Safeguarding Policy

Key Contact Personnel in School

Designated Safeguarding Lead: Anne Martin, School Principal

Deputy Designated Safeguarding Lead(s): Nicky Keyes, Lead ABA Supervisor, Ashley Carter-Mepsted, Head of Development

Named Safeguarding Trustee: Deborah Bruce

This is a core policy that forms part of the induction for all staff. It is a requirement that all members of staff have access to this policy and sign to say they have read <u>and understood</u> its contents.

Date written: September 2019
Date of next review: September 2020

Interim Review: 30th March 2020 – see Annex 1

This policy will be reviewed <u>at least</u> annually and/or following any updates to national and local guidance and procedures.

Contents

	Page no
What to do if you have a welfare concern - flowchart	4
1. Introduction and Ethos	5
2. Definition of Safeguarding	5
3. Context	5
4. Related Safeguarding Policies	6
5. Key Responsibilities	7
6. Recognition and Types of Abuse and Neglect	8
7. Safeguarding and Child Protection Procedures	9
8. Record Keeping	10
9. Multi-Agency Working	11
10. Confidentiality and Information Sharing	11
11. Complaints	11
12. Staff induction, Awareness and Training	12
13.Safe Working Practice	12
14. Staff Supervision and Support	12
15. Safer Recruitment	13
16. Allegations Against Members of Staff and Volunteers	13
17.Safeguarding Children with Special Educational Needs and Disabilities	14
18. Peer on Peer Abuse	14
19.Gangs, County Lines, Violent Crime and Exploitation	15
20. Online Safety	15
21. Curriculum and Staying Safe	16
22. The Use of School Premises by Other Organisations	16
23. Security	16
24. Monitoring and Review	17
25. Local Support	17
26. National Support	18
Annex 1	20

What to do if you have a welfare concern in Quest School

Why are you concerned?
- For example
    - Allegation/ child shares a concern or worry
    - Indicators of abuse or neglect

Immediately record your concerns (if urgent, speak to a DSL first)
- Follow the schools procedure
    - Reassure the child
    - Clarify concerns if necessary (**TED**: **T**ell, **E**xplain, **D**escribe)
    - Use child's own words
    - Sign and date your records
    - Seek support for yourself if required from DSL

Inform the Designated Safeguarding Lead Anne Martin - Principal

Designated Safeguarding Lead
- Consider whether the child is at immediate risk of harm e.g. unsafe to go home
- Access the KSCB Support Level Guidance document and procedures: www.kscb.org.uk (Website to change from 17.09.19 when KSCB becomes KSCMP)
- Refer to other agencies as appropriate e.g. Internal or community services, early help open access, LADO, Police or Request for Support for integrated childrens services
- If unsure then consult with Area Education Safeguarding Advisor (Insert name and contact information) or Local Authority Social Worker at Central Referral Unit

If you are unhappy with the response
Staff:
- Follow local escalation procedures
- Follow Whistleblowing procedures

Pupils and Parents:
- Follow school complaints procedures (link or information on how to access)

Record decision making and action taken in the pupil's Child Protection/safeguarding file

Monitor
Be clear about:

- What you are monitoring e.g. behaviour trends, appearance etc.
- How long you will monitor
- Where, how and to whom you will feedback and how you will record

Review and **request further support** (if necessary)

At all stages the child's circumstances will be kept under review
The DSL/Staff will request further support if required to ensure the **child's safety** is paramount

1. Introduction and Ethos

- Quest School is a community and all those directly connected (staff, trustees, parents, families and pupils) have an essential role to play in making it safe and secure. Quest School recognise our statutory responsibility to safeguard and promote the welfare of all children.

- Quest School recognises the importance of providing an ethos and environment within school that will help children to be safe and feel safe. In our school children are respected and encourage to talk openly.

- Our school core safeguarding principles are:
    - We are an important part of the wider safeguarding system for children.
    - It is our whole school responsibility to safeguard and promote the welfare of children.
    - All children (defined as those up to the age of 18) regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.
    - All children have a right to be heard and to have their wishes and feelings taken into account.
    - All our staff understand safe professional practice and adhere to our safeguarding policies.

2.   Definition of Safeguarding

- "Safeguarding is not just about protecting children from deliberate harm. It includes a wide range of issues relating to pupil's welfare, health and safety." (Inspecting safeguarding in early years, education and skills, Ofsted, 2019).

- All safeguarding policies will be reviewed on an annual (minimum) basis by the Board of Management which has responsibility for oversight of school safeguarding and child protection systems. The Designated Safeguarding Lead / Head Teacher will ensure regular reporting on safeguarding activity and systems in school to the Board of Trustees. The Board of Trustees will not receive details of individual pupil situations or identifying features of families as part of their oversight responsibility.

- There are four main elements to our child protection policy
    - **Prevention** (e.g. positive, supportive, safe school culture, curriculum and pastoral opportunities for children, safer recruitment procedures);
    - **Protection** (by following the agreed procedures, ensuring all staff are trained and supported to respond appropriately and sensitively to safeguarding concerns);
    - **Support** (for all pupils, parents and staff, and where appropriate specific intervention for those who may be at risk of harm);
    - **Working with parents and other agencies** (to ensure appropriate communications and actions are undertaken).

- The procedures contained in this policy apply to all staff and trustees are consistent with those of Kent Safeguarding Children Board (KSCB) (changing to KSCMP from September).

3.   Context

- This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance. This includes:
    - DfE guidance Keeping Children Safe in Education 2019 (KCSIE)
    - Working Together to Safeguard Children 2018 (WTSC)
    - Ofsted: Education Inspection Framework' (2019)
    - Framework for the Assessment of Children in Need and their Families (2000)

- o   Kent and Medway Safeguarding Children Procedures (Online)
- o   Early Years and Foundation Stage Framework 2017 (EYFS)

- Section 175 of the Education Act 2002 requires school governing bodies, local education authorities and further education institutions to make arrangements to safeguard and promote the welfare of all children who are pupils at a school, or who are students under 18 years of age. Such arrangements will have to have regard to any guidance issued by the Secretary of State.

- The school acknowledges that this policy recognises a range of specific safeguarding issues including (but not limited to):
  - o   Bullying (including cyberbullying)
  - o   Children with family members in prison
  - o   Children Missing Education (CME)
  - o   Child missing from home or care
  - o   Child Sexual Exploitation (CSE)
  - o   Child Criminal Exploitation (County Lines)
  - o   Domestic abuse
  - o   Drugs and alcohol misuse
  - o   Fabricated or induced illness
  - o   Faith abuse
  - o   Female Genital Mutilation (FGM)
  - o   Forced marriage
  - o   Gangs and youth violence
  - o   Gender based abuse and violence against women and girls
  - o   Hate
  - o   Homelessness
  - o   Honour based abuse
  - o   Human trafficking and modern slavery
  - o   Mental health
  - o   Missing children and adults
  - o   Online safety
  - o   Peer on peer abuse
  - o   Preventing radicalisation and extremism
  - o   Private fostering
  - o   Relationship abuse
  - o   Sexual Violence and Sexual Harassment
  - o   Upskirting
  - o   Youth produced sexual imagery or "Sexting"

(Also see Annex A within 'Keeping children safe in education' 2019)

4.   Related Safeguarding Policies

- . This policy is one of a series in the school's integrated safeguarding portfolio and should be read in conjunction with the policies as listed below:
  - o   Behaviour Management, linked to the Use of Physical Intervention
  - o   Searching, screening and confiscation
  - o   Online Safety and Social Media
  - o   Anti-Bullying
  - o   Data Protection and Information Sharing

- o   Image Use
- o   Sex & Relationship Education
- o   Personal and Intimate Care
- o   Health and Safety
- o   Attendance
- o   Risk Assessments (e.g. school trips, use of technology)
- o   First Aid and Accidents
- o   Managing Allegations Against Staff
- o   Staff Behaviour Policy (including Acceptable Use of Technology)
- o   Safer Recruitment
- o   Whistleblowing

5.   Key Responsibilities

- The Board of Management, Board of Trustees and Anne Martin, Principal, have read and will follow KCSIE 2019.

- The school has a nominated trustee for safeguarding. The nominated trustee will take the lead role in ensuring that the school has an effective policy which interlinks with other related policies; that locally agreed procedures are in place and being followed; and that the policies are reviewed at least annually and when required.

- The Board of Management, Trustee responsible for safeguarding and the Principal will ensure that the DSL is properly supported in their role.

5.1 Designated Safeguarding Lead (DSL)

- The school has appointed a member of the leadership team (Anne Martin, Principal) as the Designated Safeguarding Lead (DSL). The DSL has the overall responsibility for the day to day oversight of safeguarding and child protection systems in school.

- The DSL will undergo appropriate and specific training to provide them with the knowledge and skills required to carry out their role. The DSL and any deputy DSL's training will be updated formally every two years, but their knowledge and skills will be updated through a variety of methods at regular intervals and at least annually.

- Deputy DSLs are trained to the same standard as the DSL. Whilst the activities of the DSL may be delegated to the deputies, the ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility will not be delegated.

- **It is the role of the DSL to:**
  - o   Act as the central contact point for all staff to discuss any safeguarding concerns
  - o   Maintain a confidential recording system for safeguarding and child protection concerns
  - o   Coordinate safeguarding action for individual children
    - ▪   In the case of Children Looked After the DSL should have the details of the child's social worker and the name of the virtual school head in the authority that looks after the child (with the DSL liaising closely with the designated teacher)
  - o   Liaise with other agencies and professionals in line with WTSC 2018
  - o   Ensure that locally established referral procedures are followed as necessary
  - o   Represent, or ensure the school is appropriately represented at multi-agency safeguarding meetings (including Child Protection conferences)

- o Manage and monitor the school's role in any multi-agency plan for a child.
- o Be available during term time (during school hours) for staff in the school to discuss any safeguarding concerns
- o Ensure all staff access appropriate safeguarding training and relevant updates in line with the recommendations within KCSIE (2019)

5.2 Members of Staff

- **All members of staff have a responsibility to:**
- Provide a safe environment in which children can learn.
- Be prepared to identify children who may benefit from early help.
- Understand the early help process and their role in it.
- Understand your schools safeguarding policies and systems.
- Undertake regular and appropriate training which is regularly updated.
- Be aware of the process of making referrals to children's social care and statutory assessment under the Children Act 1989.
- Know what to do if a child tells them that he or she is being abused or neglected.
- Know how to maintain an appropriate level of confidentiality.
- Be aware of the indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.

5.3 Children and Young People
- **Children and young people (pupils) have a right to:**
    - o Contribute to the development of school safeguarding policies
    - o Receive help from a trusted adult.
    - o Learn how to keep themselves safe, including online

5.4 Parents and Carers
- **Parents/carers have a responsibility to:**
    - o Understand and adhere the relevant school/policies and procedures.
    - o Talk to their children about safeguarding issues with their children & support the school in their safeguarding approaches.
    - o Identify behaviours which could indicate that their child is at risk of harm including online and seek help and support from the school, or other agencies.

Parents can obtain a copy of the school Child Protection Policy and other related policies on request and can view them via the school website (www.questschool.co.uk).

6.   Recognition and Types of Abuse and Neglect

- All staff in school should be aware of the definitions and indicators of abuse and neglect. There are four categories of abuse:
    - o Physical abuse
    - o Sexual abuse
    - o Emotional abuse
    - o Neglect

- Members of staff are aware that child welfare concerns may arise in many different contexts and can vary greatly in terms of their nature and seriousness.

- The warning signs and symptoms of child abuse and neglect can vary from child to child. Children also develop and mature at different rates, so what appears to be worrying behaviour for a younger child might be normal for an older child.

- Parental behaviours' may also indicate child abuse or neglect, so staff should also be alert to parent-child interactions or concerning parental behaviours; this could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health.

- By understanding the warning signs, we can respond to problems as early as possible and provide the right support and services for the child and their family. It is important to recognise that a warning sign doesn't automatically mean a child is being abused.

7. Safeguarding and Child Protection Procedures

- Quest School adheres to the KSCB Safeguarding Children Procedures. The full KSCB procedures and additional guidance relating to specific safeguarding issues can be found on the KSCMP website www.kscb.org.uk.

- All members of staff are expected to be aware of and follow this approach:
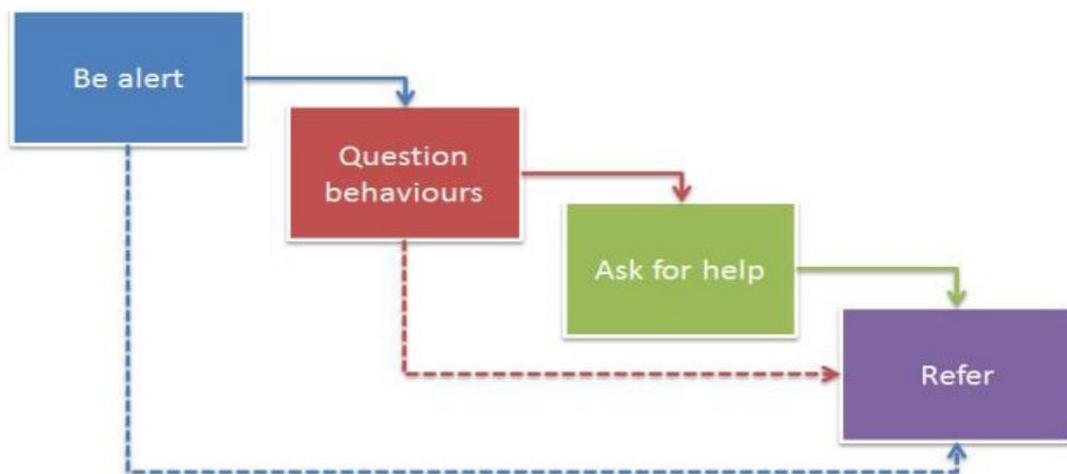
- It may not always be appropriate to go through all four stages sequentially and if a child is in immediate danger or is at risk of harm, a request for support should be made immediately to Children's Social Work Services and/or the police.

The role of the school in situations where there are child protection concerns is NOT to investigate but to recognise and refer.
- The DSL may seek advice or guidance from Area Education Safeguarding Advisor from the Education Safeguarding Service before making a decision regarding next steps. They may also seek advice or guidance from a social worker at the Front Door service.

- All members of staff are made aware of the internal and local early help support services. Where a child is being offered or receiving early help support, staff will be supported to understand their role

in any early help assessment or intervention. This includes identifying emerging problems, liaising with other professionals, and in some cases acting as the lead practitioner.

- The DSL will keep all early help cases under constant review and consideration will be given to a request for support to the Front Door if the situation does not appear to be improving or is getting worse.

- All staff are aware of the process for making request for support referrals for statutory assessments under the Children Act 1989, along with the role they might be expected to play in such assessments.

- **In all but the most exceptional circumstances, parents /carers will be made aware of the concerns for their child at the earliest possible stage.** In the event of a request for support to the Front Door being necessary, parents/carers will be informed and consent to this will be sought in line with guidance provided by KSCB, unless there is a valid reason not to do so, for example if to do so would put a child at risk of harm to would undermine a criminal investigation.

- In the absence of the availability of the DSL to discuss an immediate and urgent concern, staff can seek advice from the Deputy DSL. They may also seek advice from the Education Safeguarding Service or via consultation with a social worker from the Front Door. If anyone other than the DSL makes a referral to external services, then they will inform the DSL as soon as possible.

- On occasion, staff may pass information about a child to the DSL but remain anxious about action subsequently taken. Staff should feel able to check the progress of a case with the DSL so that they can reassure themselves the child is safe and their welfare is being considered. If following this process, the staff member remains concerned it is the responsibility of that staff member to follow the school's escalation process.

- If a child's situation does not appear to be improving, then the DSL (or the person that made the request for support) will consider re-referral. Professional disagreements (escalation) will be responded to in line with the KSCB procedures and DSLs may request support via the Education Safeguarding Service.

8.   Record Keeping

- Staff will record any welfare concern that they have about a child on the school's safeguarding incident/concern form (with a body map if injuries have been observed) and pass them without delay to the DSL. Records will be completed as soon as possible after the incident/event, using the child's words and will be signed and dated by the member of staff. If there is an immediate concern the member of staff should consult with a DSL as this needs ot take priority.

- All safeguarding concerns, discussions and decisions (and justifications for those decisions) will be recorded in writing. If members of staff are in any doubt about recording requirements, they should discuss their concerns with DSL.

- **Record of Concern form and body maps are kept in *blank forms files in the staff room.***

- Safeguarding records are kept for individual children and are maintained separately from all other records relating to the child in the school. Safeguarding records are kept in accordance with data protection legislation and are retained centrally and securely by the DSL. Safeguarding records are shared with staff on a 'need to know' basis only.

- All safeguarding records will be transferred in accordance with data protection legislation to the child's subsequent school/setting, under confidential and separate cover. These will be given to the new DSL and a receipt of delivery will be obtained.

- Detailed guidance on Record Keeping is found in a separate document "Guidelines for Safeguarding Record Keeping in Schools".

9. Multi-agency Working

- Quest School recognises and is committed to its responsibility to work with other professionals and agencies in line with statutory guidance (WTTSC 2018)

Schools are not the investigating agency when there are child protection concerns. We will however contribute to the investigation and assessment processes as required. Quest School recognises the importance of multi-agency working and will support attendance at relevant safeguarding meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings or other early help multi-agency meetings.

- The School Leadership Team and DSL will work to establish strong and co-operative relationships with relevant professionals in other agencies.

10. Confidentiality and Information Sharing

- Quest School recognises that all matters relating to child protection are confidential. The Headteacher or DSL will only disclose information about a pupil to other members of staff on a 'need to know' basis.

- All members of staff must be aware that whilst they have duties to keep any information confidential, they also have a professional responsibility to share information with other agencies to safeguard children.

- All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.

- DfE Guidance on Information Sharing (July 2018) provides further detail and a copy is kept in the staff room noticeboard.

11. Complaints

- The school has a **Complaints Procedure** available to parents, pupils and members of staff and visitors who wish to report concerns. This can be found in the staff room, staff handbook and on the website.

- All reported concerns will be taken seriously and considered within the relevant and appropriate process. Anything that constitutes an allegation against a member of staff or volunteer will be dealt with under the specific **Procedures for Managing Allegations against Staff policy.** This can be found in the staff policy file in the staff room, staff handbook and on the website.

12. Staff Induction, Awareness and Training

- All members of staff have been provided with a copy of Part One of "*Keeping Children Safe in Education*" (2019) which covers Safeguarding information for all staff. School leaders will read the entire document. School leaders and all members of staff who work directly with children will access Annex A within Keeping Children Safe in Education 2019. Members of staff have signed to confirm that they have read and understood Part One and Annex A. and is kept by HR in the staff training file.

- The DSL will ensure that all new staff and volunteers (including temporary staff) are aware of the school's internal safeguarding processes.

- All staff members (including temporary staff) will receive training to ensure they are aware of a range of safeguarding issues.

- All staff members (including temporary staff) will receive regular safeguarding and child protection updates, at least annually.

- All staff members (including temporary staff) will be made aware of the schools expectations regarding safe and professional practice via the staff behaviour policy (or code of conduct) and Acceptable Use Policy.

- The DSL and Head Teacher will provide an annual report to the Governing Body detailing safeguarding training undertaken by all staff and will maintain up to date register of who has been trained.

- Although the school has a nominated lead for the Board of Trustees (Deborah Bruce), all members of the governing body will access appropriate safeguarding training which covers their specific strategic responsibilities on a regular basis.

13. Safe Working Practice

- All members of staff are required to work within clear guidelines on Safe Working Practice / the school's Code of Conduct.

- Staff should be aware of the school's **Behaviour Management and Physical Intervention Policies***,* and any physical interventions must be in line with agreed policy and procedures.

- Staff should be particularly aware of the professional risks associated with the use of social media and electronic communication (email, mobile phones, texting, social network sites etc.) and should adhere to the school's online safety and Acceptable Use policies.

14. Staff Supervision and Support

- Any member of staff affected by issues arising from concerns for children's welfare or safety can seek support from the DSL.

- The induction process will include familiarisation with child protection responsibilities and procedures to be followed if members of staff have any concerns about a child's safety or welfare.

- The school will provide appropriate supervision and support for all members of staff to ensure that:

- All staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children
- All staff will be supported by the DSL in their safeguarding role.
- All members of staff have regular reviews of their own practice to ensure they improve over time.

The DSL will also put staff in touch with outside agencies for professional support if they so wish. Staff can also approach organisations such as their Union, the Education Support Partnership or other similar organisations directly.

15. Safer Recruitment

- Quest School is committed to ensure that develop a safe culture and that all steps are taken to recruit staff and volunteers who are safe to work with our pupils and staff.

- The Governing Body and Leadership Team are responsible for ensuring that the school follows safe recruitment processes outlined within guidance.

  Quest School is responsible for ensuring that the school maintains an accurate Single Central Record (SCR) in line with statutory guidance.

- The Governing Body will ensure that there is at least one of the persons who conducts an interview has completed safer recruitment training.

- We are also committed to supporting the statutory guidance from the Department for Education on the application of the Childcare (Disqualification) Regulations 2009 and related obligations under the Childcare Act 2006 in schools.

- We advise all staff to disclose any reason that may affect their suitability to work with children including convictions, cautions, court orders, cautions, reprimands and warnings.

16. Allegations Against Members of Staff and Volunteers

- Quest School recognises that it is possible for staff and volunteers to behave in a way that might cause harm to children and takes seriously any allegation received. Such allegations should be referred immediately to the Head Teacher or deputy in their absence who will first contact the Local Authority Designated Officer (LADO) to agree further action to be taken in respect of the child and staff member. In the event of allegations of abuse being made against the headteacher then staff are advised that allegations should be reported to the Safeguarding Trustee (Deborah Bruce) who will contact the LADO in the first instance.

- All staff and volunteers should feel able to raise concerns about poor or unsafe practice and such concerns will always be taken seriously by the senior leadership team.

- All members of staff are made aware of the school's Whistleblowing procedure and that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk. Staff can also access the NSPCC whistleblowing helpline if they do not feel able to raise

concerns regarding child protection failures internally. Staff can call: 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email: help@nspcc.org.uk

- Quest School has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or Schools Personnel Service.

When in doubt – consult

17.   Safeguarding Children with Special Educational Needs and Disabilities

- Quest School acknowledges that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges as they may have an impaired capacity to resist or avoid abuse.

- Quest School will ensure that children with SEN and disabilities, specifically those with communication difficulties will be supported to ensure that their voice is heard and acted upon.

- Members of staff are encouraged to be aware that children with SEN and disabilities can be disproportionally impacted by safeguarding concerns such as bullying. All members of staff will be encouraged to appropriately explore possible indicators of abuse such as behaviour/mood change or injuries and not to assume that they are related to the child's disability and be aware that children with SEN and disabilities may not always outwardly display indicators of abuse.

18.   Peer on Peer Abuse

- All members of staff at Quest School recognise that children are capable of abusing their peers. Peer on peer abuse can take many forms, including but not limited to, bullying, cyberbullying, gender-based abuse, hazing (initiation type violence), sexually harmful behaviour, violence and 'sexting'. Staff and leadership are to be mindful that some potential issues may be affected by gender, age, ability and culture of those involved.
- Quest School believes that abuse is abuse and it will never be tolerated.
- 'Upskirting' is a criminal offence and will not be tolerated. It typically involves someone taking a photograph under a person's clothes without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.
- 'Sexting' (Youth Produced Sexual Images) will not be tolerated. The school will respond to cases of 'sexting' in line with UKCCIS "Sexting in Schools and Colleges" guidance and in line with Kent Safeguarding Children Multi-agency Partnership (KSCMP) guidance.

19. Gangs, County Lines, Violent Crime and Exploitation

- Quest School recognises the impact of gangs, county lines, violent crime and exploitation. It is recognised that the initial response to child victims is important and that staff will take any allegation seriously and work in ways that support children and keep them safe.
- All staff have been trained and recognise the need to be vigilant for the signs that may include, but not exclusively:
    - Unexplained gifts/new possessions – these can indicate children have been approached by/involved with individuals associated with criminal networks/gangs.
    - Increased absence from school.
    - Change in friendships/relationships with others/groups.
    - Significant decline in performance.
    - Signs of self-harm/significant change in wellbeing.
    - Signs of assault/unexplained injuries.

20. Online Safety

- It is recognised by Quest School that the use of technology presents challenges and risks to children and adults both inside and outside of school.

- The DSL has overall responsibility for online safeguarding within the school.

- Quest School identifies that the issues can be broadly categorised into three areas of risk:
    - **content:** being exposed to illegal, inappropriate or harmful material
    - **contact:** being subjected to harmful online interaction with other users
    - **conduct:** personal online behaviour that increases the likelihood of, or causes, harm.

- The DSL and leadership team have read annex C regarding Online Safety within 'Keeping Children Safe in Education' 2019.

- Quest School recognises the specific risks that can be posed by mobile phones and cameras and in accordance with KCSIE 2019 has appropriate policies in place that are shared and understood by all members of the school community. Further information reading the specific approaches relating to this can be found in the schools **Online Safety Policy**, **Acceptable Use Policy** and **Image Use Policy** which can be found in the school policy in the staff room.

- Quest School will ensure that appropriate filtering and monitoring systems are in place when pupils and staff access school systems and internet provision.

- Quest School acknowledges that whilst filtering and monitoring is an important part of schools' online safety responsibilities, it is only one part of our approach to online safety. Pupils and adults may have access to systems external to the school control such as mobile phones and other internet enabled devices and technology and where concerns are identified appropriate action will be taken.

- Quest School will ensure a comprehensive whole school curriculum response is in place to enable all pupils to learn about and manage online risks effectively and will support parents and the wider school community (including all members of staff) to become aware and alert to the need to keep children safe online.

21. Curriculum and Staying Safe

- We recognise that schools play an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour; what is 'safe'; to recognise when they and others close to them are not safe; and how to seek advice and support when they are concerned.

- Our curriculum provides opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that students have a range of contacts and strategies to ensure their own protection and that of others. Online safety is integrated into the curriculum.

- Our school systems support children to talk to a range of staff. Children will be listened to and heard and their concerns will be taken seriously and acted upon as appropriate.

22. The Use of School Premises by Other Organisations

- Where services or activities are provided separately by another body using the school premises, the Head Teacher and Governing Body will seek written assurance that the organisation concerned has appropriate policies and procedures in place with regard to safeguarding children and child protection and that relevant safeguarding checks have been made in respect of staff and volunteers.

- If this assurance is not achieved, then an application to use premises will be refused.

23. Security

- All members of staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light.

- Appropriate checks will be undertaken in respect of visitors and volunteers coming into school as outlined within guidance. Visitors will be expected to sign in and out via the office visitors log and to display a visitors badge whilst on school site. Any individual who is not known or identifiable should be challenged for clarification and reassurance.

- The school will not accept the behaviour of any individual (parent or other) that threatens school security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the school site.

24. Monitoring and Review

- All school staff (including temporary staff and volunteers) will have access to a copy of this policy. The policy will also be available to parents/carers.

- The policy forms part of our school development plan and will be reviewed annually.

25. Local Support

- All members of staff in Quest School are made aware of local support available.
  - **Contact details for Area Safeguarding Advisor (Education Safeguarding Service)**
    - www.kelsi.org.uk/support-for-children-and-young- people/child-protection-and-safeguarding/safeguarding-contacts

It is recommended that schools include up-to-date and specific contact details for the Area Safeguarding Advisor and admin staff.

  - **Contact details for Online Safety in the Education Safeguarding Service**
    - Rebecca Avery, Education Safeguarding Advisor (Online Protection):
    - Ashley Assiter, Online Safety Development Officer
    - 03000 415797
    - esafetyofficer@kent.gov.uk (non-urgent issues only)

  - **Contact details for the LADO**
    - Telephone: 03000 410888
    - Email: kentchildrenslado@kent.gov.uk

  - **Childrens Social Work Services**
    - Front door: 03000 411111
    - Out of Hours Number: 03000 419191

  - **Kent Police**
    - 101 (or 999 if there is an immediate risk of harm)

  - **Kent Safeguarding Children Multi-agency Partnership (KSCMP)**
    - kscmp@kent.gov.uk
    - 03000 421126

26.   National Support

Support for staff
- Education Support Partnership: www.educationsupportpartnership.org.uk
- Professional Online Safety Helpline: www.saferinternet.org.uk/helpline

Support for Pupils
- NSPCC: www.nspcc.org.uk
- ChildLine: www.childline.org.uk
- Papyrus: www.papyrus-uk.org
- Young Minds: www.youngminds.org.uk
- The Mix: www.themix.org.uk

Support for adults
- Family Lives: www.familylives.org.uk
- Crime Stoppers: www.crimestoppers-uk.org
- Victim Support: www.victimsupport.org.uk
- Kidscape: www.kidscape.org.uk
- The Samaritans: www.samaritans.org
- Mind: www.mind.org.uk
- NAPAC (National Association for People Abused in Childhood): napac.org.uk
- MOSAC: www.mosac.org.uk
- Action Fraud: www.actionfraud.police.uk

Support for Learning Disabilities
- Respond: www.respond.org.uk
- Mencap: www.mencap.org.uk

Domestic Abuse
- Refuge: www.refuge.org.uk
- Women's Aid: www.womensaid.org.uk
- Men's Advice Line: www.mensadviceline.org.uk
- Mankind: www.mankindcounselling.org.uk
- Domestic abuse services: www.domesticabuseservices.org.uk

Honour based Violence
- Forced Marriage Unit: https://www.gov.uk/guidance/forced-marriage

Sexual Abuse and CSE
- Lucy Faithfull Foundation: www.lucyfaithfull.org.uk
- Stop it Now!: www.stopitnow.org.uk
- Parents Protect: www.parentsprotect.co.uk
- CEOP: www.ceop.police.uk
- Marie Collins Foundation: www.mariecollinsfoundation.org.uk
- Internet Watch Foundation (IWF): www.iwf.org.uk

Online Safety
- Childnet International: www.childnet.com
- UK Safer Internet Centre: www.saferinternet.org.uk

- Parents Info: www.parentinfo.org
- Internet Matters: www.internetmatters.org
- Net Aware: www.net-aware.org.uk
- ParentPort: www.parentport.org.uk
- Get safe Online: www.getsafeonline.org

Radicalisation and hate
- Educate against Hate: www.educateagainsthate.com
- Counter Terrorism Internet Referral Unit: www.gov.uk/report-terrorism
- True Vision: www.report-it.org.uk

COVID-19 school closure arrangements for Safeguarding and Child Protection

School Name: Quest School
Policy owner: Head teacher
Date 30.03.2020
Date shared with staff 30.03.2020

Context

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

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

This sub-section of the Quest School Safeguarding and Child Protection policy contains details of our individual safeguarding arrangements in the following areas:

Key contacts

Role	Name	Contact number	Email
Designated Safeguarding Lead	Anne Martin	01732 522700	Anne.martin@questschool.co.uk
Deputy DSL	Ashley Carter-Mespsted	01732 522700	Ashley.cartermepsted@questschool.co.uk
Deputy DSL	Nicky Keyes	01732 522700	Nicky.keyes@questschool.co.uk
Headteacher	Anne Martin	01732 522700	Anne.martin@questschool.co.uk
Safeguarding Trustee	Deborah Bruce	01732 522700	Deborah.bruce@questschool.co.uk
Chair of Trustees	Ian Martin	01732 522700	Ian.martin@questschool.co.uk

Vulnerable children

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

Those who have a social worker include children who have a child protection plan and those who are looked after by the local authority. 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.

Those with an EHC plan will be risk-assessed in consultation with the local authority (LA) and parents, to decide whether they need to continue to be offered a school or college place in order to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHC plans can safely remain at home.

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

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

Quest School will continue to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children. The lead person for this will be: Anne Martin.

Critical workers

Although HM Government is clear that children should be at home wherever possible, schools and other educational settings have been asked to provide care for the child/ren of any critical workers who

need this support. This may include days and times on which the school would not normally be open, including the school holidays. If our school cannot remain open, due to staff illness or self-isolation, or if there is only one child who needs that care, we will notify our local authority Kent County Council and/or the relevant placing authority who are responsible for arranging for the child/ren to be cared for in an alternative setting that can meet their needs.

The HM Government guidance for educational settings regarding critical workers can be found here https://www.gov.uk/government/publications/closure-of-educational-settings-information-for-parents-and-carers/closure-of-educational-settings-information-for-parents-and-carers#critical-workers

Attendance monitoring

Local authorities and education settings do not need to complete their usual day-to-day attendance processes to follow up on non-attendance.

Quest School and social workers will agree with families whether children in need should be attending school – Quest School will then follow up on any pupil that they were expecting to attend, who does not. Quest School will also follow up with any 'critical worker' parent or carer who has arranged care for their child but the child subsequently does not attend.

To support the above, Quest School will, when communicating with parents, carers and allocated social workers / placing authorities, confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.

In all circumstances where a vulnerable child does not take up their place at school, or discontinues, Quest School will notify their social worker.

If Quest School has any children in attendance (e.g. because they are vulnerable, the children of critical workers we will submit the daily attendance sheet to the DfE by 12 noon - https://www.gov.uk/government/publications/coronavirus-covid-19-attendance-recording-for-educational-settings

If the school has closed, we will complete the return once as requested by the DfE.

Designated Safeguarding Lead

Quest School has a Designated Safeguarding Lead and a number of Deputy Designated Safeguarding Leads – these are named on the front sheet.

We will endeavour to have a trained DSL or deputy available on site at all times when pupils are present. 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.

This might include updating and managing access to the child protection online management system, school pod, liaising with the offsite DSL (or deputy) and, if 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.

Whatever the scenario, it is important that all Quest school staff have access to a trained DSL or deputy. On each day, staff on site will be made aware of who that person is and how to contact them.

Reporting a concern

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 on a Record of Concern, in line with the usual process.

In the unlikely event that a member of staff has a concern about a child but cannot access the recording system, they should telephone the Designated Safeguarding Lead and / or a deputy DSL. This will ensure that the concern is received. Staff must not just leave an answerphone message.

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

Where staff are concerned about an adult working with children in the school, they should report the concern to the headteacher immediately. If there is cause to make a notification to the headteacher whilst away from school, this should be done by telephone. Staff must not just leave an answerphone message. If the headteacher is not contactable, the member of staff should contact either the DSL or a deputy DSL.

Concerns about the Headteacher should be directed to the Deborah Bruce – Safeguarding Trustee.

Safeguarding Training and induction

DSL training is very unlikely to take place during this period.

For the period COVID-19 measures are in place, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training.

All existing school staff have had safeguarding training and have read at least part 1 of Keeping Children Safe in Education (2019). The Designated Safeguarding Lead should communicate with staff any new local arrangements, so they know what to do if they are worried about a child.

Where new staff are recruited, Quest School will continue to provide them with safeguarding induction.

The existing school workforce may move between schools on a temporary basis in response to COVID-19. Where Quest School receive staff from another school, we will judge, on a case-by-case basis, the level of safeguarding induction required. As a minimum, the visiting professional(s) will be provided with a copy of our safeguarding / child protection policy and the name and contact details of the DSL and deputy DSLs.

Safer recruitment/volunteers and movement of staff

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. When recruiting new staff, Quest School will continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in part 3 of KCSIE.

In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact – see https://www.gov.uk/government/news/covid-19-changes-to-dbs-id-checking-guidelines

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:-

5

- the individual has been subject to an enhanced DBS and children's barred list check (and / or adult barred list check where relevant)
- there are no known concerns about the individual's suitability to work with children (or adults at risk, where relevant)
- there is no ongoing disciplinary investigation relating to that individual

Where Quest School 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.

Quest School will continue to comply with 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.

Quest School will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of KCSIE and the TRA's 'Teacher misconduct: advice for making a referral'.

During the COVID-19 period all referrals should be made by emailing
Misconduct.Teacher@education.gov.uk.

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

Online safety in schools and colleges

Quest School will continue to provide a safe environment, including online. This includes the use of an online monitoring and filtering system.

Where children are using computers in school, appropriate supervision will be in place.

Children and online safety away from school and college

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.

Online teaching should follow the same principles as set out in the school's or college's staff code of conduct.

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

Below are some simple things to consider when delivering virtual lessons, especially where webcams are involved:

- Where one to one teaching is necessary, this will only be with the parent present at home or two members of staff at Quest School.
- 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 or hidden.
- Language must be professional and appropriate, including any family members in the background.
- Staff must only use platforms agreed with senior leaders to communicate with pupils.
- Staff should record the length, time, date and attendance of any sessions held.

Supporting children not in school

Quest School is committed to ensuring the safety and wellbeing of all its students.

The Designated Safeguarding Lead will ensure that a robust communication plan is in place for each child, their parent(s) / carers and the allocated social worker or placing authority.

Details of this communication plan must be recorded along with a record of any contact made.

The communication plan may include: remote contact, phone contact, door-step visits. Other individualised contact methods should be considered and recorded.

Quest School and its Designated Safeguarding Lead will work closely with all stakeholders to maximise the effectiveness of any communication plan.

This plan must be reviewed regularly and where concerns arise, the Designated Safeguarding Lead will consider any referrals as appropriate, taking into account the local criteria for action.

In addition, the school will share safeguarding messages on its website and social media pages.

Quest School recognises that school is a protective factor for children and young people, and the current circumstances have a significant potential to affect the mental health of pupils and their parents. Teachers and pastoral staff at Quest School will be aware of this in setting expectations of pupils' work where they are at home.

Quest School will ensure that if we are unable to care for the child/ren of critical workers and vulnerable children on site, we will liaise with the placing local authority and the parent / carer to find a suitable alternative; e.g, at a 'hub' school or via a multi-disciplinary package of support. In that situation, the DSL will ensure that the DSL of the hub school / lead practitioner is made aware of any relevant safeguarding information relating to a child.

Supporting children in school

Quest School is committed to ensuring the safety and wellbeing of all its students.

Quest School will continue to be a safe space for all children to attend and flourish. The Headteacher will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, maximising safety.

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

Quest School will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them.

Peer on Peer Abuse

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

Where a school receives a report of peer on peer abuse, they will follow the principles as set out in part 5 of KCSIE and of those outlined within the school's safeguarding & child protection policy.

The school will listen carefully, and work with the young person, family and any multi-agency partner required to ensure the safety and security of that young person.

All concerns and actions taken must be recorded on a Record of Concern form and appropriate referrals made.