

## **Child Protection Records held within Settings**

This section provides guidance to schools and other educational establishments on record keeping, to enable the designated member of staff with a responsibility for child protection to ensure that all child protection information and concerns are kept in an appropriate and useful manner.

Deficiencies in record keeping have been identified by several child death enquiries as a problem area that requires attention from all agencies.

Good record keeping is essential in safeguarding the welfare of children and young people, particularly with regards to children/young people who are subject to child protection plans or who are identified as vulnerable. For this reason, it is advisable to carry out a regular audit of all child protection information kept in school, to ensure that procedures are being followed correctly.

### **1. What kind of information should be recorded?**

Any member of staff who has a concern about a child should make a written note. This must be passed on to the designated person, (although a personal copy may be kept in a secure place). The note should be timed, dated and signed, with your name printed alongside the signature.

Notes must be made as soon as possible and certainly within 24 hours of the incident giving rise to the concern. (This is important, in case the note is needed for submission to court). Notes do not have to be officially (or beautifully!) presented. The important thing is that they are:

- Factual
- Using a child's own words where possible
- A record of what you saw and heard

Professional opinions are acceptable but only if you state the facts or observations upon which your opinion is based.

If a referral is made to the Assessment Team or Thames Valley Police, Child Abuse Investigation Unit a written record of all concerns held should be sent and a copy of the referral should be kept by the school.

### Nagging Doubts about a Child's Safety and Welfare

Sometimes, things which seem to be insignificant or trivial at the time turn out to be vital pieces of information later.

A record should be made of any information, including hearsay and 'nagging doubts', which give you cause for concern about a child. Much of this information may not appear to be very significant on its own, but it could contribute to a 'jigsaw' picture of abuse that should not be ignored. Remember no concern is too small

If there has been no specific incident or information, make a written note. Try to identify what is really making you feel worried. Record these concerns on the same record of concern form for your records.

It is crucial that actions and outcomes are recorded on these forms, including any consultation that has been carried out with any other professionals.

### **2. How should notes and reports be made?**

It is impossible to say, at the time of making a child protection note, who will eventually have access to it, or when. It may be consulted months or even years after it was written. Always bear in mind that someone who is a complete stranger to you and your school may need to read your record at some stage in the future.

Ideally, logs of incidents should be typed. If hand written, notes should be clearly legible and written in ink. All notes and reports must contain the following:

- Date of the incident
- Date and time of the record being made
- Name and date of birth of the child(ren) concerned
- A factual account of what happened, and the location where the incident took place (keeping it in the child's words)
- A note of any other people involved e.g. as witnesses
- Questions that the adult asked (remember do not ask leading questions)
- Action taken, and any future plans e.g. monitor and review
- Any other agencies informed:
  - Names,
  - Dates,
  - Times of anyone spoken to.
- Printed name of the person making the record
- Job title of the person making the record
- Signature (print name alongside)

The source of the information should be identified e.g. 'Mrs Bell, a midday supervisor, informed me that...' Or 'I saw John in the playground at break time....'

Information should be factual or based on fact. Record what you saw, heard etc. and try not to be vague or woolly (e.g. 'Jenny was crying and rocking' rather than 'Jenny was upset')

Opinion is acceptable provided that you can give some justification for holding it (e.g. 'Sam ran and hid under the table when his mother arrived to take him home and clung to me when I tried to get him out. He appeared to be frightened.')

Make a note of what you have done with the information (e.g. 'I consulted the Headteacher, Mr Wilson, and he said he would...')

Try to avoid specialist jargon (e.g. 'he is SAP') which someone from another agency would not necessarily understand, right the information in full (School Action Plus)

### **Records and Reports for Child Protection Conferences**

Reports prepared for Child Protection Conferences should focus on the child's:

- Educational Progress and Achievements
- Attendance
- Behaviour
- Participation
- Relationships with other children and young people
- Appearance, (where appropriate)
- Interaction with other children and adults

If relevant, reports should include what is known about the child's relationships with his or her family and the family structure. Reports should be objective and based on evidence. They should distinguish between fact, observation, allegation and opinion.

Settings should:

- Make reports available to the child's parents prior to the Child Protection Conference unless to do so would place the child at risk of significant harm
- Provide written reports to the Child Protection Conference
- Arrange for an appropriate person from the school to attend the Child Protection Conference

### **3. Where should child protection information be kept?**

The child protection file should contain all reports, notes and correspondence referring to a child. This should be kept in one secure place e.g. a locked filing cabinet in the Designated Safeguarding Lead's office. Files on extended family members should be kept together and cross-referenced. This file should be kept separate to the child's educational school record.

A note or symbol (e.g. a blue star) should be placed on the cover of the school file for the child, indicating that there is a child protection file relating to the child. All staff who may need to consult the child's school file should be made aware what the symbol means, and who to consult if they see it.

### **4. Who should have access to child protection information?**

Access to the information on file should be on a need-to-know basis among the staff. This can only be decided on a case-by-case basis. The confidentiality of the child and family should be respected as far as possible, but the welfare of the child is paramount. It would be unlikely that every member of staff would need to know the details of a case. Generally speaking, the closer the day-to-day contact with the child, the more likely the need to know an outline of the case. The school report to the child protection conference should be shared with the parent(s) before the conference takes place. All information must be shared with Social Worker and/or Police and Health, as appropriate, where there is concern that a child is at risk of significant harm.

Child protection information should not ordinarily be shared with agencies other than these statutory agencies e.g. information should not be released to solicitors etc. Where such a request is made, it is best to seek further advice and guidance from the relevant LADO team (see section 11).

Child Protection records can be kept on computer and are exempt from the disclosure provisions of the Data Protection Act 1984. For manual records, the Education (School Records) Regulations 1989 exempt information relating to child abuse from the requirement of disclosure. However, in cases of alleged child abuse which come to court, the school may be required to provide its child protection records.

### **5. What should happen to the information when a child leaves the school/ How long should information be kept?**

If the child is moving to another school, the complete child protection file should be sent, under separate cover from the regular school file. It should be marked 'Confidential, Addressee Only', and should go to the Head Teacher or designated safeguarding lead of the receiving school. Where a pupil of 16+ years is taking up a college place, the file should be sent to the designated safeguarding lead for the receiving college or further education establishment. All relevant information including nagging doubts should be shared.

Where a pupil leaves with no FE place identified, the file should be retained at the school until the child's 24th birthday. There is no need to keep a copy of material sent to a new school unless, at the discretion of the designated person, there are exceptional reasons for doing so.

The following form, copies onto school headed paper can be used to prove that a CP file has been passed on and accepted by the new setting:

School name:	
Child's name:	
Date:	Person transferring file:
By signing this form, I am confirming that I have received the safeguarding/CP file for the above-named person who is now on role at our setting.	
Print name:	Signature:

**Copies of child protection information should be kept by the final school placement until the child's date of birth + 25 years.**

Information of a child protection nature relating to an allegation against a member of staff, including where the allegation is unfounded, should be kept until the person's normal retirement age or 10 years from the date of the allegation if that's longer.

### **6. Sharing Information with other Schools/Agencies**

Conversations between designated personnel at different schools (e.g. sharing concerns or asking for information about sibling groups) are perfectly acceptable. Where possible, consent from parents should be sought before a conversation takes place. Any relevant child protection information coming to light should be carefully logged.

If a child protection file has been started for a child who then moves school, the entire contents of the file should be sent to the receiving school/college.

The information should be sent under separate cover to the school file, in a sealed envelope to the Headteacher, marked 'Strictly Confidential'.

If a child moves without a forwarding address for home and school and no contact is received from a new school the county's Missing Pupil Procedures should be followed.

Where a child is removed from roll to be educated at home the school's child protection file should be copied to the Local Authority as soon as possible.

Remember:

- Monitor the child and record observations as factually as possible.
- A direct disclosure from a child or young person should be referred immediately to the appropriate social work team.

The principles of Safer Recruitment are an essential foundation to establishing a safe environment for pupils, ensuring those unsuitable to work with children are identified and tackled before they become part of your school community.

Keeping Children Safe in Education (KCSIE) 2020 updates the requirement for all education providers to have in place a Code of Conduct which support staff to understand acceptable boundaries to their behaviours both onsite and in their daily lives generally including their use of technology and social media.

This should be informed by the revised guidance offered by the Safer Recruitment Consortium – Sept 2019 (“Guidance for safer working practice for staff working with children and vulnerable adults”) and Buckinghamshire Council will support both the individual job description and the individual educational settings to ensure these are is compliant.

Buckinghamshire Council also provides a safer recruitment policy that schools should follow to ensure they comply fully with the requirements of KCSIE 2020.

Buckinghamshire policies are clear about what constitutes practices that are “safe” and “unsafe”. Practice and our robust well thought out Code of Conduct offers better protection for all, staff, pupils and families.

### **Pre-Employment Checks**

Part 3 of Keeping Children Safe in Education 2020 clearly details the responsibilities held by schools for ensuring safer recruitment processes are in place and robustly adhered to.

The Human Resources Manager at Buckinghamshire Council will support Head Teachers and governors through the safeguarding aspects of the recruitment process.

The Three Schools expect safer recruitment processes to be followed irrespective of who the candidate might be or what schools think you might know of the candidate. Buckinghamshire Council HR have suitable resources and materials to support The Three Schools through the recruitment process including job descriptions, person specifications and interview/recruitment materials designed to support this aspect.

The Single Central Record (SCR) of a school should provide an auditable means to evidence the principles of safer recruitment have been adhered to i.e. evidence of identity, DBS and Border Agency checks carried out, take-up of references, photographic ID, checks carried out on the Prohibited Orders list, etc.

When recruiting staff from abroad or who may have worked or qualified overseas, evidence must be retained of the checks carried out to ensure candidates from outside the EEC have a work or other visa for the UK and that, for all candidates, there are no safeguarding concerns in their country of origin or overseas work with children which might preclude the staff member from working with children.

When appointing new staff, schools must:

- verify a candidate’s identity;
- obtain (via the applicant) an enhanced DBS certificate (including barred list information, for those who will be engaging in regulated activity – together with a section 128 check for those who will be engaged in management)
- obtain a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available;
- Ask relevant staff to self-declare that they are not disqualified under the Childcare Act 2006
- verify the candidate’s mental and physical fitness to carry out their work responsibilities.
- verify the person’s right to work in the UK.
- verify professional qualifications, as appropriate.

- academies and free schools must check that a person taking up a Governor or management position where it is not possible to carry out a barred list check is not subject to a section 128 direction made by the Secretary of State.
- Schools must ensure that a candidate to be employed to carry out teaching work is not subject to a prohibition order issued by the Secretary of State

### **Agency and third-party staff (supply staff)**

Schools and colleges must obtain written notification from any agency, or third-party organisation they use that the organisation has carried out the checks (in respect of the enhanced DBS certificate, written notification that confirms the certificate has been obtained by either the employment business or another such business), on an individual who will be working at the school or college that the school or college would otherwise perform.

### **Trainee/student teachers**

Where applicants for initial teacher training are salaried by the school or college, the school or college must ensure that all necessary checks are carried out. As trainee teachers are likely to be engaging in regulated activity, an enhanced DBS certificate (including barred list information) must be obtained.

Where trainee teachers are fee-funded, it is the responsibility of the initial teacher training provider to carry out the necessary checks. Schools and colleges should obtain written confirmation from the provider that it has carried out all pre-appointment checks.

### **Volunteers**

A volunteer in respect of whom no checks have been obtained will never be left unsupervised or allowed to work in regulated activity.

Volunteers who, on an unsupervised basis teach or look after children regularly or provide personal care on a one-off basis in schools and colleges, will be in regulated activity. The school should obtain an enhanced DBS certificate (which should include barred list information) for all volunteers who are new to working in regulated activity.

Existing volunteers in regulated activity do not have to be re-checked if they have already had a DBS check (which includes barred list information). However, schools and colleges may conduct a repeat DBS check (which should include barred list information) on any such volunteer should they have concerns.

The school should undertake a risk assessment and use their professional judgement and experience when deciding whether to obtain an enhanced DBS certificate for any volunteer not engaging in regulated activity. In doing so they should consider:

- the nature of the work with children;
- what the establishment knows about the volunteer, including formal or informal information offered by staff, parents and other volunteers;
- whether the volunteer has other employment or undertakes voluntary activities where referees can advise on suitability;
- whether the role is eligible for an enhanced DBS check;
- Details of the risk assessment should be recorded.

For supply staff and those on short contracts in Great Horwood CE School

While working in Great Horwood CE School, you have a duty of care towards the children/pupils/pupils here. This means that at all times you should act in a way that is consistent with their safety and welfare.

In addition, if at any time you have a concern about a child or young person, particularly if you think they may be at risk of abuse or neglect, it is your responsibility to share that concern with the school designated safeguarding lead (DSL), who is Mrs Paula Shaw (Headteacher) and can be found in Reception.

This is not an exhaustive list, but you may have become concerned as a result of:

- observing a physical injury, which you think may have been non-accidental
- observing something in the appearance of a child or young person which suggests they are not being sufficiently well cared for
- observing behaviour that leads you to be concerned about a child or young person
- a child or young person telling you that they have been subjected to some form of abuse

In any of the circumstances listed here, you must write down what you saw or heard, date and sign your account, and give it to the DSL. This may be the beginning of a legal process – it is important to understand that legal action against a perpetrator can be seriously damaged by any suggestion that the child has been led in any way.

If a child talks to you about abuse, you should follow these guidelines:

- Rather than directly questioning the child, just listen and be supportive
- Never stop a child who is freely recalling significant events, but don't push the child to tell you more than they wish
- Make it clear that you may need to pass on information to staff in other agencies who may be able to help – do not promise confidentiality. You are obliged to share any information relating to abuse or neglect
- Write an account of the conversation immediately, as close to verbatim as possible. Put the date and timings on it and mention anyone else who was present. Then sign it, and give your record to the designated person/child protection officer, who should contact children's social care if appropriate

The school has a policy on safeguarding children and young people which you can find, together with the local procedures to be followed by all staff, in location.

**Remember, if you have a concern, discuss it with the DSL.**

## Appendix I Supplementary DfE Safeguarding guidance 27<sup>th</sup> March 2020 during Coronavirus outbreak

### [Coronavirus \(COVID-19\): safeguarding in schools, colleges and other providers](#)

Published 27 March 2020

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#### Policy Adjustments pursuant to DfE guidance 27th March 2020

#### COVID-19 school closure arrangements for Safeguarding and Child Protection at The Three Schools

#### Context

From 20 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 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 Three Schools Safeguarding and Child Protection policy contains details of our individual safeguarding arrangements in the following areas:

#### Key contacts

Role	Name	Phone	Email
Designated Safeguarding Lead (DSL)	<b>David May</b> (Executive Co-Head)	07932417603	<a href="mailto:dmay@swanbourne.bucks.sch.uk">dmay@swanbourne.bucks.sch.uk</a>
Designated Safeguarding Lead (DSL)	<b>Carol-Anne McCollum</b> (Executive Co-Head)	07921510626	<a href="mailto:thethreeschools@gmail.com">thethreeschools@gmail.com</a>
Deputy Designated Safeguarding Lead (DDSL)	<b>Lorna Sandmann</b> (Drayton Parslow)	01296 720306	<a href="mailto:lsandmann@draytonparslow.bucks.sch.uk">lsandmann@draytonparslow.bucks.sch.uk</a>
Deputy Designated Safeguarding Lead (DDSL)	<b>Heidi Martin</b> (Drayton Parslow)	01296 720306	<a href="mailto:hmartin5@swanbourne.bucks.sch.uk">hmartin5@swanbourne.bucks.sch.uk</a>

Deputy Designated Safeguarding Lead (DDSL) & SENCO	<b>Rebecca Chapman-Hill (Mursley)</b>	01296 720305	<a href="mailto:rhill6@swanbourne.bucks.sch.uk">rhill6@swanbourne.bucks.sch.uk</a>
Deputy Designated Safeguarding Lead (DDSL)	<b>Theresa Wheeldon (Mursley)</b>	01296 720305	<a href="mailto:twheeldon@mursley.bucks.sch.uk">twheeldon@mursley.bucks.sch.uk</a>
Deputy Designated Safeguarding Lead (DDSL)	<b>Kelly Hall (Kingfishers)</b>	01296 720305	<a href="mailto:khall@mursley.bucks.sch.uk">khall@mursley.bucks.sch.uk</a>
Chair of Governors (Swanbourne)	<b>Kaye Rudd</b>	07963166919	<a href="mailto:krudd@governors.swanbourne.bucks.sch.uk">krudd@governors.swanbourne.bucks.sch.uk</a>
Chair of Governors (Mursley & Drayton Parslow)	<b>Rob Francis</b>	07943394890	<a href="mailto:rfrancis@governors.swanbourne.bucks.sch.uk">rfrancis@governors.swanbourne.bucks.sch.uk</a>
Safeguarding Governor	<b>Rob Francis</b>	07943394890	<a href="mailto:rfrancis@governors.swanbourne.bucks.sch.uk">rfrancis@governors.swanbourne.bucks.sch.uk</a>

## 1. Vulnerable children

### 1.1. Vulnerable children include

- those who have a social worker
- those children and young people up to the age of 25 with education, health and care (EHC) plans.

### 1.2. Those who have a social worker include children who

- have a Child Protection Plan
- those who are looked after by the Local Authority.

### 1.3. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

### 1.4. Those with an EHC plan will be risk-assessed in consultation with the Local Authority and parents, to decide whether they need to continue to be offered a school place in order to meet their needs, or whether they can safely have their needs met at home. Many children and young people with EHC plans can safely remain at home.

### 1.5. Eligibility for free school meals in and of itself should not be the determining factor in assessing vulnerability.

### 1.6. Senior leaders, especially the Designated Safeguarding Lead (and deputy) know who our most vulnerable children are. They have the flexibility to offer a place to those on the edge of receiving children's social care support.

### 1.7. There is an expectation that vulnerable children who have a social worker will attend an education setting, so long as they do not have underlying health conditions that put them at risk. 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 The Three Schools will explore the reasons for this directly with the parent.

### 1.8. Where parents are concerned about the risk of the child contracting COVID19, The Three Schools or the social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England.

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

## 2. Safeguarding and clusters

- 2.1. Where schools and colleges 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 or college 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.

## 3. Attendance monitoring

- 3.1. Local authorities and education settings do not need to complete their usual day-to-day attendance processes to follow up on non-attendance.
- 3.2. The Three Schools and social workers will agree with parents/carers whether children in need should be attending school – The Three Schools will then follow up on any pupil that they were expecting to attend, who does not. The Three Schools will also follow up with any parent or carer who has arranged care for their child(ren) and the child(ren) subsequently do not attend.
- 3.3. To support the above, The Three Schools will, when communicating with parents/carers and carers, confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.
- 3.4. In all circumstances where a vulnerable child does not take up their place at school, or discontinues, The Three Schools will notify their social worker.

## 4. Designated Safeguarding Lead

- 4.1. The Three Schools have a Designated Safeguarding Lead (DSL) and a Deputy DSL.
  - The Designated Safeguarding Leads are: **MR DAVID MAY & MS CAROL-ANNE McCOLLUM**
  - The Deputy Designated Safeguarding Leads are:
    - MRS ALISON FEATHERSTON – SWANBOURNE CE SCHOOL**
    - MRS HEIDI MARTIN – DRAYTON PARSLOW VILLAGE SCHOOL**
    - MRS LORNA SANDMANN – DRAYTON PARSLOW VILLAGE SCHOOL**
    - MRS THERESA WHELDON – MURSLEY CE SCHOOL**
    - MRS KELLY HALL – KINGFISHERS PRE-SCHOOL**

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.

- 4.2. 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.
- 4.3. This might include updating and managing access to child protection files and records and liaising with an 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 or college.
- 4.4. It is important that all The Three Schools staff and volunteers have access to a trained DSL (or deputy). On each day staff on site will be made aware of that person is and how to speak to them.
- 4.5. The DSL will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.

## **5. Reporting a concern**

- 5.1. Staff are reminded of the need to report any concern immediately and without delay.
- 5.2. Where staff have a concern about a child, they should continue to follow the process outlined in the school Safeguarding Policy, this includes making a report via the school specific systems/processes, which can be done remotely.
- 5.3. Staff will ensure that the concern is received. In the unlikely event that a member of staff cannot access their school specific system from home, they should email the Designated Safeguarding Lead and Executive Headteachers.
- 5.4. 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 Executive Headteachers whilst away from school, this should be done verbally and followed up with an email to the Executive Headteachers. In the event that the Executive Headteachers are unavailable the contact should be to the Trust Designated Safeguarding Leads.
- 5.5. Concerns around the Executive Headteachers should be directed to the Chair of Governors: Kaye Rudd or Rob Francis. The LADO and Buckinghamshire Council HR will continue to offer support in the process of managing such allegations.

## **6. Safeguarding Training and induction**

- 6.1. DSL training is very unlikely to take place whilst there remains a threat of the COVID 19 virus.
- 6.2. 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.
- 6.3. All existing school staff have had safeguarding training and have read part 1 of Keeping Children Safe in Education (2020). The DSL should communicate with staff any new local arrangements, so they know what to do if they are worried about a child.
- 6.4. Where new staff are recruited, or new volunteers enter The Three Schools they will continue to be provided with a safeguarding induction.
- 6.5. 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
- 6.6. Upon arrival, they will be given a copy of the receiving setting's child protection policy, confirmation of local processes and confirmation of DSL arrangements.

## **7. Safer recruitment/volunteers and movement of staff**

- 7.1. 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 Three Schools 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 (2020) (KCSIE).
- 7.2. 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.

- 7.3. Where the Three Schools are 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.
- 7.4. The Three Schools 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.
- 7.5. The Three 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.
- 7.6. During the COVID-19 period all referrals should be made by emailing [Misconduct.Teacher@education.gov.uk](mailto:Misconduct.Teacher@education.gov.uk)
- 7.7. Whilst acknowledging the challenge of the current National emergency, Trustees continue to believe that it is essential from a safeguarding perspective that all schools are 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 Three Schools will continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE.

## **8. Online safety in schools**

- 8.1. The Three Schools will continue to provide a safe environment, including online. This includes the use of an online filtering system.
- 8.2. Where students are using computers in school, appropriate supervision will be in place.

## **9. Children and online safety away from school**

- 9.1. 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.
- 9.2. Online teaching should follow the same principles as set out in the MAT code of conduct.
- 9.3. The Three Schools will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.
- 9.4. Below are some things to consider when delivering virtual lessons, especially where webcams are involved:
  - No 1:1s, groups only
  - 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 in bedrooms; and the background should be blurred.
  - The live class 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 agreed by the SLT of their school to communicate with pupils
  - Staff should record, the length, time, date and attendance of any sessions held.

## **10. Supporting children not in school**

- 10.1. The Three Schools is committed to ensuring the safety and wellbeing of all its Children and Young people.
- 10.2. Where the DSL has identified a child to be on the edge of social care support, 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 must be recorded, as should a record of contact have made.
- 10.3. The Three Schools recognise 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 The Three Schools need to be aware of this in setting expectations of pupils' work where they are at home.
- 10.4. The Three Schools 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.

## **11. Supporting children in school**

- 11.1. The Three Schools are committed to ensuring the safety and wellbeing of all its students.
- 11.2. The Three Schools 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 ratio numbers are appropriate, to maximise safety.
- 11.3. The Three Schools 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.
- 11.4. The Three Schools 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 school's system for safeguarding
- 11.5. Where The Three Schools has concerns about the impact of staff absence – such as our Designated Safeguarding Lead or first aiders – will discuss them immediately with the Trust.

## **12. Peer on Peer Abuse**

- 12.1. The Three Schools recognises that during the closure a revised process may be required for managing any report of such abuse and supporting victims.
- 12.2. 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 Child Protection Policy.
- 12.3. 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.
- 12.4. Concerns and actions must be recorded and appropriate referrals made.