**The Queensmill Trust**

**Generic Policy for Safeguarding and Child Protection**

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##### Updated: August 2021

With reference to **‘Keeping Children Safe in Education 2021** ; and the Safeguarding Vulnerable Groups Act 2006.

**Next review date: September 2022**

**This Policy provides the core template for which respective school’s within the trust can adapt with specific details according to their respective settings. Key details for example:**

1. Names of the Designated Safeguarding Lead, and Deputies
2. Safeguarding Governors
3. Local Area Designated Officer (LADO)
4. Local Safeguarding Children Partnership contacts and arrangements
5. Whistleblowing Contacts and procedures

will of course vary but the core principles are laid out within this policy.

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4. **Appendix 6 - Staff agreement (Signed at the end of each January Safeguarding Update)**

***Introduction***

*The Queensmill Trust is committed to safeguarding, and to promoting the welfare of all children and young peoplen attending. Governors of the respective Schools and Trustees of the The Queensmill Multi-Academy Trust expect all staff and any visiting adult, to share this commitment by demonstrating their understanding of how each individual adult working on behalf of the school. –*

*We understand that the term safeguarding means that we will all take all reasonable measures, to ensure that the risk of harm to children’s welfare is minimised. We also recognise that where we have any concerns about a child’s welfare, we will take appropriate action to address those concerns, by working in partnership with other agencies.*

*This policy is written with due regard to the most up to date Department for Education guidance:* [*Keeping*](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007260/Keeping_children_safe_in_education_2021.pdf)[*children safe in education 2021 (publishing.service.gov.uk)*](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007260/Keeping_children_safe_in_education_2021.pdf)

*It will be reviewed annually and/or each time any subsequent guidance is issued by the Secretary of State.*

*Our policies will always be compliant with the London Child Protection Procedures produced by the London Safeguarding Children’s Board available at* [*http://www.londonscb.gov.uk/procedures/*](http://www.londonscb.gov.uk/procedures/)

Safeguarding and Child Protection (SCP) leads in the school are:

* + - 1. Head of School, Designated Lead for Safeguarding and Child Protection
			2. Freddie Adu, Executive Head and Deputy DSL;
			3. Other named Deputy DSLs are typically Deputy or Assitant Heads within each school and will have undertaken the Level 3 Safeguarding training.
			4. Named Safeguarding and Child Protection (SCP) Designated governor.

The above attend annual training in SCP, and the Head of School / Exec Head will provide SCP training annually to all staff during the month of January. Safeguarding and Child Protection is also covered during induction training of all new staff. It is the responsibility of the Head of School/ Exec Head, to maintain the SCP register, to keep all records pertinent to that in a locked cabinet in their office and to report regularly (at least annually; more frequently where needed) on the contents of the register to the designated governor.

###### Introduction

In line with the government’s vision for all services for children and young people (CYP), including ‘Every Child Matters’, the governors and all staff recognise that children have a fundamental right to learn in a safe environment and be protected from harm and to be kept healthy and safe.

Appointed governors within each school in The Queensmill Trust, review and update this policy, with the Designated Safeguarding Lead at each respective school and update this policy with reference to Keeping Children Safe in Education, ([Keeping children safe in education - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2) to maintain the most up to date adherence to national policy for the safety and well-being of children.

Safeguarding remains uppermost in maintaining the well-being of our CYP, their ability to learn and their ability to go on and lead positive and as independent lives as possible. The Queensmill Trust and each of the respective schools are utterly committed providing an environment which is safe and where the welfare of each child is of paramount importance. This will include a commitment to ensuring that all pupils and children feel confident that any concerns they may have, will be acted on and listened to.

Deputy DSL and Phase Leaders (Assistant Heads) attend Child Protection conferences, Looked After Child, Child in Need and other relevant child welfare meetings on a regular basis with stakeholder professionals in order to ensure the safety and well-being of all children and young people within The Queensmill Multi-Academy Trust

To this end, trustees, governors, the school and will be committed to ensuring that all members of the school community are aware of the school trust responsibilities and procedures in this area. This will include:

* 1. Communicating policies and procedures effectively with parents/carers
	2. Ensuring all staff and relevant governors attend appropriate training and work effectively with other professionals on behalf of children in need, or enquiring into allegations of child abuse.

###### Aims of the policy

* To raise awareness of all staff, governors and trustees within The Queensmill Trust and emphasise the importance of safeguarding and child protection (SCP). In particular to make clear responsibilities for identifying and reporting actual or suspected abuse.
* To ensure pupils, parents and carers are aware that the school takes SCP seriously and will follow the appropriate procedures for identifying and reporting abuse and for dealing with allegations against staff
* To promote effective liaison with other agencies in order to work together for the welfare and protection of all pupils
* To support pupils’ development in a way that will foster security, confidence and independence
* To integrate a child protection curriculum within the existing curriculum, allowing for continuity and progression through all Key Stages
* To make appropriate links and reference to policies in related areas such as discipline and bullying.

NB. This policy is used in conjunction with “Keeping Children Safe in Education September 2021” copies of which are in the Head’s office and available online: [Keeping children safe in education - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2) which school staff and governors are advised to consult when making decisions and/or considering CP issues that arise.

###### Guiding principles for intervention to protect children and young people

The governors will ensure that the principles identified below:

* All children have a right to be kept safe and protected from abuse
* Child abuse can occur in all cultures, religions and social classes
* Staff must be sensitive to the families’ cultural and social background
* Children must have the opportunity to express their views and be heard
* If there is a conflict of interest between the child and parent or carer, the interests of the child must be paramount
* The responsibility to initiate agreed procedures rests with the individual who identifies the concern
* All staff must endeavour to work in partnership with those who hold parental responsibility for the child
* Information in the context of a child protection enquiry must be treated as confidential and only shared with those who need to know
* All staff should have access to appropriate and regular training
* School management must allow staff sufficient time to carry out their duties in relation to child protection and safeguarding.

###### Responsibilities of the head/designated safeguarding lead

Governors will ensure that the school has a designated lead for Safeguarding and Child Protection which is typically the Head of School.CP, The Executive Headteacher or Deputy DSLs also deputise in this role when the Head is not on site. The responsibilities of the designated person are:

* To ensure that all staff are familiar with school and borough procedures and guidelines for identifying and reporting abuse, including allegations of abuse against staff
* To ensure that all staff receive training in the above, (the Head provides training for all staff annually each January) including staff that are temporary or arrive mid-year, who will be trained by the Deputy during their staff induction.
* To be responsible for co-ordinating action and liaising with school staff and support services over child protection issues
* To be aware of all children in the school who have a CP Plan or who are Looked After Children and ensure the child’s social worker is informed if the child is excluded from the school
* To ensure that the school is represented at CP case conferences and CIN meetings and that written reports are provided as required
* To follow recommendations made by the Local Safeguarding Children Partnership
* To be aware of new legislation, guidance, policy and procedures in the areas of SCP
* To support and advise staff on CP issues generally
* To disseminate relevant information between agencies to the appropriate staff
* To maintain accurate and secure CP records and send them on to new schools where relevant

###### Responsibilities and expected behaviour of school staff

All school staff have a responsibility to identify and report suspected abuse and to ensure the safety and well-being of the pupils in the school. In doing so they should seek advice and support as necessary from the Head, Deputy or other senior staff.

All staff are expected to provide a safe and caring environment in which children can develop the confidence to voice ideas, show and share feelings and opinions. Children should be treated with respect within a framework of agreed and understood behaviour.

All staff are expected to:

* Be able to identify signs and symptoms of abuse
* Report concerns, including concerns about other staff or adults, to the Safeguarding Lead or other DSL’s as appropriate
* Be aware of the relevant local procedures and guidelines.
* Monitor and report as required on the welfare, attendance and progress of all pupils
* Keep clear, dated, factual and confidential records of CP concerns
* Respond appropriately to disclosures from children and young people, (stay calm, reassure without making unrealistic promises, listen, avoid leading questions, avoid being judgemental and keep records).

School’s within The Queensmill Trust will work with key partners such as the Local Authority guidance Safeguarding Manager (LADO). School’s within The Queensmill Trust will also work with the wider local respective Local Safeguarding Partnerships: LBHF, RBKC, Westminster, Brent, Hounslow, Ealing, Wandsworth and others depending on the young person’s home borough.

* Staff should always maintain professional boundaries
* School contact route for parents/families must be the school’s landline number or the school email. Staff should not share personal addresses, home phone numbers, personal mobile or email addresses without exceptional permission from the Head.
* Avoid clothing that could give the wrong messages.
* Physical contact should be restricted to when it is necessary and appropriate; staff should avoid conduct that could be misinterpreted.
* Staff should not do anything personal for a child that they can do for themselves.
* Staff must not make, or encourage others to make comments that are inappropriate, demeaning or insensitive or humiliating or might be interpreted as such
* No photographs of children must be taken on anything other than school cameras (NB our practice at QS is that we do not allow personal mobile phones to be taken into classes or anywhere else where staff are working with children for this reason)
* Staff should not socialise with children or take them to their homes
* Staff must report any concerns about a colleague’s behaviour and/or attitude toward children (NB this is recognised practice at QS and is described in this policy under section 6 below)

###### Allegations against staff

Governors recognise that because of their daily contact with children in a variety of situations, including a caring role, teachers and other school staff are vulnerable to accusations of abuse.

Governors recognise that regrettably in some cases allegations against staff may be true. Governors therefore expect all staff to follow the agreed procedures for dealing with allegations against staff. This will initially mean a discussion with the Head, or, should the concerns be about the Head then with the Chair of Governors or the Megan Brown, who is the Safeguarding Lead (LADO) in the Hammersmith and Fulham locality

NB: This would follow the procedure described document from the most up to date DfE guidance:

###### [Keeping children safe in education 2021 (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007260/Keeping_children_safe_in_education_2021.pdf)

1. **Staff contact with children and young people**

In order to minimise the risk of accusations being made against staff as a result of their daily contact with pupils, all school staff should familiarise themselves with borough Guidelines on the Use of Control and Physical Restraint by Staff and Guidance and Procedures for School Visits.

###### Staff training and Support

The Head and Deputy and the CP Governor will have annual training in SCP and revise any policies and procedures according to any changes in SCP legislation or guidance. The Head will train all staff annually

in the light of this. The Deputies will ensure that all new staff know our SCP guidance, procedures and practice at induction.

###### School Safeguarding Policy

Staff and governors at schools within The Queensmill Trust fully recognise their responsibilities for Child Protection (CP). This policy applies to all trustees, governors, staff, transport escorts and volunteers working in the school. The five main elements are:

* 1. Using safe recruitment practices in checking the suitability of staff and volunteers who work with our children.
	2. Raising awareness of CP and helping our pupils to learn the skills to keep themselves safe.
	3. Developing and implementing procedures for identifying and reporting cases, or suspected cases of abuse.
	4. Supporting pupils who have been abused in accordance with their agreed child protection plan.
	5. Establishing a safe environment where all can learn and develop.
	6. Keeping all required information on the Single Central Register.

Staff within each school of the trust will make every effort to get to know their children and young people very well, and can gauge when things are difficult for the child, or when something might be going wrong for them. Staff can then talk to their direct line manager or to the Head of School, who is the designated person for CP, or the Deputy Head of Schools, who are the deputy designated persons.

All staff, through all aspects of the curriculum and all pastoral aspects of the school day, help to make children aware of how they can keep themselves safe, what is private and what is public, who is safe to trust, etc.

Schools with The Queensmill Trust adopt the following procedures in relation to child protection:

* The Head of School is Designated Safeguarding Lead person for Child Protection and receives, with the other nominated deputy DSLs, training in this.
* The Deputy Head teachers are the designated deputies for CP and have also received training.
* If Head of School and other DSL’s are off site, staff should refer any issue to other members of the Senior Team who will get in touch with the Head, Exec Head, Deputy or the Local Areas Designated Lead for Safeguarding
* Each school will have nominated governor for Safeguarding and Child Protection.
* All staff, volunteers and governors know who the designated people are and what their role is.
* All of the above understand their responsibility to be aware of CP issues, and if they have any concerns to relay them either to their line manager, who will talk to the responsible person, or direct to the responsible person.
* The school’s responsibilities in relation to Safeguarding and Child (SCP) Protection are set out in this policy and the more specific one for each school on each school website, so that tus so that parents and carers understand the school’s obligations.
* All staff receive training in SCP annually as well as at the induction of new staff.
* Each school has the telephone numbers of Social Services for CP issues, no matter which borough the child is from.
* The school would alert the relevant social care services team if there was an unexplained absence of more than one day of a child who is on the CP Register or who is Looked After.
* Relevant school staff attend social services case conferences and reviews in all boroughs who have pupils at the school.
* The DSL keeps all CP records in a locked cabinet in the Executive Head or Head of School’s office. Safeguarding records are also available in a secure resource online (**Safeguard** Online)
* The Head of School (DSL) or Deputy DSLs follow agreed CP procedures when a member of staff has voiced a concern about a child and the designated person feels that they should make a CP or Child in Need referral.
* The Head of School follows agreed procedures of investigation if an allegation is made against an adult in the school, and if this allegation should be against the Head of School then the Executive Headteacher, Chair of Governors or Safeguarding Governor would report to the Local Authority Designated Officer, representative from the Local Safeguarding Partnership immediately. These procedures are described in [Keeping children safe in education 2021 (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007260/Keeping_children_safe_in_education_2021.pdf)
* All members of the Safeguarding team, including the DSL’s and Safeguarding governor will liaise, for referral, training and information sharing purposes with representatives from the respective Local Safeguarding Partnership.

* The Head of School, supported by the rest of the senior management team, the school admin team and the Human Resources personnel within The Queensmill Multi-Academy Trust, ensures that safe recruitment practices are always followed, including CRB checks on all staff, as described in ‘Keeping Children Safe in Education 2021 - [Keeping children safe in education - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2)

Definitions of child abuse are:

1. Neglect: persistent or severe neglect of a child or the failure to protect a child from any kind of exposure, including cold or starvation.
2. Physical injury: actual or likely physical injury to a child, or failure to prevent injury, or injury or suffering to a child.
3. Sexual abuse: actual or likely abuse of a child or adolescent.
4. Emotional abuse: persistent and / or severe emotional ill treatment or rejection.

We also recognise that sexual violence and sexual harassment between children can occur within our setting and that ***‘abuse is abuse’ and never just ‘banter’.*** While this form of abuse is rare within our context of being a school for children diagnosed with autism, it can occur here and we will take all of the necessary steps to avoid and educate children and young people so that they can report concerns or incidents as they occur.

***What do we mean by sexual violence and sexual harassment between children?***

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other children, adult students and school and college staff are supported and protected as appropriate.

###### The Curriculum

All of our Children and Young People (CYP) attending schools within The Queensmill Trust have special educational needs caused by their autism. Many of them are non-verbal communicators. As such, we recognise that they are highly vulnerable, and that their parents and carers may be highly anxious on their behalf. It is the duty of staff within The Queensmill Trust to take extra care to try to correctly interpret apparent signs of abuse or neglect. We know that there is a heightened risk among some of our children of ‘Peer on Peer’ abuse and we address this by educating all children inappropriate social safety and Sex and Relationship education using our SoSAFE! Curriculum, which is embedded into the curriculum of all groups and is monitored by an appointed Senior Manager who is also a DSL.

First introduced in April 2016, children have been taught about appropriate social interaction, including ***Consent*** with particular attention paid in the ‘Steps to a Relationship’ within the SoSAFE! Relationships programme.

Where appropriate, each child will have access to their own ‘People and Relationships’ book that will help them to understand the people in their lives, their relationship with them help them understand appropriate levels of intimacy.

Indications of abuse will be reported as for other pupils. Staff are made aware of our agreed whole school policies with particular reference to our *Care Practice, Health Care and Intimate Care Policy.*

The school is aware that any child who is being abused in any way may have feelings such as guilt, anger or lack of self-worth. Everything we do within The Queensmill Trust aims to help all children to have self- confidence and self-esteem, and to feel safe and happy, and as free from anxiety as we can possibly manage. We do this through:

* The positive ethos of the school
* Developing pupils’ sense of themselves and their self-esteem
* Developing their communication skills
* Developing strategies for danger-awareness and self-protection where possible
* Developing a sense of boundaries between appropriate and inappropriate behaviours, both their own and those of others
* Developing tolerant, caring and non-abusive behaviour between pupils
* Classroom strategies (see Teaching and Learning Policy)
* The curriculum, including the 5 outcomes of Every Child Matters
* Consistency of approach from well-trained staff
* Encouragement of acceptable behaviours (see Behaviour Policy)
* Close liaison with other agencies such as social services, CAMHS, EWAS, EPS.
* Close communication systems with parents and carers
* Ensuring that all CP register records follow a child when that child moves to another school.

###### Appointment of staff

All Schools within The Queensmill Trust follow safe recruitment procedures as outlined in [Keeping children safe in education -](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2) [GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2)

When appointing staff, governors and staff will take account of the guidance issued by the Safer recruitment guidelines within the [Keeping children safe in education - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2) document and The Queensmill Trust safer recruitment procedures which will observe the following safeguards:

* That documentation sent out to potential candidates will make it clear that SCP is a high priority of the school and that rigorous checks will be make of any candidate before appointments are confirmed – these are in accordance with [Keeping children safe in education - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2)
* That all references will be taken up and verified
* That a reference will always be obtained from the last employer
* That the school will expect to see originals of all certificates/qualifications
* That at interview candidates will be asked to account for any gaps in their career/employment history
* That candidates will be made aware that all staff are subject to a full Disclosure & Barring Service (DBS).
* That evidence of relevant checks will be recorded in a single, central location, easily accessible when appropriate and necessary – contents of the Single Central Record can be found in Appendix 3 of this policy.
* That interview panel will consist of at least 2 interviewers (In QS we always have interview panels of 3 minimum)

###### Confidentiality

Governors accept that CP raises issues of confidentiality, which should be clearly understood by all staff and governors, meaning that all staff and governors are under an obligation to maintain such confidentiality. For the avoidance of doubt, this means all staff and governors should take care not to inappropriately share any such information outside of their role at the school.

###### Record Keeping and Reports

Staff are expected to keep clear, dated CP records, which separate fact, allegations, hearsay and opinions and which clearly indicate decisions and actions taken. These records may in some cases be required in court proceedings. The school always supplies written information for CP conferences. CP records are kept in a locked cabinet in the Head’s office.

In addition, staff have access to an online application: ‘Safeguard Software’ for which they have their own login and can raise a concern which will immediately notify all of the designated lead persons. The software also enables staff to receive initial and refresher training ensuring they are up to date with the latest guidelines, definitions and what to do to safeguard children and vulnerable people.

###### Monitoring pupils on the CP register

The Head of School ensures that staff closely monitor the welfare, progress and attendance of all pupils. Relevant information in relation to a CP Plan or a Child in Need Plan will be provided to Children’s Services staff.

###### Communicating the policy to parents and carers

Parents and carers are informed of the SCP Policy. It is published on the website at each of the respective schools. Through this policy, parents and carers should be aware how the CP system works in the school and that they can discuss any concerns with their child’s teacher or with the Head or Deputy Head. They should also, through this policy, be aware of the local helpline:

Parents or carers can contact a social worker from their local area Children’s Services by Authority guidance. Failing this, other key partners within the local safeguarding team can be contacted at:Local Safeguarding Children Partnership.

They can also dial the **NSPCC Helpline** (Freefone) on **0800 800 500.**

###### Pupil attendance

School staff are aware that a pupil’s unexplained absence from school could mean that they are at risk from harm. School staff will:

* Always report an unexplained absence of a child with a CP Plan to social services within one day.
* Always try to find a reason for a child’s absence on the first day of absence.
* Always report a continued absence to the Education Welfare Service, including reporting to them if a child who has been taken overseas does not return on the expected return date
* Always report to the Local Authority the name of any child due to start at our school who does not arrive on the expected day.

###### Referrals to partner agencies

When concerned about the welfare of a child we will always try to discuss this with parents or carers in the first instance. If the nature of our concern indicates it, we may need to make an immediate referral to social services directly, if we feel that doing otherwise puts the child at further risk of harm because of the actions of the parents or carers.

###### Monitoring and sharing of this policy

It is the responsibility of the Head of School, nominated Safeguarding Governor, and the Deputy Head teachers, to monitor this policy. The Head of School reports on CP issues to the link governor for CP and the full governing body on at least an annual basis. The policy will be published on the school website.

###### Related policies

* 1. Behaviour and Emotional Regulation Policy including use of Restrictive Physical Intervention, including management of any incidents of bullying
	2. Policy guidance on strategies to reduce pupils’ stress
	3. Policy for Curriculum, Teaching and Learning
	4. Policy for Care Practice, Healthcare and Intimate Care
	5. Policy guidelines for addressing sensory issues
	6. Health and Safety Policy
	7. Attendance Policy
	8. E-safety Policy
	9. Guidance for safer working practice for adults who work with CYP in education settings.

**Policy reviewed** – Summer 2021

**Reviewed by** …………F Adu……………………………………………………………………………….

**Date for next review** – Autumn 2022

# Appendix 1: Covid Addendum

###### Contents

Important contacts

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11. Online safety
12. Mental health
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14. Safeguarding induction and training
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16. Links with other policies

###### Important contacts

|  |  |  |
| --- | --- | --- |
| ROLE | NAME | CONTACT DETAILS |
| Designated Safeguarding Lead (DSL) | Andy Nowak, Head of School – Kensington Queensmill School Aymeline Bel, Head of School, Queensmill School | anowak@queensmill.lbhf.sch.ukTel: 02087408112Abel7.205@lgflmail.org |

|  |  |  |
| --- | --- | --- |
| ROLE | NAME | CONTACT DETAILS |
| Deputy DSLs | Freddie Adu, Executive Headteacher, The Queensmill TrustJadwiga Lesniak, Deputy Head, Kensington Queensmill SchoolJoanna Dziopa, Deputy Head – Queensmill SchoolRobert Armstrong, Deputy Head;Lucy Capon, Assistant Head;Reece Morgan, Assistant Head | Fadu.205@lgflmail; jlesniak.205@lgflmail.orgjoanna.dziopa@queensmill.lbhf.sch.uk rarmstrong5.205@lgflmail.org lcapon1.205@lgflmail.orgrmorgan38.205@lgflmail.org |
| Designated member of senior leadership team/ Mental Health First Aider if DSL (and deputies) aren’t on site | Rachel Thompson, Assistant HeadCharlotte Spencer, Mental Health First Aider | rthompson49.205@lgflmail.orglcapon1.205@lgflmail.org rarmstrong5.205@lgflmail.orgcharlotte.spencer@queensmill.lbhf.sch.uk |
| Local authority designated officer (LADO) | Megan Brown – Safeguarding in Education Manager for H&F | Tel: 07776673020megan.brown@lbhf.gov.uk |
| Acting Chair of Governors | Fiona Mylchreest | fiona.mylchreest1@btinternet.com |
| SCP Designated Governor | Lara Van Lynden | lvanlynden.205@lgflmail.org |

1. **Scope and definitions**

This addendum applies during the period of school closure due to COVID-19 or when the school offers skeleton/shadow school offer and reflects updated advice from our Local Safeguarding Partners: Hammersmith & Fulham Council: [Local Safeguarding Children Partnership | LBHF](https://www.lbhf.gov.uk/children-and-young-people/local-safeguarding-children-partnership); Royal Borough of Kensington and Chelsea, Westminster City Council, Central West Basic Command Unit (Police) and the Clinical Commissioning Groups - [https://www.rbkc.gov.uk/lscb/about-us.](https://www.rbkc.gov.uk/lscb/about-us)

It sets out changes to our normal child protection policy in light of coronavirus, and should be read in conjunction with that policy. Unless covered here, our normal child protection policy continues to apply.

This addendum is subject to change, in response to any new or updated guidance the government may publish. We will keep it under review as set out in section 15 below.

In this addendum, where we refer to measures to protect pupils who are at home, this means those who are learning at home for reasons to do with coronavirus – for example, due to clinical and/or public health advice, such as if there’s a local lockdown or if they need to self-isolate.

In this addendum, where we refer to vulnerable children and young people, this means those who:

Are assessed as being in need, including children: With a child protection plan

With a child in need plan

Looked after by the local authority Have an education, health and care (EHC) plan

Have been assessed as otherwise vulnerable by educational providers or LAs, for example those who are:

On the edge of receiving support from children’s social care services Adopted

At risk of becoming NEET (‘not in employment, education or training’) Living in temporary accommodation

Young carers

Considered vulnerable by the school and/or LA

###### Core safeguarding principles

We will follow the statutory safeguarding guidance, [Keeping Children Safe in Education](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2) Jan 2021. We will always have regard for these important safeguarding principles:

* 1. The best interests of children and young people must come first
	2. If anyone has a safeguarding concern about any child, they should continue to act on it immediately
	3. A designated safeguarding lead (DSL) or deputy should be available at all times (see section 4 for details of our arrangements)
	4. It’s essential that unsuitable people don’t enter the school workforce or gain access to children and young people
	5. Children and young people should continue to be protected when they are online

###### Reporting concerns

All staff and volunteers must continue to act on any concerns they have about a child immediately. It is still vitally important to do this, both for children and young people still attending school and those at home.

All staff should follow standard reporting procedures, such as

* 1. Reporting concerns to DSL or DSL deputy
	2. Reporting concerns via the Safeguard online platform
	3. Reporting concerns to the Chair of Governors, Executive Headteacher or SCP Designated Governor
	4. Reporting concerns to the Local authority designated officer (LADO) or other contacts at the local local safeguarding board: [Local Safeguarding Children Partnership | LBHF](https://www.lbhf.gov.uk/children-and-young-people/local-safeguarding-children-partnership)

As a reminder, all staff should continue to work with and support children and young people’s social workers, where they have one, to help protect vulnerable children and young people.

###### DSL (and deputy) arrangements

We aim to have a trained DSL or deputy DSL on site wherever possible. Details of all important contacts are listed in the ‘Important contacts’ section at the start of this addendum.

If our DSL or deputy can’t be in school, they can be contacted remotely via phone or Safeguard online platform.

On occasions where there is no DSL or deputy on site, a senior leader will take responsibility for co- ordinating safeguarding. This will be designated member of Senior Leadership Team. Details of all important contacts are listed in the ‘Important contacts’ section at the start of this addendum. When that happens, SLT will inform all staff via email as to who will be the senior leader with DSL responsibility on any given day, and how to contact them.

The senior leader will be responsible for liaising with the off-site DSL (or deputy) to make sure they (the senior leader) can:

* Identify the most vulnerable children and young people in school
* Update and manage access to child protection files, where necessary
* Liaise with children and young people’s social workers where they need access to children and young people in need and/or to carry out statutory assessments

###### Working with other agencies

We will continue to work with children and young people’s social care, and with virtual school heads for looked-after and previously looked-after children and young people.

We will continue to update this addendum where necessary, to reflect any updated guidance from:

* 1. Our 3 local safeguarding partners <https://www.rbkc.gov.uk/lscb/about-us>
	2. The local authority about children and young people with education, health and care (EHC) plans, the local authority designated officer, Megan Brown, and children’s social care, reporting mechanisms, referral thresholds and children and young people in need

###### The following guidance is currently in place:

Schools should follow government guidance during Covid-19

All the guidance for schools and education settings can be found on this link:

[https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-](https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings) [other-educational-settings](https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings)

Key Government Guidance for schools with direct links to them:

* + - Updated Government Safeguarding Guidance

[https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-](https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision/guidance-for-schools-colleges-and-local-authorities-on-maintaining-educational-provision) [provision/guidance-for-schools-colleges-and-local-authorities-on-maintaining-educational-](https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision/guidance-for-schools-colleges-and-local-authorities-on-maintaining-educational-provision) [provision](https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision/guidance-for-schools-colleges-and-local-authorities-on-maintaining-educational-provision)

* + - Guidance for full opening: special schools and other specialist settings

https://[www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-](http://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-) other-specialist-settings

* H&F – Reporting child protection concerns remain the same; please contact the initial consultation and advice team also known as the front door. **Tel: 0208 753 6600**. Make sure when your communicating with SW’s you let them know how they can reach the schools or key staff like the HT and DSL vial email and phone – as normal numbers may not be working in the same way
* H&F – for any concerns or allegations against staff or volunteers please continue to complete the consult and referral form and send it to LADO@lbhf.gov.uk. A referral form will be put up on the COVID 19 Section for schools on Lilla Huset website as above.
* Professionals accepting volunteers during this time need to keep a healthy professional suspicion and follow all safer recruitment processes. It is known unfortunately during times of crisis people that shouldn’t be working with children and young people will try to gain entry.
* For Schools recruiting new staff during this time; again, please follow all safer recruitment process and make sure staff are inducted to all your schools’ policies and any new guidelines you are following around online learning.
* If a school is expecting a child of a critical worker or vulnerable child and they do not turn up, please follow this up with a phone call to the family and for vulnerable children and young people please also call the SW.

###### Monitoring attendance

We will resume taking our attendance register. We will also follow [guidance](https://www.gov.uk/government/publications/school-attendance) from the Department for Education on how to record attendance and what data to submit.

All pupils of compulsory school age will be expected to attend school unless a statutory reason applies (for example, the pupil has been granted a leave of absence, is unable to attend because of sickness, is unable to attend because of clinical and/or public health advice, is absent for a necessary religious observance).

Where any child we expect to attend school doesn’t attend, or stops attending, we will:

* Follow up on their absence with their parents or carers, by calling them or arranging a virtual meeting
* Notify their social worker, where they have one

We will make arrangements with parents and carers to make sure we have up-to-date emergency contact details and additional contact details where possible.

###### Peer-on-peer abuse

We will continue to follow the principles set out in part 5 of Keeping Children Safe in Education September 2020 when managing reports and supporting victims of peer-on-peer abuse.

Staff should continue to act on any concerns they have immediately – about both children and young people attending school and those at home.

###### Concerns about a staff member or volunteer

We will continue to follow the principles set out in part 4 of Keeping Children Safe in Education.

Staff should continue to act on any concerns they have immediately – whether those concerns are about staff/volunteers working on site or remotely.

We will continue to refer adults who have harmed or pose a risk of harm to a child or vulnerable adult to the Disclosure and Barring Service (DBS).

We will continue to refer potential cases of teacher misconduct to the Teaching Regulation Agency. We will do this using the email address Misconduct.Teacher@education.gov.uk for the duration of the COVID- 19 period, in line with government guidance.

###### Contact plans

We have contact plans (risk assessment) for children and young people with a social worker and children and young people who we have safeguarding concerns about, for circumstances where the child is at home.

Phase leader will set out a plan for the child, which sets out

* How often the school will make contact and this will be at least once a week
* Which staff member(s) will make contact – as far as possible, this will be staff who know the family well, most likely the class teacher, phase leader or Family Support Worker
* How staff will make contact – this will be over the phone, Zoom, or MT

These plans will be shared with children and young people’s social care where relevant and the plans will be reviewed as needed.

If we can’t make contact, we will be contacting children and young people’s social worker or the police where we think the child may be at immediate risk.

###### Safeguarding all children and young people

Staff and volunteers are aware that this difficult time potentially puts all children and young people at greater risk.

Staff and volunteers will continue to be alert to any signs of abuse, or effects on pupils’ mental health that are also safeguarding concerns, and act on concerns immediately in line with the procedures set out in section 3 above. For children and young people at home, staff will make weekly phone calls to parents/carers. Family Support Worker will be involved to offer additional support where needed.

See section 13 below for information on how we will support pupils’ mental health.

###### Children returning to school

The DSL (or deputy) will do all they reasonably can to find out from parents and carers whether there have been any changes regarding welfare, health and wellbeing that they should be aware of before children return.

They will also liaise with social workers to gather relevant information about any additional support provided while children have not been in school.

The DSL (and deputy) will be given time to support staff and children regarding new concerns (and referrals as appropriate) as children return to school.

Staff and volunteers will be alert to any new safeguarding concerns as they see pupils in person.

###### Children at home

The school will maintain contact with children who are at home. Staff will try to speak directly to children at home, where appropriate, to help identify any concerns. They will use school phones and devices to make calls home. Or, if necessary they will use personal phones but they will withhold their personal number.

Staff and volunteers will look out for signs like:

* + 1. Not completing assigned work or logging on to school systems
		2. No contact from children or families
		3. Seeming more withdrawn/dysregulated during any class check-ins or video calls

###### Online safety

* 1. **In school**

All staff will adhere to Acceptable use of the internet policy and E-safety policy including Addendum for Home Learning during Covid-19 and 20 safeguarding considerations for lessons livestreaming/remote teaching

We will continue to have appropriate filtering and monitoring systems in place in school and our IT and computing team will continue to offer IT support and advice when needed.

[https://www.saferinternet.org.uk/advice-centre/teachers-and-school-staff/appropriate-filtering-and-](https://www.saferinternet.org.uk/advice-centre/teachers-and-school-staff/appropriate-filtering-and-monitoring) [monitoring](https://www.saferinternet.org.uk/advice-centre/teachers-and-school-staff/appropriate-filtering-and-monitoring)

Staff will continue to be alert to signs that a child may be at risk of harm online, and act on any concerns immediately, following our reporting procedures as set out in section 3 of this addendum.

We will make sure children know how to report any concerns they have back to our school and signpost them to other sources of support too – SoSAFE! Programme

All online safety concerns and incidents will be reported to DSLs immediately through school standard reporting procedures.

Staff will continue to receive Online safety reminders to keep them up to date with the latest government advice

<https://www.gov.uk/guidance/remote-education-practice-for-schools-during-coronavirus-covid-19>

###### Outside school

During school closure and shadow school, the same principles of safeguarding, online safety and professional behavior apply. Where staff are interacting with children and young people online, they will continue to follow our existing policies:

* + - Safeguarding and child protection policy
		- Staff behaviour policy (code of conduct)
		- Acceptable use of the internet policy
		- E-safety policy including Addendum for Home Learning during Covid-19 and 20 safeguarding considerations for lessons livestreaming/remote teaching

Staff will continue to be alert to signs that a child may be at risk of harm online, increased grooming activity relating to radicalization or child sexual exploitation as a result of greater online access to children during school closures, and act on any concerns immediately, following our reporting procedures as set out in section 3 of this addendum.

<https://coronavirus.lgfl.net/safeguarding>

We will make sure children and young people know how to report any concerns they have back to our school (SoSAFE! Programme and curriculum) and signpost them to other sources of support too.

###### Working with parents and carers

We will make sure parents and carers:

* + 1. Are aware of the potential risks to children and young people online and the importance of staying safe online
		2. Know what our school is asking children and young people to do online, including what sites they will be using and who they will be interacting with from our school
		3. Are aware that they should only use reputable online companies or tutors if they wish to supplement the teaching and resources our school provides
		4. Know where else they can go for support to keep their children and young people safe online

All parents were sent letters with online safety advice, online safety fridge posters and directed to school website for more information.

<http://www.queensmillschool.com/Welcome>

###### Mental health and well-being

Where possible, we will continue to offer our current support for pupil mental health and well-being for all pupils. We will also signpost all pupils, parents and staff to other resources to support good mental health at this time.

###### Children returning to school

Staff and volunteers will be aware of the possible effects that this period may have had on pupils’ mental health. They will look out for behavioural signs, including pupils being fearful, withdrawn, aggressive, oppositional or excessively clingy, to help identify where support may be needed.

###### Children at home

Where possible, we will continue to offer our current support for pupil mental health and well -being for all pupils through Firefly learning platform. We will also signpost all pupils, parents/carers and staff to other resources to support good mental health at this time.

When setting expectations for pupils learning remotely and not attending school, teachers will bear in mind the potential impact of the current situation on both children’s and adults’ mental health.

Staff and volunteers will be alert to mental health concerns in children who are at home, and act on these immediately, following our reporting procedures as set out in section 3 of this addendum .

###### Staff and volunteer recruitment

We continue to recognise the importance of robust safer recruitment procedures, so that staff and volunteers who work in our school are safe to work with children.

We will continue to follow our safer recruitment procedures, and part 3 of Keeping Children Safe in Education.

When carrying out DBS checks and right to work checks, we will follow the latest guidance from the DBS, Home Office and Immigration Enforcement as appropriate (for example, with regards to the process for verifying documents). We will inform candidates about the intended process as soon as reasonably practicable.

We will continue to do our usual checks on new volunteers, and do risk assessments to decide whether volunteers who aren’t in regulated activity should have an enhanced DBS check, in accordance with paragraphs 183-188 of Keeping Children Safe in Education.

###### Safeguarding induction and training

We will make sure staff and volunteers are aware of changes to our procedures and local arrangements. New staff and volunteers will continue to receive:

* A safeguarding induction including Safeguard training including online safeguarding training on Safeguard platform.
* A copy of our Safeguarding and children protection policy and this addendum
* Keeping Children Safe in Education part 1

###### Monitoring arrangements

This policy will be reviewed as guidance from the 3 local safeguarding partners, the LA or DfE is updated. At every review, it will be approved by the full governing board.

###### Links with other policies

This policy links to the following policies and procedures:

* Safeguarding and child protection policy including Appendix – Prevent Strategy
* Whistleblowing policy
* Staff behaviour policy (code of conduct)
* Health and safety policy
* Acceptable use of the internet policy
* E-safety policy

###### Staying safe online

In this section, parents will find links to useful resources to keep children and young people safe online.

###### Government guidance

Whilst there are huge benefits to being online in order to stay connected to family and friends, the government recognises many parents may feel concerned about the activities and content their children are accessing. This guidance outlines resources to help keep children safe from different risks online and where to go to receive support and advice.

https://[www.gov.uk/government/publications/coronavirus-covid-19-keeping-children-safe-](http://www.gov.uk/government/publications/coronavirus-covid-19-keeping-children-safe-) online/coronavirus-covid-19-support-for-parents-and-carers-to-keep-children-safe-online

###### LGFL DigiSafe - Keeping Children Safe

Guidance and support from LGfL's DigiSafe - <https://coronavirus.lgfl.net/safeguarding>

Fridge-friendly A4 [poster of top tips](https://www.google.com/url?q=https%3A%2F%2Fstatic.lgfl.net%2FLgflNet%2Fdownloads%2Fdigisafe%2FParent-Top-Tips-Safe-Online-Corona.pdf&sa=D&sntz=1&usg=AFQjCNE8XsDT-0t1MGTsgy7aRqnhOQ93gw) for parents to keep their children safe online during corona closures

<https://static.lgfl.net/LgflNet/downloads/digisafe/Parent-Top-Tips-Safe-Online-Corona.pdf>

###### NSPCC

Advice and support for parents and carers

<https://www.nspcc.org.uk/keeping-children-safe/coronavirus-advice-suppport-children-families-parents/>

Online safety

<https://www.nspcc.org.uk/keeping-children-safe/online-safety/>

***Appendix 2***

###### Queensmill School Single Central Record - List of Contents

Queensmill School has a Single Central Record in line with the government advice on safeguarding in schools. The Queensmill single central record contains details of the following groups.

* All teaching and support staff including site care staff, administration staff therapists, cooks and cleaners employed by the school.
* All professionals who offer educational activities on site.
* All Volunteers
* All University Students on work placements The single central record list the following details

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Qualifications** | **DBS** | **Right to work in the UK** | **Overseas checks** |
| **Name** | **Address Checked** | **Date of Birth checked** | **Evidenced by Bostjan Fidek and Lorraine Morgan, Bursar** | **Qualifications required y/n and date checked** | **Qualification** | **DBS****number** | **Date (All****evidenced by Ann- Marie POWER HR)** | **Date (All****Evidenced by Lorrain Morgan, Bursar)** | **Checks required** | **Checks carried out** |

**Appendix 3**

###### Enhanced Disclosure and Barring Service (DBS checks)

All staff working on the school site in direct contact with children undergo a Disclosure & Barring Service (DBS) check in line with the new regulations that came into force 1st December 2012.

For those employed by Queensmill School, or working directly with children at Queensmill School, the Human Resources department at Hammersmith and Fulham Local Authority will undertake the Disclosure & Barring Service (DBS) check. All evidence for this such as date of birth proof of identity, address and qualifications are first checked by Jan Brooks SAO at Queensmill School and signed and dated. They are then sent to Human resources who also make the same checks and apply for the DBS. When DBS checks are pending for staff these staff will not be left alone with children for any activity. During this time staff will still have undergone the **Children’s barred List and Vulnerable Adults Barred List** checks. All staff are aware of this procedure.

Once a DBS check has been completed there may be times when staff employed by Queensmill will be alone with pupils. However the school ensures that all staff rotate with all children ensuring that 1 staff member is not always working with the same child. Adults not employed directly by the school will never be alone with pupils.

Enhanced DSB checks are re-done every three years. The government advice is to not carry our rolling programs of checks as long as a person has not had a break in employment however the borough still see this as good practice. The school has in the past carried out 3 yearly checks on existing staff as the borough states

“*The Council has taken the view that the 3 year re-check provides an additional safeguard as there is no guarantee that an employee would advise the employer of any caution/conviction etc that came after the disclosure was received and a 3 year check is a considered a reasonable balance.”*

###### Disclosure and Barring Service (DBS) Protocol for Queensmill School

The Criminal Records Bureau (CRB) and the Independent Safeguarding Authority (ISA) have merged into the Disclosure and Barring Service (DBS). CRB checks are now called DBS checks.

###### New Staff (from September 2017.)

* When a new member of staff enters the school they are required to have a DBS check. All staff are asked for their permission to register with the DBS update service to allow the school to

check their DBS certificate. The school will incur the cost of this service and will renew this annually once permission in given

* Once a new DBS form has been received and the member of staff is enrolled on the DBS tracking service they do no need to apply for another DBS form.

###### Existing Staff

* All existing staff who have the old CRB certificate will have their CRB certificate renewed after 3 years and upgraded to the DBS check. They will also be asked for their permission to register with the DBS update service to allow the school to apply for, track and check their DBS certificate. The school will incur the cost of this service and will renew this annually once permission in given

###### Steps for DBS certification

1. New applicant is given DBS form by SAO
2. New employee is asked to give written permission to be registered with the DBS tracking service, allowing the school to check their DBS status online. NB, after Local Authority make local agreement, permission from staff will no longer be necessary.
3. DBS form is sent off by SAO and SAO applies online to register with tracking service. 4.Registration fee is updated each year for all staff by auto update.

5.Existing employees will enter new DBS scheme and follow steps 1-4 when their current CRB form has run out ( after 3 years start date of CRB form ).

###### Contacts

[www.gov.uk/dbs](http://www.gov.uk/dbs)

**Matters relating to Disclosure** DBS, PO Box 110 Liverpool, L69 3EF 0870 90 90 811

customerservices@dbs.gsi.gov.uk

###### Matters relating to Barring

DBS, PO Box 181 Darlington,DL1 9FA 01325 953795

dbsdispatch@dbs.gsi.gov.uk dbspartnerships@dbs.gsi.gov.uk

Staff receive safeguarding and Child Protection training both at their induction and from there on annually. They are informed at this training that any incident involving a police report, police caution or conviction between DBS checks must be reported to the head teacher immediately. Annual

whole staff training takes place in January of each year. Staff employed at other times of the year will have the SCP policy made known to them through their staff induction

**Appendix 4 – Prevent Guidance**

###### Advice and guidance referred to in: [Working Together to Safeguard Children 2018 (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/942454/Working_together_to_safeguard_children_inter_agency_guidance.pdf)

1. Tackling child sexual exploitation action plan, DfE 2012
2. Talking about and responding to cyberbullying, Gov.UK 2014
3. Information for local areas on the change to the definition of domestic violence and abuse, Home Office, 2013
4. Policy of Reducing drugs misuse and dependence, Gov.UK 2013
5. Safeguarding children in whom illness is fabricated or induced, HM Govt,2008
6. National action plan to tackle child abuse linked to faith or belief, National working group
7. Female Genital Mutilation (FGM), Gov.UK 2014
8. Guidance on Forced Marriage, Gov.UK 2014
9. Ending Gang and Youth Violence: A Cross-Government Report, 2011
10. Ending violence against women and girls in the UK, Gov.UK 2014
11. Making Mental Health Services more effective and accessible, Gov.UK, 2014
12. Private Fostering return, Gov.UK 2014
13. Roots of violent radicalisation, Home Affairs Committee, 2012
14. Sexting and controlling behaviour highlighted in teenage relationship campaign, Gov.UK
15. Teenage Relationship Abuse: A Teacher’s Guide to Violence and Abuse in Teenage Relationships, Home Office,
16. An evidence assessment of human trafficking into the UK, Home Office 2012
17. ‘Prevent’ Strategy, with special reference to Radicalisation December 2015

# Appendix 5: E-Safety Policy

## Introduction

Queensmill School recognizes that the Internet, and access to it via a range of technologies, is an attractive and increasingly integral feature of children’s learning and entertainment. The school recognizes too that in enabling access to this invaluable resource it has a duty to ensure students are:

safe from inappropriate content in a range of forms and across technologies safe from bullying and harassment of any kind

safe from crime and anti-social behaviour in and out of school secure, stable and careful while online

able to access teaching and learning remotely through a safe and secure online learning platform

It is the duty of the school to ensure that every child in their care is safe, and that the same safeguarding principles should apply to the ‘virtual’ or digital world as would be applied to the school’s physical buildings.

This Policy document is drawn up to protect all parties – the students, the staff and the school and aims to provide clear advice and guidance on how to minimise risks.

Research has proven that use of technology brings enormous benefits to learning and teaching. However, as with many technological developments, there is also an element of risk. Whilst it is unrealistic to eliminate all risks associated with technology, the implementation of an effective e- safety Policy will help children to develop the skills and confidence to manage potential risks and considerably reduce their impact.

Queensmill’s E-safety Policy, as part of the wider safeguarding agenda, outlines how we will ensure our pupils are prepared to deal with the safety challenges that the use of technology brings.

The E-Safety Policy relates to other policies including those for safeguarding, ICT, remote learning, bullying and for child protection.

###### The designated person for Child Protection is Aymeline Bel

**The deputy Child protection Officer(s): Freddie Adu; Joanna Dziopa, Lucy Capon, Robert Armstrong, Rachel Thompson, Reece Morgan**

1. **Legislation and guidance**

This policy is based on the Department for Education’s (DfE) statutory safeguarding guidance, [Keeping](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2) [Children Safe in Education,](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2) and its advice for schools on:

[Teaching online safety in schools](https://www.gov.uk/government/publications/teaching-online-safety-in-schools)

[Preventing and tackling bullying](https://www.gov.uk/government/publications/preventing-and-tackling-bullying) and [cyber-bullying: advice for Head of Schools and school staff](https://www.gov.uk/government/publications/preventing-and-tackling-bullying) [Relationships and sex education](https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education)

[Searching, screening and confiscation](https://www.gov.uk/government/publications/searching-screening-and-confiscation)

It also refers to the DfE’s guidance on [protecting children from radicalisation.](https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty)

It reflects existing legislation, including but not limited to the [Education Act 1996](https://www.legislation.gov.uk/ukpga/1996/56/contents) (as amended), the [Education and Inspections Act 2006](https://www.legislation.gov.uk/ukpga/2006/40/contents) and the [Equality Act 2010.](https://www.legislation.gov.uk/ukpga/2010/15/contents) In addition, it reflects the [Education Act](http://www.legislation.gov.uk/ukpga/2011/21/contents/enacted) [2011,](http://www.legislation.gov.uk/ukpga/2011/21/contents/enacted) which has given teachers stronger powers to tackle cyber-bullying by, if necessary, searching for and deleting inappropriate images or files on pupils’ electronic devices where they believe there is a ‘good reason’ to do so.

The policy also takes into account the National Curriculum computing programmes of study.

## Roles and responsibilities

#### The Head of School and DSL

The Head of School is responsible for ensuring that staff understand this policy, and that it is being implemented consistently throughout the school.

Details of the school’s DSL and deputies are set out in our child protection and safeguarding policy as well as relevant job descriptions.

The DSL takes lead responsibility for online safety in school, in particular:

Ensuring that staff understand this policy and that it is being implemented consistently throughout the school

Working with senior management, ICT manager and other staff, as necessary, to address any online safety issues or incidents

Ensuring that any online safety incidents are logged and dealt with appropriately in line with this policy Ensuring that any incidents of cyber-bullying are logged and dealt with appropriately in line with the

school behaviour policy

Updating and delivering staff training on online safety

Liaising with other agencies and/or external services if necessary

#### The ICT manager

The ICT manager is responsible for:

Putting in place appropriate filtering and monitoring systems, which are updated on a regular basis and keep pupils safe from potentially harmful and inappropriate content and contact online while at school, including terrorist and extremist material

Ensuring that the school’s ICT systems are secure and protected against viruses and malware, and that such safety mechanisms are updated regularly

Conducting a full security check and monitoring the school’s ICT systems on a regular basis Blocking access to potentially dangerous sites and, where possible, preventing the downloading of

potentially dangerous files

Ensuring that any online safety incidents are logged and dealt with appropriately in line with this policy

#### All staff

All staff are responsible for:

Maintaining an understanding of this policy Implementing this policy consistently

Agreeing and adhering to the terms on acceptable use of the school’s ICT systems and the internet and ensuring that pupils follow the school’s terms on acceptable use

Working with the DSL to ensure that any online safety incidents are logged and dealt with appropriately in line with this policy

Ensuring that any incidents of cyber-bullying are dealt with appropriately in line with the school behaviour policy

#### Parents

Parents are expected to:

Notify a member of staff or the Head of School of any concerns or queries regarding this policy

Parents can seek further guidance on keeping children safe online from the following organisations and websites:

What are the issues? - [UK Safer Internet Centre](https://www.saferinternet.org.uk/advice-centre/parents-and-carers/what-are-issues) Hot topics - [Childnet International](http://www.childnet.com/parents-and-carers/hot-topics)

Parent factsheet - [Childnet International](https://www.childnet.com/resources/parents-and-carers-resource-sheet) Healthy relationships – [Disrespect Nobody](https://www.disrespectnobody.co.uk/)

## Teaching and learning

#### Why the Internet and digital communications are important

The Internet is an essential element in 21st century life for education, business and social interaction. The school has a duty to provide pupils with quality Internet access as part of their learning experience.

Internet use is a part of the statutory curriculum and a necessary tool for staff and pupils.

ICT will be used across the school to enhance and extend learning, to engage in interesting and vibrant learning activities and to empower learners so that they play a more active role in managing their own learning experiences.

Internet and digital communications play a role in our remote learning offer through Firefly, our online learning platform.

#### Internet use will enhance learning

The school’s internet access will be designed expressly for pupil use. Access to the internet is enabled through the LGFL filter and where appropriate, the school will request changes to this filter.

In line with Relationships and Sex Education pupils will be taught to what internet use is acceptable and what is not given and given clear information about what to do if they or anyone within school

accesses unsuitable material or content which makes them uncomfortable.

Pupils will be educated in the effective use of the internet. This will have particular emphasis on what information they can and cannot share. There will be education too on the skills of knowledge location, retrieval and evaluation.

Pupils will be shown how to publish and present information to a wider audience.

When accessing remote learning (see remote learning policy), pupils will receive learning via Firefly, our online learning platform. Pupils will have access to their class area where resources are clear and easily accessible for pupils and parents. Teachers can upload a range of resources for learning at home including links to websites, pre-recorded lessons, interactive worksheets, visuals and printable materials.

#### Pupils will be taught how to evaluate Internet content

The school will ensure that the use of internet derived materials by staff and pupils complies with copyright law.

Pupils will be taught the importance of cross-checking information before accepting its accuracy.

## Educating pupils about online safety

Pupils will be taught about online safety as part of the curriculum:

Pupils will be taught to:

Use technology safely and respectfully, keeping personal information private

Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

Recognise acceptable and unacceptable behaviour

Identify a range of ways to report concerns about content and contact

What to do if they access inappropriate content (use of the ‘safety’ button and reporting to an adult) How to report unpleasant Internet content e.g. using the CEOP Report Abuse icon ([www.ceop.police.uk)](http://www.ceop.police.uk/)

The safe use of social media and the internet will also be covered in other subjects where relevant.

## Educating parents about online safety

The school will raise parents’ awareness of internet safety in letters or other communications home, and in information via our website and our online learning platform, Firefly. This policy will also be shared with parents.

If parents have any queries or concerns in relation to online safety, these should be raised in the first instance with the Head of School and/or the DSL.

Concerns or queries about this policy can be raised with any member of staff or the Head of School.

## Acceptable use of the internet in school

All staff are expected to sign an agreement regarding the acceptable use of the school’s ICT systems and the internet. Visitors will be expected to read and agree to the school’s terms on acceptable use if relevant.

Use of the school’s internet must be for educational purposes only, or for the purpose of fulfilling the duties of an individual’s role.

We will monitor the websites visited by pupils, staff, volunteers, governors and visitors (where relevant) to ensure they comply with the above.

More information is set out in the acceptable use agreements in appendices 1.

## Managing Information Systems

#### Information system security

School ICT systems security will be reviewed regularly. Virus protect will be updated regularly.

Security strategies will be discussed with the Local Authority.

#### E-mail

Pupils may only use approved e-mail accounts on the school system. Pupils must immediately tell a teacher if they receive offensive e-mail.

In e-mail communication, pupils must not reveal their personal details or those of others, or arrange to meet anyone without specific permission.

The forwarding of chain letters is not permitted.

Incoming e-mail should be treated as suspicious and attachments not opened unless the author is known.

The school will consider how e-mail from pupils to external bodies is presented and controlled.

#### Published content and the school web site

The contact details given on the website will be the school address, e-mail and telephone number. Staff or pupil personal contact information will not be published.

The Head Teacher will take overall editorial responsibility and ensure that content is accurate and appropriate.

#### Publishing pupil’s images and work

Written permission will be sought from parent/carers before photographs of pupils are published on the school web site.

Pupils’ full names will not be used anywhere on a school website or other on-line space, particularly in association with photographs.

Work can only be published with the permission of the pupil and parents/carers. Pupil image file names will not refer to the pupil by name.

Parents should be clearly informed of the school policy on image taking and publishing, both on school and independent electronic repositories.

#### Social networking and personal publishing

Social Network sites and newsgroups will be filtered unless a specific use is approved.

Pupils will be advised never to give out personal details of any kind which may identify them, their friends or their location.

Pupils and parents will be advised that the use of social network spaces outside school brings a range of dangers for children and young people. Parents will be invited to attend e-safety workshops aimed at raising their awareness of how to manage online content at home.

#### What do to if…

**A pupil adds you on social media**

 In the first instance, ignore and delete the request. Block the pupil from viewing your profile  Check your privacy settings again, and consider changing your display name or profile picture  Notify the senior leadership team or the Head of School about what’s happening

#### Managing filtering

The school will work with appropriate agencies and partners to ensure systems to protect pupils are reviewed and improved.

If staff or pupils come across unsuitable on-line materials, the site must be reported to the ICT manager or Head Teacher.

Senior staff will ensure that regular checks are made to ensure that the filtering methods selected are appropriate, effective and reasonable.

#### Managing emerging technologies

Emerging technologies will be examined for educational benefit and a risk assessment will be carried out before use in school is allowed.

The senior leadership team have noted that technologies such as mobile phones with wireless Internet access can bypass school filtering systems and present a new route to undesirable material and communications.

Mobile phones are not permitted to be used in school unless agreed with the Head teacher. The sending of abusive or inappropriate text messages or files by Bluetooth or any other means is forbidden.

The use by pupils of cameras in mobile phones will be kept under review.

The use of webcams can only be used with the permission of the Head of School or other senior management.

Games machines including the Sony Play station, Microsoft Xbox and others potentially have Internet access. At school, these devices will only be available ‘offline’. Staff will supervise pupils who access such devices.

#### Protecting personal data

Personal data will be recorded, processed, transferred and made available according to the Data Protection Act 1998.

## Remote Communications

We allow staff to access the school’s ICT facilities and materials remotely.

Staff accessing the school’s ICT facilities and materials remotely must abide by the same rules as those accessing the facilities and materials on-site. Staff must be particularly vigilant if they use the school’s ICT facilities outside the school and take such precautions as the ICT manager may require from time to time against importing viruses or compromising system security.

Our ICT facilities contain information which is confidential and/or subject to data protection legislation. Such information must be treated with extreme care and in accordance with our data protection policy.

#### Remote Meetings and Training

When it is necessary for parent, staff and professional meetings (such as annual reviews) or trainings to be held remotely, these must be conducted through Microsoft Teams in line with our safeguarding policy.

The ICT manager is to manage the setup of accounts for relevant staff to host meetings through this channel.

Queensmill recommends that staff set up an appropriate space for working remotely and ensure: Appropriate dress

Appropriate background

Senior management are made aware of scheduled meetings/trainings

Meetings and trainings are scheduled in appropriate rooms, not accessed by students

#### Remote Online Learning

Students can access remote learning through Firefly, our online learning platform. Teachers and relevant staff have received relevant training in this programme. Firefly is a secure channel through which a range of resources for learning at home can be uploaded including links to websites, pre-recorded lessons, interactive worksheets, visuals and printable materials.

Staff must ensure that content is appropriate and follows safeguarding and GDPR guidelines by:

Using school-approved channels (Firefly and Microsoft Teams) Notifying senior management of ‘live’ sessions

Ensuring appropriate dress by staff and students

Ensuring any lessons are taking place in an appropriate space

Content of links and videos are checked before being shared/uploaded Recordings of lessons are in line with safeguarding and data protection policies

## Staff using work devices outside school

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

 Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol)

 Ensuring their hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device

 Making sure the device locks if left inactive for a period of time  Not sharing the device among family or friends

 Installing anti-virus and anti-spyware software

 Keeping operating systems up to date – always install the latest updates

Staff members must not use the device in any way which would violate the school’s terms of acceptable use.

Work devices must be used solely for work activities.

If staff have any concerns over the security of their device, they must seek advice from Owen Bridgeman, ICT Manager

## How the school will respond to issues of misuse

Where a staff member misuses the school’s ICT systems or the internet, or misuses a personal device where the action constitutes misconduct, the matter will be dealt with in accordance with the staff code of conduct. The action taken will depend on the individual circumstances, nature and seriousness of the specific incident.

The school will consider whether incidents which involve illegal activity or content, or otherwise serious incidents, should be reported to the police.

## Training

All new staff members will receive training, as part of their induction, on safe internet use and online safeguarding issues.

All staff members will receive refresher training at least once each academic year as part of safeguarding training, as well as relevant updates as required (for example through emails, e-bulletins and staff meetings).

The DSL and deputies will undertake child protection and safeguarding training, which will include online safety, at least every 2 years. They will also update their knowledge and skills on the subject of online safety at regular intervals, and at least annually.

More information about safeguarding training is set out in our child protection and safeguarding policy.

## Monitoring arrangements

The DSL logs behaviour and safeguarding issues related to online safety.

This policy will be reviewed every year. At every review, the policy will be shared with the governing board.

## Links with other policies

This online safety policy is linked to our:

Safeguarding policy Behaviour policy

Staff disciplinary procedures

Data protection policy and privacy notices Complaints procedure

Remote learning policy

### Appendix 6 –

Staff Agreement (Signed at the end of each January Safeguarding and Child Protection Update) Queensmill School Safeguarding and Child Protection Policy

Queensmill School Safeguarding and Child Protection Procedures and Practices

###### Annual Whole School Training in SCP

Please sign to say that you have read and understand this Safeguarding and Child Protection training, as part of the Queensmill Safeguarding policy. By signing, you agree that you will follow the procedures described within the policy that we have updated together today.

###### NAME (please print):

**Position:**

**Signature:**

**Date: January 2022**

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