| Policy title | : | Safeguarding and Child Protection Policy and Procedures |
|---|---|---|
| Date approved | : | September 2021 (updated April 2022) |
| Review date* | : | September 2023 |

*Please note that should any further national guidance be issued by external agencies that are relevant to this policy, it will be updated accordingly prior to the review date shown above and re-circulated.

## Designated Persons

| Liza Christofides | Designated Safeguarding Lead |
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| Nathalie Jacob | Deputy Safeguarding Lead |
| Emma O'Connor | Headteacher |
| Carly Pearce | Chair of Governors / Safeguarding link Governor |

## Important Contact Details

| Local Authority Designated Officer (LADO) | 020 3373 3803/ lado@newham.gov.uk |
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| Social Services Referrals/ Triage | 020 3373 4600 |
| Out of Hours Social Services | 020 8430 2000 |
| Police | 0300 123 1212 999 – Emergencies only |

## Extended Safeguarding Team

| Martin Stanley | Inclusion Manager |
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| Julie-Anne Jennings | Family Support Officer |
| Shannel Duncan | Family Support Officer |
| Danielle Smith | Attendance Officer |

At Tollgate Primary School we are committed to safeguarding and promoting the welfare of all children and take account of the information contained in the DfE documents 'Working Together to Safeguard Children' and 'Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE 2021)' as the safety and protection of children is of paramount importance to everyone in this school and we work hard to create a culture of vigilance. At all times we will ensure what is best in the interests of all children.

Safeguarding and promoting the welfare of children means:
- 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
- Taking action to enable all children to have the best outcomes

**Child protection** is part of this definition and refers to activities undertaken to prevent child suffering, or being likely to suffer, significant harm.

**Abuse** is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.

**Neglect** is a form of abuse and is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

**Sharing of nudes and semi-nudes** (also known as sexting or youth produced sexual imagery) is where children share nude or semi-nude images, videos or live streams.

**Children** includes everyone under the age of 18.

All staff should be aware that mental health problems can, in some cases be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

The following 3 **safeguarding partners** are identified in Keeping Children Safe in Education (2021). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:
- The local authority (LA)
- A clinical commissioning group for an area within the LA
- The chief officer of police for a police area in the LA area

We recognise that the safety and protection of pupils is the responsibility of all school staff as they are in a unique position to notice injuries, marks or bruises when children are undertaking certain activities which might indicate a child has been abused. We believe that we must report and investigate all injuries for the safety and protection of the children in our care.

We acknowledge that children can be harmed physically, emotionally, sexually or by neglect. It is our duty to report any concerns that we have of child abuse as the health, safety and protection of all children is paramount. We are aware that if abuse is suspected by another child then child protection procedures will be applied to both children.

## Recognising Abuse and Neglect:

**Abuse**: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or by another child or children.

**Physical abuse**: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

**Emotional abuse**: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

**Sexual abuse**: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

**Neglect**: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

We have a duty to ensure school staff have the skills, knowledge and understanding to keep looked after children (LAC) safe and to be alert to the additional safeguarding challenges to children with special educational needs and disabilities. (SEND)

**Staff must not:**
- View, download or share the imagery yourself, or ask a pupil to share or download it. If you have already viewed the imagery by accident, you must report this to the DSL

- Delete the imagery or ask the pupil to delete it
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved
- You should explain that you need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL.

We will ensure that **all staff** are aware of the indicators of being at risk or involved with serious violent crime.

We are committed in establishing and maintaining an ethos where children and parents feel secure in being able to talk confidently to school personnel about any concerns or fears they may have knowing that they will be taken seriously.

We are aware that privately fostered children fall into the category of a potentially vulnerable group and must be monitored by the local authority. Therefore, it is our duty to report to the local authority any child who we suspect is being privately fostered. On admission to the school we will ensure that the parental responsibility of a child is established.

We will ensure that the curriculum deals with safeguarding through activities and opportunities in PSHE/RSE and assemblies that will equip the children with the necessary skills and awareness to stay safe from abuse. We want children to understand risk, to become more resilient and know where to go for help and support not only in school but also in the local community.

We have a duty to create and maintain a culture of safe recruitment and to establish and maintain correct procedures that will 'help deter, reject or identify people who might abuse children.' Procedures such as criminal record checks (DBS checks), barred list checks and prohibition checks, together with references and interview information, to be used in order to determine the suitability of a prospective employee.

We are committed in establishing and maintaining correct procedures and checks for safer recruitment for all new staff, supply staff, contractors, volunteers and governors and the establishment of sound working relationships with parents and support agencies.

We will ensure that all adults in the school community attends regular awareness training on a wide range of safeguarding topics and that Designated Safeguarding Leads undertake two-yearly training in their role.

We have a duty to ensure that under no circumstances will we disclose to a parent any information held on a child if this would put the child at risk of significant harm.

We recognise whistle blowing is the reporting of suspected wrongdoing in the workplace which is regarded as making a disclosure in the public interest. We actively encourage all school personnel and visitors to school to report any serious concerns they may have about any aspect of the school such as:

- health and safety concerns
- damage to the school environment
- a criminal offence that has taken place or is about to take place

- disobeying the law
- the covering up of a wrong doing
- the conduct of its personnel or others acting on behalf of the school.

**Aims:**

- To have in place procedures to ensure that we meet our responsibilities for safeguarding and promoting the welfare of children from abuse.
- To ensure that all school personnel are aware of what action to take when dealing with a child protection issue.
- To create and provide a learning environment that is safe, secure, warm and welcoming for children combined with sound security systems and procedures.
- To establish and maintain an ethos where children and parents feel secure in being able to talk confidently to school personnel about any concerns or fears they may have knowing that they will be taken seriously.
- To ensure school personnel have the skills, knowledge and understanding to keep looked after children safe.
- To be alert to the additional safeguarding challenges to children with special educational needs and disabilities.
- To protect children from the risk of radicalisation and extremism.
- To build pupils' resilience to radicalisation and extremism by promoting fundamental British values and for everyone to understand the risks associated with terrorism.
- To ensure all concerns about FGM are reported.
- To establish and maintain procedures for safer recruitment and to establish and maintain sound working relationships with parents and support agencies.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

**Equality Statement**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. As such, we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

We acknowledge that some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities   or health conditions
- Are young carers

- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after children (LAC / PLAC)
- Are missing from education
- Whose parent/carer has expressed an intention to remove them from school to be home educated

## Responsibility for the Policy and Procedure

**All staff** will read and understand part 1 and Annex B (about specific safeguarding issues) of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education (2021), and review this guidance at least annually.

**The Safeguarding governor** checks that safeguarding is included in Behaviour, Online and all related policies including the staff Code of Conduct and is highlighted in all policies as the overarching responsibility of all staff at all times, particularly in procedures involving sanctions or searches, in school and out

**All Tollgate staff will be aware of**:
Our systems which support safeguarding, including this child protection and safeguarding policy, the staff behaviour policy, the role and identity of the designated safeguarding lead and deputies, and the safeguarding response to children who go missing from education

The early help process (and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment

The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play

What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals

The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as peer-on-peer abuse, child sexual exploitation (CSE), child criminal exploitation (CCE) indicators of being at risk from or involved with serious violent crime, FGM and radicalisation

The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe

All personnel will update their training at least once a year

**The Governing Body:**

The governing board will evaluate and approve this policy at each review, ensure it complies with the law and hold the headteacher to account for its implementation.

Appoint a lead/link-governor to monitor the effectiveness of this policy.

The governing board will appoint a senior lead [or, link governor] to monitor the effectiveness of this policy in conjunction with the full governing board. This is always a different person from the DSL.

The chair of governors will act as the 'case manager' in the event that an allegation of abuse is made against the Headteacher, where appropriate.

All governors will read Keeping Children Safe in Education (2021) in its **entirety**.

All governors will keep their training up to date

**The Headteacher:**

The Headteacher is responsible for the implementation of this policy, including:

Ensuring that staff (including temporary staff) and volunteers are informed of our systems which support safeguarding, including this policy, as part of their induction

Understand and follow procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect.

Communicating this policy to parents when their child joins the school and via the school website

Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent

Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly

Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff

Ensuring the relevant staffing ratios are met, where applicable

Ensuring that each child in the EYFS is assigned a key person

**The Designated Safeguarding Lead:**

The DSL is a member of the senior leadership team. **Tollgate's DSL is Liza Christofides**. The DSL takes lead responsibility for child protection and wider safeguarding at Tollgate Primary School.

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns. The DSL may be contacted on her mobile phone outside of school hours. When the DSL is absent, **Nathalie Jacob** will act as cover. If the DSL or Deputy DSL are not available, **Emma O' Connor** will act as cover.

The DSL is, alongside the Headteacher, responsible for the implementation of this policy, including: ensuring that staff (including temporary staff) and volunteers are informed of our systems which support safeguarding, including this policy, as part of their induction

The DSL will take part in strategy discussions and inter-agency meetings and/or support other staff to do so.

The DSL will contribute to the assessment of children

The DSL will refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly

The DSL will keep the headteacher informed of any issues, and liaise with local authority case managers and designated officers for child protection concerns as appropriate

The DSL will work closely with the link governor and be trained in child protection policy procedures and renew training every two years to:

The DSL will work alongside the DDSL and Early Help Team (**Julie-Anne Jennings and Shannel Duncan**) to keep Safeguard logs updated

Work alongside the Attendance Officer (**Danielle Smith**) to monitor attendance / CME

Work alongside the Inclusion Manager (**Martin Stanley**) to understand the specific needs of children with SEND

**Confidentiality:**

Personal information, whether information about clients of the Boleyn Trust, other employees or members of the public gained through the job or in any other way, must not be maliciously spread or become a subject of gossip either by means of social media or face to face contact.

Timely information sharing is essential to effective safeguarding.
Fears about sharing information must not stand in the way of the need to promote the welfare, and protect the safety, of children.

Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interest.

If staff are in any doubt about sharing information, they should speak with the DSL or deputy DSL.

**Reporting Concerns / Disclosures**

If a pupil makes a disclosure, then the member of staff must:

- Listen to and believe them
- Remain calm – allow them to talk freely
- Explain that they have done the right thing in telling you
- Explain what will happen next – do not promise confidentiality
- Write up the conversation on a Cause for Concern form – do not include your own judgements
- Hand this to the DSL or Deputy DSL

  Do not disclose this information to anyone unless told to do so by a relevant authority involved in the process.

All concerns must be reported and discussed immediately. The Safeguarding Leads will decide the appropriate action. A Cause for Concern Form can be found:

- On the school homepage
- In the staffroom (Safeguarding Notice Board)
- Main Office
- Phase Leaders (**Iclal Lawrence (KS1) / Kalum Fergus (KS2)**)

**FGM:**

Any member of staff who **suspects** a pupil is **at risk** of FGM or suspects that FGM has been carried out must speak to the DSL

Any member of staff who **is informed** by a girl under 18 that an act of FGM has been carried out on her; or observes physical signs which appear to show FGM has been carried out must be reported to the police, personally. This is mandatory statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

**Mental Health:**

Mental Health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. If you have a mental health concern about a child that is also a safeguarding concern, inform the DSL immediately.

**Extremism:**

We have a duty to safeguard children, young people and families from violent extremism. We are aware that there are extremist's groups within our country who wish to radicalise vulnerable children and to involve them in terrorism or in activity in support of terrorism. Periodic risk assessments are undertaken to assess the risk of pupils being drawn into terrorism. These are available on the school website. School staff must be aware of the increased risk of online radicalisation, and alert to changes in pupil's behaviour. Any concerns will be reported to the Designated Safeguarding Lead. The DSL will consider the level of risk and decide which agency to make a referral to. Staff may also email counter.extremism@education.gov.uk in order to raise a concern. Call 999 if you think someone is in immediate danger.

We provide a safe environment where we promote pupils' welfare. Within this environment we work hard to build pupils' resilience to radicalisation and extremism by promoting fundamental British values and for everyone to understand the risks associated with terrorism. We want pupils to develop their knowledge and skills in order to challenge extremist views.

**Reporting Concerns about a Member of Staff:**

If you have a concerns about a member of staff (including contractors) or an allegation is made about a member of staff posing a risk of harm to children, speak to **Emma O Connor**. If the concern/allegation is about the Headteacher, speak to the chair of governors: **Carly Pearce.**

Where you believe there is a conflict of interest in reporting the concern or allegation to the headteacher, report it to the LADO.

**Reporting Concerns about Abuse Made Against Other Pupils:**

We recognise that children are capable of abusing peers. Abuse will never be tolerated or passed off as 'banter'/ part of growing up' as this can lead to a culture of unacceptable behaviours. At Tollgate, we also recognise the gendered nature of peer-on-peer abuse. However, all peer on peer abuse is unacceptable and will be taken seriously. Most cases of pupils hurting other pupils will be dealt with under the school's behaviour policy., but this policy will apply to any allegations that raise safeguarding concerns. Eg: is violent, involves pupils being forced to use drugs/alcohol, puts pupils at risk, involves sexual exploitation, sexual abuse or sexual harassment.

All concerns should be reported to the DSL immediately. Do not investigate the allegation. The Safeguarding Team will put a risk assessment and support plan in place for all children involved (including the victim, the child/ren against whom the allegation has been made and any other children it may have affected). A named person will appointed if the children wish for someone to talk to.

This will be logged in the Peer Abuse Log Book - which is kept in the DSL office.

If a staff member has been made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos (also known as sexting or youth produced imagery), you must report it to the DSL.

Staff members must **not**:

View, copy, print, share, store or save the image.

Ask the child to download the images

Delete or ask the pupil to delete it

**Following the report, the DSLs will consider the initial evidence and aim to determine:**

Whether there is an immediate risk to pupils

If a referral needs to be made to the police/social care

If it is necessary to view the images

**The DSL will make an immediate referral to police and/or children's social care if:**

The incident involves an adult

There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)

What the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent

The imagery involves sexual acts and any pupil in the images or videos is under 13

The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with the headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care. The decision will be made and recorded in line with the procedures set out in this policy.

**Informing parents/carers:**

The DSL will inform parents/carers at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

**Referring to the police:**

If it is necessary to refer an incident to the police, this will be done by contacting **Newham Police: 0300 123 1212**

**Support**

We will ensure that support mechanisms are in place for any child that is at risk in order to build their self-esteem and confidence. Staff who feel distressed from being involved with a case or incident can receive support and counselling via the school's external support programme.

We recognise the importance of ensuring pupils feel safe and comfortable to come forward and report any concerns and/or allegations.

To achieve this, we will put systems in place for pupils to confidently report abuse. We will ensure our reporting systems are well promoted, easily understood and easily accessible for pupils (Worry boxes, class discussions, assemblies.)
We will make it clear to pupils that their concerns will be taken seriously, and that they can safely express their views and give feedback.

**Contextual Safeguarding**

All staff are aware that safeguarding incidents and/or behaviours can be associated with factors outside of the school and can occur between children outside of the school environment. The **Designated Safeguarding Lead** and all staff will consider whether children are at risk of abuse or exploitation in situations outside their families. Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm and risk beyond their families. It recognises that the relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers may have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships.

Contextual abuse takes different forms and children can be vulnerable to multiple harms including but not limited to sexual exploitation, criminal exploitation and serious youth violence. If, as a school, we are concerned a child is being exploited in an extra-familiar context, as previously outlined, we will follow the procedures set out in this document and consult or refer to the MASH, from where they are likely to be referred to the PCEHH (Preventing Child Exploitation and Harm Hub).

**Newham PCEHH – Preventing Child Exploitation and Harm Hub**

The PCEHH is a weekly multi-disciplinary meeting chaired by the Director of Early Help and Children's Health. The PECHH helps to identify and engage with children and young people who may be potentially at risk from any form of exploitation by responding to earlier 'critical moments' indicated via referrals from MASH. The PCEHH forms part of Newham's understanding and response to Child Sexual Exploitation (CSE), Missing, Criminal exploitation / gangs and county lines, serious youth violence (SYV), harmful sexual behaviour (HSB) and modern slavery in the borough.

The PCEHH sits within the Early Help service, which works with the whole family. This means that the PCEHH also considers both inter-familial as well as intra-familial concerns as part of a co-ordinated and contextual safeguarding approach. All cases must have followed existing child protection procedures prior to being discussed at the PCEHH, including strategy meeting/discussion where appropriate.

**Practice when Police are called to the school.**

Before calling police to the school, **the DSL and Headteacher** will reflect upon the proportionality of this response, being aware of the child's rights under the Equalities Act and Human Rights Act and if necessary, identifying and addressing concerns such as adultification if it is suspected of being present in staff decision making processes thus far.

Best practice is to consult the Safer Schools Officer before contacting police directly, unless the risk is considered to be escalating at a rate that precludes contacting the SSO.  This school will prioritise contacting the SSO for advice before asking for other officers to attend.

In the event that a child is interviewed on site by police, **the DSL will act in loco parentis** at that interview to provide support to the child. Parents/carers will be informed directly that the police have been called to the school in connection with their child, *subject to the safeguarding guidelines below*. A suitably trained Appropriate Adult must be present if the child is subsequently arrested and/or taken to a police station and the DSL will ensure that arrangements for such support are in place before the child leaves the school premises, with the reason for the arrest and the name of the appropriate adult concerned, confirmed.

**No child may be subject to a search by police on school premises. Any such search should be carried out at the police station with an AA in attendance to the search.**

On occasions, it may be necessary to seek advice from the MASH or the Police in making decisions about when it is appropriate to share information with parents or carers.

**<u>Online Safety:</u>**

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

**<u>To address this, Tollgate aims to:</u>**

Have robust processes in place to ensure the online safety of pupils, staff and governors

Protect and educate the whole school community (and wider community) in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones')

Set clear guidelines for the use of mobile phones for the whole school community

Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate

The 4 key categories of risk

Our approach to online safety is based on addressing the following categories of risk:

**Content** – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism

**Contact** – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes

**Conduct** – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and

**Commerce** – risks such as online gambling, inappropriate advertising, phishing and/or financial scams


**<u>To meet our aims and address the risks above we will:</u>**

Educate pupils about online safety as part of our curriculum. For example:

The safe use of social media, the internet and technology

Keeping personal information private

Know how to recognise unacceptable behaviour online

Be aware of how to report any incidents of cyber-bullying, including where they are a witness rather than a victim

Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying and the risks of online radicalisation. All staff members will receive refresher training at least once each academic year

Educate parents/carers about online safety via our Tollgate Community Hub, website, communications sent directly to them and during parents' evenings.

Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras

<u>Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present</u>

Staff will not take pictures or recordings of pupils on their personal phones or cameras

Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the school's IT systems

**Online Communication:**

We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to protect children. Our Safeguarding culture in school depends upon every member of staff being proactive in recognising opportunities to promote and support the development of these protective factors.

This includes the use of appropriate forms of online communication directly from staff to children. We use the functions through the platform for online learning – Google classroom.

The use of social media (WhatsApp, Twitter, Facebook etc) for this purpose is inappropriate and would be regarded as a serious breach of professional boundaries.

**Pupils with SEND or Health Issues:**

At Tollgate, we recognise that pupils with special educational needs (SEN) or disabilities or certain health conditions can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group, including:

Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration

Pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils

The potential for pupils with SEN, disabilities or certain health conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs

Communication barriers and difficulties in managing or reporting these challenges

**Positive Handling:**

Positive Handling and de-escalation practice keeps children and staff safe in school. This is refreshed every 3 years and is undertaken by all staff in a rolling programme which builds a collegiate responsibility for everyone's safety and wellbeing.

All agency staff must complete the safeguarding induction programme before starting work in the school, which prioritises safeguarding practice and appropriate language to be used in school. Certificates for Positive Handling training and the date of the last refresher are part of the recruitment process.

**Looked After and Previously Looked After Children:**

We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, we will ensure that:

Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements

The DSL has details of children's social workers and relevant virtual school heads

We have appointed a designated teacher, **Nathalie Jacob**, who is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with statutory guidance.

## Record-keeping

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing. If you are in any doubt about whether to record something, discuss it with the DSL.

Records will include:
A clear and comprehensive summary of the concern
Details of how the concern was followed up and resolved will be logged on Safeguard Software
Paper Concern forms will be kept in a separate folder – information will be transferred to the electronic log.

## Training
All school staff must undertake appropriate training in:

- Female Genital Mutilation;
- CSE
- Peer on Peer Abuse
- Child protection issues
- Recognising signs of abuse
- Handling disclosures
- Prevent
- Positive Handling training will also be undertaken by specific school staff (every three years)

## Mobile Phones
Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present. Staff members' personal phones will remain in their bags or cupboards during contact time with pupils.
Staff will not take pictures or recordings of pupils on their personal phones or cameras.
We will follow the General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use in the school.

## One to One Situations
Staff working in one to one situations with children and young people may be more vulnerable to allegations. Teachers and others must recognise this possibility and plan and conduct such meetings accordingly. Every attempt must be made to ensure the safety and security needs of both staff and pupils are met.
This means that adults must:-
- Avoid meetings with pupils in remote, secluded areas of school
- Ensure there is visual access and/or an open door in one to one situations
- Inform other staff of the meeting beforehand, assessing the need to have them present or close by
- Always report any situation where a child becomes distressed or angry to a senior colleague
- Consider the needs and circumstances of the child/children involved

**<u>Monitoring the Effectiveness of the Policy</u>**

The practical application of this policy will be reviewed annually or when the need arises by the coordinator and the Headteacher.

## CAUSE FOR CONCERN FORM

| <u>Child's Name:</u> | <u>Class:</u> |
|---|---|
| | |

| <u>Staff Name:</u> | <u>Position held:</u> |
|---|---|
| | |

| <u>Date of Incident:</u> | <u>Time of incident:</u> |
|---|---|
| | |

| <u>Location of Incident:</u> | <u>Date of record being made:</u> |
|---|---|
| | |

*Provide details of the incident or concerns you have including description of any injuries (use body diagram to indicate area of injury), witness details, what you have observed, heard or been told, if the information is first hand, fact or opinion, any other relevant details / information, etc. Ensure you clearly record the voice of the child's (suggestion - use capital letters/speech marks to ensure it can be easily recognised). Ensure you act in a timely manner when reporting concerns, especially if there is an injury noted.*

STATEMENT*:*

Signed: _____
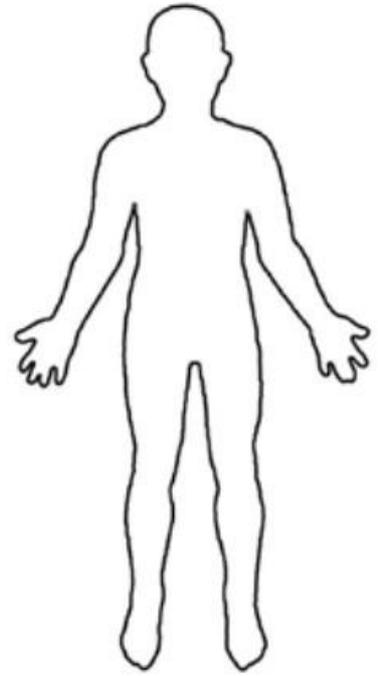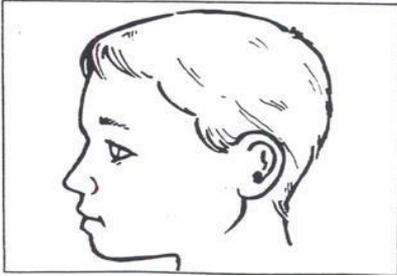
Front ☐

Back ☐
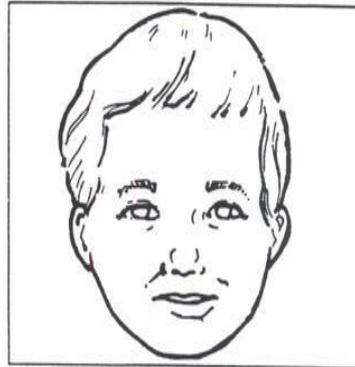




Date received by DSL: _____

Date logged onto Safeguard: _____