

## **Additional Safeguarding Guidance: COVID 19**

### **Amendments show in blue made on 03.09.21 to reflect DfE updates to “Coronavirus (COVID-19) : safeguarding in schools, colleges and other providers”**

**Schools are expected to be open on a full time basis from the beginning of the autumn term September 2021 and this annex has been updated to reflect COVID 19 arrangements.**

**(this is the 4th Covid 19 annex to the safeguarding policy)**

This is an annex to the School's Safeguarding and Child Protection Policy (the Policy) which has regard to the **Department for Education's Guidance for full opening: schools, Safeguarding and remote education during coronavirus (COVID-19)** and the statutory guidance **Keeping children safe in education 2021 (KCSIE)**

The Academy has updated the main body of the Policy to incorporate the changes made to the new version of KCSIE 2021 which will be in force from 1 September 2021. This annex includes the COVID-19 related safeguarding arrangements in place in the autumn term (and, where appropriate, changes to other School policies).

The DSL will keep the Policy and this annex under review. The School will ensure that all staff and volunteers are aware of this annex and future revisions, which will be published on the School's website.

#### **Arrangements in place to support staff in identifying new concerns as children return to school**

- The Academy will ensure that the DSL and deputy DSL(s) has sufficient additional time, especially in the first few weeks of term, to provide support to staff and children regarding any new safeguarding and welfare concerns and the handling of referrals to children's social care and other agencies where these are appropriate.
- The Academy will also ensure that additional support is available from the school nurse to support the wellbeing of pupils returning to school, or those continuing to access education remotely (e.g. if they are required to self-isolate). Regular first aid and medical issues will be dealt with by our trained first aiders to support return to school and ongoing covid safety.

**Additional arrangements in place to support our pupils as they return to school.**

- Welcome letter and information about new protocols sent to parents before school starts
- Pastoral support lessons exploring return to school issues for all pupils
- Mental Health and wellbeing materials available on the website
- 1:1 mentoring provided for those pupils who are identified as requiring greater support needs
- Staggered start to the new term to facilitate Lateral Flow testing and students wellbeing

**Arrangements in place to keep children not physically attending school site: e.g. pupils who are learning remotely, online safety and how concerns about these pupils should be progressed.**

- **See the DfE's [Safeguarding and remote education during coronavirus \(COVID-19\)](#) for further information and advice**
- Pupils who are learning remotely will be in regular contact with their Head of Year. an individual support plan will be written up and shared with the pupil, parents and staff to ensure personal and academic development is in line with expectations and the pupil is appropriately safeguarded.
- Practice will have regard to our acceptable use policy, risk assessment for pupil welfare and all relevant covid annexes.

Arrangements for following up on non-attendance

- School attendance will be mandatory from the beginning of the autumn term and from that point the usual rules on school attendance will apply. The School will work closely with other professionals (if appropriate) to support the return to school.
- Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, school will immediately offer them access to remote education. The Head of Year will set this up and monitor ongoing access via an individual plan.
- A child's social worker (if they have one) will continue to be notified of any absence.
- Practice will have regard to our attendance policy and our missing pupil policy.

**Any changes to the processes for managing a report of peer on peer/child on child abuse**

- Reports will be referred to the DSL as usual
- Practice will have regard to our behaviour and discipline policy and assessment for pupil welfare

### **Any updated COVID-19 safeguarding advice from local safeguarding partners or local authorities**

Northamptonshire Local Authority sends out useful advice during term time which is shared with the relevant members of the school community.

### **Changes made to other policies**

- Annexes that outline school adaptations to ensure safety and wellbeing during Covid-19 pandemic have been published for:  
Safeguarding and child protection policy
- Tealing and learning policy
- A whole school Risk Assessment has also been undertaken which is kept under regular review - [COVID 19 risk assessment](#)

## **Amendments shown in red made on 21/5/20 to reflect DfE updates to “Coronavirus (COVID-19): safeguarding in schools, colleges and other providers” on 20.05.20.**

This guidance is relevant to all schools

**1 Context** From 20th March 2020 parents were asked to keep their children at home, wherever possible and where it was safer to do so to slow to spread of Covid-19. Many children will continue to remain at home during the initial stages of the phased return. However, from 1<sup>st</sup> June, we expect to be able to welcome more children back to school. Priority will continue to be given to providing school places for ‘key worker’ children (those children of workers critical to the Covid-19 response) and those classed as vulnerable, with an EHCP or have an allocated Social Worker.

Each CMAT school will be working through risk assessments and plans to ensure that any planned phased return of students will be implemented following government guidelines, giving due regard for risk mitigation and limitation of the transmission of the Coronavirus.

The phased return has been carefully planned with reference to Department for Education guidance:

- Actions for education and childcare settings to prepare for wider opening from 1<sup>st</sup> June 2020
- Implementing Protective Measures in Education and Childcare Settings
- Covid-19 Safeguarding in Schools, Colleges and Other Providers

This revised addendum of the CMAT Safeguarding and Safeguarding and Child Protection Policy contains

details of our individual safeguarding arrangements during this time, **to protect all children, whether attending school or remaining at home, from harm and abuse.**

All CMAT schools are committed to ensuring the safety and wellbeing of all its students. **The following safeguarding principles remain unchanged:**

- **The best interests of children must always continue to come first;**
- **If anyone in a school or college has a safeguarding concern about any child, they should continue to act and act immediately;**
- **A DSL or deputy should be available;**
- **It is essential that unsuitable people are not allowed to enter the children's workforce and/or gain access to children;**
- **Children should continue to be protected when they are online.**

**2 Help and support** [Advice for the education sector](#) is being updated daily. The Department for Education COVID-19 helpline, is available to answer questions.

**DfE coronavirus helpline** Email  
[DfE.coronavirushelpline@education.gov.uk](mailto:DfE.coronavirushelpline@education.gov.uk)  
Telephone 0800 046 8687

If you have a query about coronavirus (COVID-19), relating to schools and other educational establishments in England contact our helpline.

Lines are open Monday to Friday from 8am to 6pm and weekends 10am to 4pm.

If you work in a school, please have your unique reference number (URN or UK PRN) available when calling the hotline.

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**3 Role of the local authority** The department is working very closely with all local authorities to ensure that **children of critical workers and vulnerable children** can, where required, attend a school. The department will, via regional school commissioners, continue to support local authorities' crucial responsibilities in maintaining effective safeguarding and child protection services in this challenging time to ensure schools can access the support they need.

**4 Safeguarding and clusters** Where schools collaborate and children and/or staff from multiple settings are clustered in one place, the principles in [Keeping children safe in education \(KCSIE\)](#) and this guidance continue to apply. In particular, the school that is acting as the hub in the cluster should continue to provide a safe environment, keep children safe and ensure staff and volunteers have been appropriately checked and risk

assessments carried out as required. Additional advice on clusters and safeguarding will be provided in due course.

**5 Keeping children safe in schools** KCSIE is statutory safeguarding guidance that schools should continue to have regard to as per their legislative duty and/or funding agreement requirements.

The way schools are currently operating in response to coronavirus (COVID-19) is fundamentally different to business as usual, however, a number of important safeguarding principles remain the same:

- with regard to safeguarding, the best interests of children must always continue to come first
- if anyone in a school has a safeguarding concern about any child they should continue to act and act immediately
- a DSL or deputy should be available
- it is essential that unsuitable people are not allowed to enter the children's workforce and/or gain access to children
- children should continue to be protected when they are online.

Schools should, as far as is reasonably possible, take a whole institution approach to safeguarding. This will allow them to satisfy themselves that any new policies and processes in response to COVID-19 are not weakening their approach to safeguarding or undermining their child protection policy.

**6 Supporting children in school** Schools will refer to the Government guidance for education and childcare settings on how to [implement protective measures including social distancing: implementing protective measures in education and childcare settings](#) The school continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of Covid-19.

The school will continue to be a safe space for all children to attend and flourish. [We recognise that for some children the return to school after an extended period of time at home will be challenging and staff will support children to adjust to the necessary changes to the school environment and routines. Supporting pupil wellbeing will be at the forefront of our approach and school staff will seek to provide reassurance to pupils as we manage the transition period. Staff will talk to the children about the changes to the school day in an age appropriate manner, acknowledge and listen to pupil anxieties and support children to understand the altered routines.](#)

[The school recognises that the current circumstances may adversely affect the mental health of children and their parents. School staff have been briefed to look out for changes in behaviour or in a child's emotional state, which could range from being excessively clingy, fearful, withdrawn or aggressive as more children return to school. As always, pupil wellbeing is at the heart of our work, and school staff will seek to provide appropriate support for pupils both in school and where required from specialist services. The school recognises that for some children, home may not be a safe space, and there may be children who are relieved to return to school. School staff have been reminded of the need to respond sensitively to pupils' differing experiences during the period of school closure. School staff have been asked to be](#)

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particularly vigilant, as more children return to school, for signs and indicators that a child may have experienced abuse or neglect. School staff have been trained about how to handle a disclosure from a child, and understand that any safeguarding concerns, including those that relate to the period of school closure, must be referred immediately to the Designated Safeguarding Lead (or deputies) in the usual way.

Prior to children returning to school, parents and carers will be asked to ensure that all personal details held by the school, such as emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available. At this time, parents and carers will also be asked to advise the school if there are any changes regarding the child's welfare, health and wellbeing that it would help school to be made aware of. Where the school is aware of particular circumstances affecting a child or family, such as bereavement, a relationship breakdown, an incident of domestic violence, this will be shared with staff on a need-to-know basis so that children can be best supported.

**7 Supporting Children Not in School** The school is committed to ensuring the safety and wellbeing of all its children and young people.

The school recognises that some children will not be eligible to return to school immediately due to the phased nature of re-opening, and that some parents/carers of children eligible to attend may choose not to send them to school at this time.

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

Where the DSL has identified a child about whom there have been concerns but not currently open to social care, or who would normally receive pastoral-type support in school, they should ensure that a robust communication plan is in place for that child or young person.

Details of this plan will be recorded, as should a record of all contact made.

The school and its DSL will work closely with all stakeholders to maximise the effectiveness of any communication plan.

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

If we are unable to contact a child about whom there have been concerns after a reasonable number of attempts, we may need to seek further advice about safe and well checks.

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

**8 Child Protection** CMAT have established an over-arching Safeguarding & Child Protection Policy, the contents of which remain valid and pertinent to our work. However, it is recognised that under current circumstances there is a need to review and reflect upon up to date guidance and circumstances evolve. This means that each setting must ensure they:

- act upon any updated advice received from local safeguarding partners
- act upon any updated advice received from local authorities regarding children with education, health and care (EHC) plans, the local authority designated officer and children's social care, reporting mechanisms, referral thresholds and children in need
- remind staff and volunteers about what they should do if they have any concerns about a child
- remind all staff and volunteers about acting and acting immediately on any safeguarding concerns the continued importance of their early intervention to safeguard children
- have shared, clearly, what the DSL (and deputy) arrangements are for the setting
- continue to reiterate the importance for school staff to work with and support children's social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children

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- highlight the risk of peer on peer abuse - given the very different circumstances schools are operating in and the need to follow Safeguarding reporting channels if this is a concern for staff. A revised process may be required for supporting victims which is to be agreed at local level.
- remind staff and volunteers what they should do if they have concerns about a staff member or volunteer who may pose a safeguarding risk to children (the principles in part 4 of KCSIE will continue to support how a school responds to any such concerns)
- have arrangements in place to support children the school are concerned about who do not meet the 'vulnerable' definition; this may include regular phone calls and/or emails
- review arrangements that are in place to keep children not physically attending the school safe, especially online and how concerns about these children should be progressed

It is important that all staff and volunteers are aware of the requirements of this new policy and are kept up to date as to HOW the school is implementing the requirements set out in this document. This revised guidance and changes to local implementation of new policy should continue to be made available publicly to all staff and volunteers in school

**9 Designated safeguarding leads (DSLs)** The optimal scenario for any school providing care for children is to have a trained DSL or deputy available on site. It is recognised this may not be possible, and where this is the case there are 2 options:

- a trained DSL or deputy from the school should be available to be contacted via phone or online via a Teams or Skype call. The DSL or deputy should form part of your staffing rota.
- details of all trained DSLs or deputies within all CMAT schools has been shared; in addition, a summary list of these personnel can be found on CMAT website, policies page on the annex of the Safeguarding & Child Protection Policy- COVID 19, along with email addresses and contact phone numbers.

Where a trained DSL or deputy is not on site, in addition to one of the above options, it is recommended that a senior leader takes responsibility for co-ordinating safeguarding on site. This might include updating and managing access to child protection files, liaising with the offsite DSL (or deputy) and as required liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments at the school. Advice should always be sought from the school DSL/ deputy if at all possible.

Whatever the scenario, it is important that all staff and volunteers have access to a trained DSL or deputy and know on any given day who that person is and how to speak to them.

DSL training is very unlikely to take place whilst there remains a threat of the COVID 19 virus. **In the interim, Designated Safeguarding Leads continue to keep themselves up to date with safeguarding developments through updates from the Education Safeguarding Team, accessing the Knowledge Hub and via the Safeguarding Children Partnership Board communications and website.**

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.

**10 Vulnerable children** All vulnerable children continue to be eligible to attend school full time during the period of phased opening. This applies regardless of whether their year group is due to return to school as part of the phased return, and regardless of whether they had chosen to access school provision prior to the phased return. Vulnerable children include those who:

- are assessed as being in need under section 17 of the Children Act 1989, including children who have a child in need plan, a child protection plan or who are a looked-after child
- have an education, health and care (EHC) plan and it is determined, following risk assessment (risk assessment guidance), that their needs can be as safely or more safely met in the educational environment
- have been assessed as otherwise vulnerable by educational providers or local authorities (including children's social care services), and who could therefore benefit from continued attendance. This might include children and young people on the edge of receiving support from children's social care

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services, adopted children, those at risk of becoming NEET ('not in employment, education or training'), those living in temporary accommodation, those who are young carers and others at the

### school and local authority's discretion

Senior leaders, especially DSLs (and deputies) know who their most vulnerable children are and have the flexibility to offer a place to those on the edges of receiving children's social care support. School staff should continue to work with and support children's social workers to help protect vulnerable children. This will be especially important during the COVID-19 period.

Eligibility for free school meals in and of itself should not be the determining factor in assessing vulnerability. CMAT schools will continue to work with and support children's Social Workers to help protect vulnerable children. This includes working with and supporting children's Social Workers and the Local Authority Virtual School Head (VSH) for looked-after and previously looked-after children.

There is an expectation that vulnerable children who have a Social Worker will attend an education setting, unless the child/household is shielding or clinically vulnerable. In circumstances where a parent does not want to bring their child to an education setting, and their child is considered vulnerable, the Social Worker and school will explore the reasons for this directly with the parent. The school and Social Workers will agree with parents/carers whether children in need should be attending school – the school will then follow up on any pupil that they were expecting to attend, who does not.

Where parents are concerned about the risk of the child contracting COVID19, the school or the Social Worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England.

The school will encourage our vulnerable children and young people to attend a school, including remotely if needed.

In all circumstances where a vulnerable child does not take up their place at school, or discontinues, the school will notify their Social Worker.

**11 Attendance** The school will resume taking attendance registers from the date of reopening and 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:

[https://www.gov.uk/government/publications/coronavirus-covid-19-](https://www.gov.uk/government/publications/coronavirus-covid-19-attendance-recording-for-educational-settings)

[attendance-recording-for-educational-settings](https://www.gov.uk/government/publications/coronavirus-covid-19-attendance-recording-for-educational-settings). The school will also send this information to the Local Authority via a local survey to inform local planning for children.

The school will continue to follow up with any parent/carer if they were expecting the child to attend and they subsequently do not attend school. Non-attendance will be followed up in line with the school's normal attendance protocols.

**12 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. If schools are recruiting new staff, they should continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in part 3 of KCSIE. In response to COVID-19, the Disclosure and Barring

Service (DBS) has made changes to its [guidance on standard and enhanced DBS ID 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 an enhanced DBS and children's barred list check
- there are no known concerns about the individual's suitability to work with children
- there is no ongoing disciplinary investigation relating to that individual

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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 have concerns about an individual, new checks will be obtained in the usual way.

Where schools are utilising volunteers, they should continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of KCSIE. Under no circumstances should a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

Schools must continue to follow their 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.

All CMAT schools 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](mailto: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, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, CMAT schools will continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE.

In the rare event that any school within CMAT is required to 'loan' staff from other institutions during the period of phased opening we will ensure that; The SCR will log everyone that will be working or volunteering in school on any given day, including any staff who may be on loan from other institutions. The SCR will log details of any risk assessments carried out on volunteers and staff on loan from elsewhere.

**13 Reporting a Concern** Where staff have a concern about a child, they should continue to follow the process outlined in the school Safeguarding and Child Protection Policy. Most CMAT schools use MyConcern which staff are able to access from home. If this is not possible, or a paper based system is used, staff should email their concerns directly to a named DSL for their school, noting 'high priority' on the email.

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

Where staff are concerned about an adult working with children in the school, they should report the concern to the Headteacher according to the Safeguarding and Child Protection Policy. 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.

The school recognises that the dual challenge of maintaining contact with vulnerable children not attending school, and the potential for increased referrals as staff members raise concerns about those children now returning to school. Therefore, additional capacity has been created to provide time available for the DSL (and/or deputies).

**14 Mental health** Negative experiences and distressing life events, such as the current circumstances, can affect the mental health of pupils and their parents. Teachers should be aware of this in setting expectations of pupils' work where they are at home. The department is providing separate guidance on providing education remotely.

Where they are providing for children of critical workers and vulnerable children on site, schools should ensure appropriate support is in place for them. Our guidance on mental health and behaviour in schools sets out how mental health issues can bring about changes in a young person's behaviour or emotional state which can be displayed in a range of different ways, and that can be an indication of an underlying problem. Support for pupils and students in the current circumstances can include existing provision in the school

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(although this may be delivered in different ways, for example over the phone) or from specialist staff or support services. You can read the guidance on [mental health and behaviour in schools](#).

**15 Online safety in schools** It will be more important than ever that schools provide a safe environment, including online. Schools should continue to ensure that appropriate filters and monitoring systems (read [guidance on what "appropriate" looks like](#)) are in place to protect children when they are online on the school IT systems or recommended resources. Schools should consider who in their institution has the technical knowledge to maintain safe IT arrangements. Schools should also consider what their contingency arrangements are if their IT staff become unavailable.

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

The [UK Safer Internet Centre's professional online safety helpline](#) also provides support for the children's workforce with any online safety issues they face. Local authorities may also be able to provide support.

**16 Children and online safety away from school** All schools should be doing what they reasonably can to keep all of their children safe. In most cases, the majority of children will not be physically attending the 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 policy and where appropriate referrals should still be made to children's social care and as required the police.

The department is providing separate guidance on providing education remotely. It will set out 4 key areas that leaders should consider as part of any remote learning strategy. This includes the use of technology. Recently published [guidance from the UK Safer Internet Centre on safe remote learning](#) and from the [London Grid for Learning on the use of videos and livestreaming](#) could help plan online lessons and/or activities and plan them safely.

All schools should consider the safety of their children when they are asked to work online. The starting point for online teaching should be that the same principles as set out in the CMAT staff Code of Conduct and E-Safety Policy. These policies, amongst other things, include acceptable use of technologies, staff pupil/student relationships and communication including the use of social media. These policies apply equally to any existing or new online and distance learning arrangements which have been introduced.

The principles set out in the [guidance for safer working practice for those working with children and young people in education settings published by the Safer Recruitment Consortium](#) continue to apply in current circumstances

Schools should ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

An essential part of the online planning process will be ensuring children who are being asked to work online have very clear reporting routes in place so they can raise any concerns whilst online. Each CMAT school has set up worried@ email facility to support student concerns. As well as providing a reporting route back to the school there are useful links which also signpost children to age appropriate practical support from the likes of:

- Childline - for support
- UK Safer Internet Centre - to report and remove harmful online content
- CEOP - for advice on making a report about online abuse

Schools are likely to be in regular contact with parents and carers. Those communications should be used to reinforce the importance of children being safe online. It will be especially important for parents and carers to be aware of what their children are being asked to do online, including the sites they will be asked to access and

be clear who from the school (if anyone) their child is going to be interacting with online.

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Parents and carers may choose to supplement the school online offer with support from online companies and in some cases individual tutors. In their communications with parents and carers, schools should emphasise the importance of securing online support from a reputable organisation/individual who can provide evidence that they are safe and can be trusted to have access to children. Support for parents and carers to keep their children safe online includes:

- Internet matters - for support for parents and carers to keep their children safe online
- London Grid for Learning - for support for parents and carers to keep their children safe online
- Net-aware - for support for parents and careers from the NSPCC
- Parent info - for support for parents and carers to keep their children safe online
- Thinkuknow - for advice from the National Crime Agency to stay safe online
- UK Safer Internet Centre - advice for parents and carers

The department encourages schools and colleges to share this support with parents and carers.

**17 Peer on Peer Abuse** Schools 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 of the Safeguarding and Child Protection Policy.

The school will listen and work with the young person, parents/carers and any multi-agency partner required to ensure the safety and security of that young person. Concerns and actions must be recorded and appropriate referrals made.

**18 Radicalisation** School staff have received training about Prevent and there is a designated Prevent Lead. All school staff are aware of the need to treat concerns about radicalisation as safeguarding concerns, and immediately share them with their Designated Safeguarding Lead (or deputies). DSLs continue to refer concerns about radicalisation to partner agencies, including Channel Panel which remains operational, in line with usual procedures.

The Department for Education has also published information here on prevent management support for schools and colleges.

**19 Children Moving Schools** As always, where children join our school from other settings we will seek confirmation from the DSL whether they have a Safeguarding File or SEN statement/EHCP. This file must be

provided securely before the child begins at our school and a call made from our DSL or a deputy to the placing school's DSL to discuss how best to keep the child safe. In some unusual circumstance this may not be possible. Information provided must include contact details for any appointed Social Worker and where relevant for the Virtual School Head. Safeguarding information about children placed in our school will be recorded on our safeguarding system, will be securely copied to the placing school DSL and will be securely returned to the placing school on completion of the child's placement with us so there is a continuous safeguarding record for the child.

The DSL will undertake a risk assessment in respect of any new information received, considering how risks will be managed and which staff need to know about the information. This will be recorded on our safeguarding recording system.

This policy has been remotely approved by the Trust Board on 27<sup>th</sup> May 2020 and is available on the CMAT website

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### **Key Information**

*Primary Academies*

**BAR HILL PRIMARY ACADEMY updated March 2020**

#### **Name Telephone**

**Email contact** Designated Safeguarding Lead

Page 9 of 14 Charlotte Linden 01954 273305 [clinden@barhillprimary.org](mailto:clinden@barhillprimary.org)

Deputy Designated Safeguarding Lead

Lorna Collings 01954 273305 [lcollings@barhillprimary.org](mailto:lcollings@barhillprimary.org)

Designated Safeguarding Person

Rachel Bailham 01954 273305 [rbailham@barhillprimary.org](mailto:rbailham@barhillprimary.org)

Designated Safeguarding Person

Louise Honey 01954 273305 [lhoney@barhillprimary.org](mailto:lhoney@barhillprimary.org)

Safeguarding Academy Council member

01954 273305 [bwaters@barhillprimary.org](mailto:bwaters@barhillprimary.org)

[jlay@barhillprimary.org](mailto:jl原因@barhillprimary.org)

Single Point of Contact (SPOC) (prevent lead)

Bunty Waters Secondary contact: Jim Lay (Chair)

Charlotte Linden 01954 273305 [clinden@barhillprimary.org](mailto:clinden@barhillprimary.org)

The following members of staff have undertaken Safer Recruitment training

Jayne Bacon

01954 273305 [jdooley@cmatrust.net](mailto:jdooley@cmatrust.net) Jane Dooley

[Finance@barhillprimary.org](mailto:Finance@barhillprimary.org)

**DOWNHAM FEOFFEES PRIMARY ACADEMY updated March 2020**

#### **Name Telephone**

**contact**

**Email**

Designated Safeguarding Lead

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