareness)
- Initiative with Learning
Community/LA
- Other – please specify

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Section F: Details of person reporting (victim, witness or third party)

Form Completed by:

Role: Date

Date this incident was reported to the authority:

Police involvement:

Does the person reporting / victim/parents or carers / school want the Police to investigate?

Yes No

The police will want to collect evidence i.e. photograph any injuries the victim has; look for fingerprints left by the offender or swab any areas where the suspect has touched. If you have any evidence, which may be of use to the police then please ring them and tell them **immediately**. Shropshire Police 24 hour telephone number is: **101**.

Authorisation:

Certain agencies can share de-personalised information without your consent. Do you agree to the information being passed to all the agencies involved in the local agency partnership? (The local agency partnership includes West Mercia Police, Citizens Advice Shropshire and Victim Support Shropshire), This is requested to help in assessing and countering the levels of hate crime in Shropshire.

Incident details only Yes No

Personal details Yes No

Signature Date

.....



THE CORBET SCHOOL

Headteacher Dr Jane Tinker BSc MA(Ed) EdD NPQH

CONCERN REPORTING FORM

Logging a concern about a child's safety or welfare – used in student support services

Part 1 – For staff use

Child Name:			
Date of birth:		Year Group / class:	
Name of referrer:		Role of referrer:	
Details of concern:	<i>(Use body map if appropriate)</i>		
<p><i>What are you worried about? Who? What (if recording a verbal disclosure by a child use their words)?</i></p> <p><i>Where? When (date and time of incident)?</i></p> <p><i>Any witnesses?</i></p> <p><i>What is the pupil's account/perspective?</i></p>			
Reported to:		Role of person reported to:	
Signed:			
Date:			

Part 2: For DSL/Deputy DSL to complete

Action taken:		Advice sought: <i>(from whom and what was advice given)</i>	
Concern / referral discussed with parent / carer? If yes note discussion		<i>If not, state reasons why</i>	
Referral made: <i>Record names of individuals/agencies who have given information regarding outcome of any referral (if made).</i>		<i>If not, state reasons why</i>	
Feedback to referring member of staff:			<i>By whom</i>
Response to / action taken with pupil:			<i>By whom</i>
Other notes / information: <i>When making a referral about an acute specialist need/child protection follow up with a MARF</i> Any other action required:			
Signature of DSL		<i>Date</i>	

The Local Authority Designated Officer (LADO)

Duty to refer

In addition to informing Ofsted, the Designated Lead for Safeguarding or senior manager has a duty to refer any concerns to the LADO where it is alleged that a person who works* with children has:

- Behaved in a way that has harmed a child, or may have harmed a child - whether the alleged abuse occurred on or off the premises where the childcare takes place;
- Possibly committed a criminal offence against or related to a child;
- Behaved towards a child or children in a way that indicates he/she is unsuitable to work with children such as excessive one-to-one attention beyond the requirements of their usual role; or
- Displayed inappropriate behaviour such as inappropriate sexual comments, inappropriate sharing of images, or displays violent or aggressive behaviour.

Responsibility would also include reporting applications to work or volunteer with children and young people from adults who are barred from doing so as this poses a potential risk of significant harm to children and young people.

The LADO should be informed of ALL allegations that come to a Senior Manager's attention within 1 working day of the manager becoming aware of the allegation.

In cases where the nature of the allegation has not required immediate referral to the Compass or the Police, the Senior Manager and the LADO will decide jointly as to whether such a referral is necessary and who will make it.

The LADO should also be informed of any allegations that are made directly to the police or Compass. **It is important that even apparently less serious allegations are seen to be followed up objectively by someone independent of the organisation concerned. Therefore, the LADO should be informed of ALL allegations that come to the employers' attention.**

The role of the Local Authority Designated Officer

The LADO will advise the employer of any action that may be necessary, whether an investigation will take place, and if so what form the investigation will take. It is their role to provide on-going advice and liaison and to monitor the progress of cases. This may include:

- Advising the employer on next steps, such as the need to inform the child's parents; advice on dismissal or suspension of the member of staff accused; the decision as to whether the case will be investigated and by whom.
- Regularly monitoring the progress of cases to ensure that they are dealt with as quickly as possible consistent with a fair and thorough process.
- Liaising with the employer to provide advice and support when required/requested.

- Oversight and management of individual cases.

If an allegation is substantiated and the employer dismisses the person or ceases to use that person's services, the employer should consult with the LADO about whether a referral to the Disclosure and Barring Service is required.

Referral to the LADO should form part of your disciplinary and whistleblowing procedures.

The role of the setting's Designated Lead for Safeguarding

The Designated Lead for Safeguarding or the senior manager making the referral will be expected to play a key role in the investigative process and follow the advice given by the LADO. This may involve:

- Gathering any additional information which may have a bearing on the allegation, for instance: previous concerns, care and control incidents and so on;
- Providing the subject of the allegation with information and advising them to inform their union or professional body;
- Attending Strategy Meetings where required;
- Liaising with the LADO;
- Ensuring that risk assessments are undertaken where and when required;
- Ensuring that effective reporting and recording systems are in place which allow for the tracking of allegations through to the outcome;
- Should the allegation be unfounded, considering a referral either to Compass or the police if the allegation is deemed to be deliberately malicious or invented.

Record keeping

It is important that employers keep a clear and comprehensive summary of any allegations made, details of how the allegation was followed up and resolved. This record should be placed on the person's confidential personnel file with a copy given to the individual.

The record should be kept at least until the person reaches retirement or for ten years if that would be longer.

The purpose of the record is to enable accurate information to be given in response to any future request for a reference.

Details of allegations that are found to be malicious should be removed from personnel records.

Further information

SSCP Inter Agency Child Protection Procedures - chapter 4.1 Managing Allegations against Adults Working with Children & Young People:

http://westmerciaconsortium.proceduresonline.com/chapters/p_all_against_adults.html

*The term 'works with children' refers to any individual employed to work with children or acting in a voluntary capacity.

Addendum: COVID-19 school arrangements for Safeguarding and Child Protection

21.05.20 TO BE REVIEWED IN LINE WITH GOVERNMENT GUIDANCE AND AS MORE PUPILS RETURN TO SCHOOL.

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Purpose

From 20th March 2020 parents were asked to keep their children at home, wherever possible, and for schools to remain open only for those children of workers critical to the COVID-19 response - who absolutely need to attend.

Schools and all childcare providers were asked to provide care for a limited number of children - children who are vulnerable, and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home.

This addendum of The Corbet School Child Protection and Safeguarding policy contains details of our individual safeguarding arrangements. We will follow Coronavirus (COVID-19): safeguarding in schools, colleges and other providers and regularly review as and when more pupils return to school.

Key contacts

Role	Name	Contact number	Email
Designated Safeguarding Lead	Alison Millward	01939 260296 07957299456	Alison.millward@corbetschool.net
Deputy Designated Lead	Jane Tinker	01939 260296 07957298882	Jane.tinker@corbetschool.net
Deputy Designated Lead	Rachel Stokes	01939 260296 07957299284	Rachel.stokes@corbetschool.net
Deputy Designated Lead	Gareth Simms	01939 260296 07957298969	Gareth.simms@corbetschool.net

Other trained staff can still be seen in the main child protection policy.

The Child Protection/Safeguarding Governor for the school continues to be Mrs Valarie Hussein val.hussein@corbetschool.net

What is the definition of vulnerable children in relation to this guidance?

Those who have a social worker including children who have a child protection plan and those who are looked after by the local authority. A child may also be deemed vulnerable if they have been assessed as being in need or otherwise meet the definition in Section 17 of the Children Act 1989.

or

Those children where professionals are concerned that they may be at increased risk of significant harm if they are not in school; this could be due to contextual safeguarding issues or existing or new pressures within a family household.

1.Designated Safeguarding Lead

The Corbet School has a Designated Safeguarding Lead (DSL) and a Deputy DSL.

The Designated Safeguarding Lead is: Alison Millward

The Deputy Designated Safeguarding Lead is: Jane Tinker

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, a senior leader will assume responsibility for co-ordinating safeguarding on site. This might include updating and managing access to child protection records and liaising with the offsite DSL (or deputy) and as required liaising with children's social care where they require access to children in need and/or to carry out statutory assessments.

It is important that all Corbet School staff and volunteers have access to a trained DSL (or deputy). On each day, the staff on site will be made aware of who that person is and how to contact them.

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

The DSL (or deputy) should provide support to teachers and pastoral staff to ensure that contact is maintained with children (and their families) who are not yet returning to school or college. Where possible staff should try and speak directly to children to help identify any concerns. Staff should be encouraged (where possible) to make calls from the school or college site via school or college phones and devices. Where staff use personal phones to make calls, they should withhold their personal number, however this will only be in exceptional circumstances and will be directed by senior leaders.

2. Reporting a concern

Where staff have a concern about a child, they should continue to follow the process outlined in the school Child Protection & Safeguarding Policy.

If a member of staff cannot access children's safeguarding records from home, they should email the Designated Safeguarding Lead and Headteacher. This will ensure that the concern is received.

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

Our School recognises that there will be challenges as children start to return to school after lockdown. The Corbet School will ensure that there are opportunities for staff members to have conversations with children to discuss their experience of being at home during lockdown. The school recognise that some children will have been exposed to further abuse and neglect and will therefore provide opportunities to enable children to talk about any worries they may have. The Corbet School will do this via face to face mentoring sessions. For some pupils, the face to face meeting may take place in the form of an online meeting via Teams. Some pupils may prefer a phone call. We will be adaptable and will ensure that the young person can discuss their concerns in a way that they feel comfortable with.

Where staff are concerned about an adult working with children in the school, they should report the concern to the Headteacher. If there is a requirement to make a notification to the Headteacher whilst away from school, this should be done verbally and followed up with an email to the Headteacher.

Concerns around the Headteacher should be directed to the Chair of Governors: Helen Scarisbrick

3. Safeguarding training and induction

DSL training is very unlikely to take place whilst there remains a threat of the COVID 19 virus.

For the period COVID-19 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 miss their refresher training.

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.

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

Upon arrival, they will be given a copy of the The Corbet School's child protection policy, confirmation of local processes and confirmation of DSL arrangements.

The DSLs (and deputies) at The Corbet School will continue to do what they reasonably can to keep up to date with safeguarding developments, such as via Shropshire Safeguarding Community Partnerships, newsletters and professional advice groups such as the weekly update from the NSPCC.

4. 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, The Corbet 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 (2019) (KCSIE).

In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS identification checking to minimise the need for face-to-face contact.

If staff are deployed from another education or children's workforce setting to our school, we will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that:

- the individual has been subject to all safer recruitment checks set out in Keeping Children Safe in Education 2019, including an enhanced DBS and children's barred list check
- the individual has been subject to relevant child protection training
- there are no known concerns about the individual's suitability to work with children
- there is no ongoing disciplinary investigation relating to that individual.

There is no requirement to obtain a new DBS check for returning staff who have continued to be employed but have not been working in regulated activity during partial school closures. If for any

reason the school or college have concerns about the individual, they may obtain a new check in the usual way.

In the unlikely event that The Corbet School will be utilising volunteers, we will continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of KCSIE. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

The Corbet 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 at paragraph 163 of KCSIE.

The Corbet School will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of 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

Whilst acknowledging the challenge of the current national emergency, it is essential from a safeguarding perspective that any school is aware, on any given day, which staff/volunteers will be in the school or college, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, The Corbet School will continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE.

5. Managing contact with pupils and families

5.1 Assessment of risk

All vulnerable pupils should be identified by school/setting based on potential risk and gradings given to those pupils in order of priority: Red, Amber, Green.

Red – most risk of harm or neglect and fewest protective factors (would include those with a child protection plan/LAC/identified as being at risk of Criminal Exploitation/identified as being at risk of exposure to Domestic Abuse within the household)

Amber – a moderate risk of harm, but with some protective factors (would include those identified as 'Child in Need'; and those with a social worker)

Green– some concerns escalating or unmet needs; or have been red or amber and require monitoring.

These levels would be specific to your school and be based on factors that relate to those pupils within your catchment. You may not have any pupils who fall into the above categories (CP/CIN) but can still be graded using the above flagging system. You may also consider adding your pupils with SEND into these categories.

If a child has an allocated social worker, it is advised that you liaise with that person to ensure that they are aware of whether the child is attending school or not and to agree the level of contact required and how this is carried out.

Pupils can be moved between the categories, depending on the intelligence and information available to your setting. If schools need to close, risk factors may be higher and may warrant a higher grade than usual.

5.2 Suggested contact for vulnerable pupils

RED

- Daily email or other platforms such as ClassDojo, to all parents/carers to notify them of school updates and provide parents with information to signpost for support,
- plus a twice weekly phone call/virtual contact with parents to ascertain if any further support is required and to ascertain that the pupil is safe. Ideally, this would be undertaken by the Designated Safeguarding Lead but if this is not possible, then a Deputy DSL or member of the Senior Leadership Team would be appropriate.
- (Any information or intelligence to support that a child may be at potential risk, to be reported to the designated social worker)

AMBER

- Daily email or other platforms such as ClassDojo, to all parents to notify them of school updates and provide parents with information to signpost for support
- plus a weekly phone call to parents to ascertain if any further support is required and that the pupil is safe. Ideally, this would be undertaken by the Designated Safeguarding Lead but if this is not possible, then a Deputy DSL or member of the Senior Leadership Team would be appropriate
- (Any information or intelligence to support that a child may be at potential risk, to be reported to the designated social worker or FPOC)

GREEN

- Daily email or other platforms such as ClassDojo, to all parents to notify them of school updates and provide parents with information to signpost for support. No further contact required. Parents are aware to raise any concerns they have with their children either via e-mail to the normal admin address or via phone call to the usual school number. The DSL will continue to monitor the designated e-mail for Operation Encompass daily. Parent's are reminded weekly of all contact details for the school via the weekly letter that is e-mailed to all parents.

5.3 Multi-agency safeguarding arrangements

For the most vulnerable pupils, staff should attend CP and CIN meetings where possible. These are currently being held remotely. If you are unable to attend, it is vital that a report is submitted.

Strategy meetings also continue to be held and DSLs should undertake their duties in the same way as before, but meetings will be held virtually.

For advice relating to reporting procedures, please refer to your school/setting Child Protection and Safeguarding Policy.

5.6 Conducting 'Virtual' contact with children and their families

All use of technology should continue to be in line with schools' e-safety policies.

A written record of all contact with vulnerable pupils and their parents/carers should be made and retained in accordance with current regulations. This record should include:

- Any concerns or worries raised by the child (speak directly to them.)
- Any concerns or worries raised by the parent/carer
- Summarise the situation as reported
- Note any actions that need to be undertaken

When contact is made using telephones or social media platforms or apps, where possible, please use school equipment, rather than personal devices.

Please ensure that children and parents/carers are appropriately dressed and in a communal area of their home. No interaction should take place if the child is in a bedroom or bathroom.

Staff should be mindful of confidentiality and, under no circumstances, should they carry out any conversations in the presence of their own family members at home.

Staff should be appropriately dressed following the same dress code that is implemented in their usual workplace.

Staff need to be aware of their surroundings and what can be viewed in their home environment. If possible, they should use the background 'dimming' facility on video links.

In the same way as home visits, if there are concerns around sole contact with a child or parent/carer, schools could consider having joint contact through call conferencing facilities.

6. School 'attendance' and engagement

If a child is expected to attend school but does not arrive, normal procedures should be followed.

If school staff are not able to make contact with the parent/carer, keep trying for the rest of the school day. Follow usual Education Welfare procedures for children not in school and alert the DSL if you are a deputy DSL.

If children are being cared for and educated at home and routine contact is not maintained or a parent/carer does not engage, you should take all reasonable steps to speak to the parent/carer. If this is not successful, please inform the School's assigned Education Welfare Officer.

Education Welfare Officers will be in regular contact with schools to monitor engagement with distance learning arrangements and to review the attendance of vulnerable children.

The Corbet School will continue to notify social workers where children with a social worker do not attend. We will also continue to follow non-attendance procedures with any parent or carer whose child has been expected to attend and doesn't. To support us, we may ask parents and carers to confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.

Parents and carers will not be penalised if their child does not attend educational provision. Section 444(1) and 1(A) of the Education 1996 has been disapplied and will be reviewed on 31st May 2020.

The Corbet School will continue to complete the online Educational Setting Status form which gives the Department for Education daily updates on how many children and staff are attending. The Corbet School will also resume taking their attendance register after first receiving guidance from the local authority, we aim to do this from the 1st June.

If you have concerns of significant harm report to the named Social Worker or contact FPOC on 0345 6789021. If you feel the child is at risk of immediate harm report to police. For non-urgent welfare concerns, with parental consent, you can email the MARF to compass.referrals@shropshire.gov.uk

7. Online safety in The Corbet School

The Corbet 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 The Corbet School

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 & Safeguarding 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 school's code of conduct.

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

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 will be referred to in order to help schools and colleges satisfy themselves that their staff behaviour policies are robust and effective.

There is no expectation that teachers should live stream or provide pre-recorded videos. Schools and colleges should consider the approaches that best suit the needs of their children and staff. Below are some things to consider when delivering virtual lessons, especially where webcams are involved:

- Staff and children must wear suitable clothing, as should anyone else in the household
- Any computers used should be in appropriate areas, for example not bedrooms and if possible the background should be blurred
- Any live classes should be recorded so that if any issues were to arise, the video can be reviewed
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day

- Language must be professional and appropriate, including any family members in the background
- Staff must only use platforms specified by senior managers and approved by our IT network manager/provider to communicate with pupils
- Staff should record, the length, time, date and attendance of any sessions held.

Staff will only use work email addresses to communicate with others for professional communications. They will use established portals for sharing work and communicating, for The Corbet School this will be Show my Homework.

As more children return it will be important that schools and colleges continue to provide a safe online environment for those who remain at home. The Corbet School will remind parents of online safety via the weekly letter. We will signpost parents/carers to the following websites for advice and guidance.

- [Thinkuknow](#)
- [Parent info](#)
- [Childnet](#)
- [Internet Matters](#)
- [Net-aware](#)
- [Let's Talk About It](#)
- [UK Safer Internet Centre](#)
- [support for parents and carers to keep children safe from online harms](#)

Below are useful websites for The Governors of The Corbet School to be aware of when questioning the safeguarding of pupils online.

[UK Council for Internet Safety](#)
[vulnerable children in a digital world-report](#)
[UK Safer Internet Centre's professional online safety helpline](#)
[NSPCC Learning website.](#)

The Corbet School are lucky to have two dedicated IT technicians who are available to assist learning and online safeguarding issues. If these two members of staff are not available, then The Corbet School will not hesitate to request the services of Telford and Wrekin ICT Team to support them with online issues.

8. Supporting children in school

The Corbet School is committed to ensuring the safety and well-being of all its students.

The Corbet School 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 ratios are appropriate, to maximise safety.

The Corbet School will refer to the Government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID19.

The Corbet 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 the child's safeguarding file.

The Corbet School will update the current Behaviour policy with an addendum for use during the arrangements for education of students in school during the Covid-19 partial school closures. It is to be used in conjunction with, and read alongside, the Behaviour Policy, Anti-Bullying Policy, E-Safety Policy and Keeping Children Safe in Education Sept 2019.

9. Peer-on-peer Abuse

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

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

The school will listen and work with the young person, parents/carers and any multi-agency partners required to ensure the safety and security of that young person.

Concerns and actions must be recorded on the child's safeguarding record and appropriate referrals made.

10. Supporting children's mental health and well-being

Negative experiences and distressing life events, such as the current circumstances, can affect the mental health of children and their parents. Where they have children of critical workers and vulnerable children on site, and/or more children returning to school from 1 June onwards, schools and colleges should ensure appropriate support is in place for them.

DfE guidance on [mental health and behaviour in schools](#) will be used to help with identifying children who might need additional support, and to put this support in place. The guidance sets out how mental health issues can bring about changes in a child's behaviour or emotional state which can be displayed in a range of different ways, all of which could be an indication of an underlying problem. This can include for example being fearful or withdrawn; aggressive or oppositional; or excessive clinginess. The Corbet School will support children by offering face to face mentoring sessions, phone calls, signposting to other services such as BEAM and Kooth, referring to other agencies such as BEEU or offering a school place. The Corbet School may also make a referral to Early Help to request Targeted Early Help to support some pupils. Some pupils who may be still at home will be supported over the phone.

Teachers should be aware of the impact the current circumstances can have on the mental health of those students/pupils (and their parents) who are continuing to work from home, including when setting expectations of childrens' work. The department has provided separate [guidance on remote education practices](#) during the coronavirus outbreak.