



Orsett Heath Academy
Safeguarding Policy
September 2021

Key Contact Personnel

Nominated Member of Leadership Staff Responsible: Ms S Rawson

Safeguarding Trustee: Ms V Northall

Date written: September 2021

Date of next review: September 2022

This policy will be reviewed at least annually, and following any concerns and / or updates to national / local guidance or procedures

1) Introduction

Safeguarding policy statement: Orsett Heath Academy promotes a child centred and coordinated approach to safeguarding within a culture of recognition that 'it could happen here'. Believing that awful things can happen here – by our community, towards our community – is hard; but it is the very essence of safeguarding.

'Keeping Children Safe in Education' September 2021 states:

What school and college staff should know and do

1. Schools and colleges and their staff are an important part of the wider safeguarding system for children. This system is described in statutory guidance 'Working Together to Safeguard Children'.
2. Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.
3. No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.
4. Safeguarding and promoting the welfare of children is defined for the purposes of KCSIE guidance as:
 - protecting children from maltreatment;
 - preventing impairment of children's mental and physical health or development;
 - ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
 - taking action to enable all children to have the best outcomes.
5. Children includes everyone under the age of 18.

('Keeping Children Safe in Education' document – September 2021)

This OHA Safeguarding Policy is for all staff, parents, trustees, volunteers and wider school community. It promotes the safeguarding arrangements for the Trust. It should be read in conjunction with a range of other policies which are listed at the back of this document.

This policy has been written with regard to KCSIE September 2021, the January 2021 draft update and the NSPCC 'writing safeguarding policies' guidance (December 2019), which asks the following questions :

- *What are the potential risks to children - who may pose a risk? What situations may increase risk?*
- *How do you make sure the people who work or volunteer for your organisation are suitable to do so?*
- *What are the different ways someone might raise a concern about a child's wellbeing?*
- *How should you respond to concerns or allegations of harm that have happened within your organisation?*
- *How does this overarching policy statement link up with your more detailed child protection procedures?*
- *How will you make sure everyone involved with your organisation is aware of how to spot and respond to child protection concerns?*

2) Statutory Framework

Section 175 of the Education Act 2002 places a statutory responsibility on the Trustees to have policies and procedures in place that safeguard and promote the welfare of children who are pupils of the school.

We have developed the OHA Safeguarding Policy within the context of Thurrock Local Safeguarding Children Partnership to work in accordance with the procedures laid out in the Southend, Essex and Thurrock Safeguarding Procedures document (October 2019).

Relevant legislation and guidance documents are listed at the end of this document.

3) Roles and Responsibilities

All adults working with or on behalf of children have a responsibility to protect them and to provide a safe environment in which they can learn and achieve their full potential.

The Trust Board ensures that the policies, procedures and training in our school are effective and comply with the law and local agreements at all times.

It is important that you **know and understand** the roles of people with specific responsibilities for safeguarding, and how to contact them.

At OHA the Designated Safeguarding Lead and Deputy Designated Safeguarding Lead are the first point of contact for any safeguarding concern.

The DSL is Sian Rawson, and the DDSL is Stephanie McGrane

Email contact : rawsons@oha.swecet.org mcgranes@oha.swecet.org

For OHA school employees any safeguarding concern should be logged on CPOMs on the same day as the concern is raised, and in the event of this safeguarding concern being a Child Protection issue (protecting a child who is, or is likely to, suffer significant harm) it must be logged before the end of the school day and raised in person with either the DSL or DDSL.

See Appendix A for more detailed flowchart.

The Teacher Standards (2012) state that teachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties. However, this does not just apply to teachers. It is the responsibility of everyone in our school to provide a safe learning environment in which our pupils can learn and develop.

Training and support is available, and it is the responsibility of every adult in the school to complete the appropriate training and seek advice if unsure.

4) Safeguarding Issues

1. Child Protection : child protection refers to the activity that is taken to protect certain children who are suffering or are likely to suffer significant harm (physical, emotional, sexual, neglect) – please see 'Safeguarding & Child Protection Training Presentation'
2. Attendance & Punctuality : poor attendance is proven to be a significant contributor to pupil under performance both academically, socially and emotionally – see separate policy document
3. Behaviour & Bullying : all pupils are entitled to access their education in a safe and nurturing environment which recognises achievement and sanctions poor behaviour, but also provides the appropriate support mechanisms for young people who may be displaying challenging behaviour – see separate policy documents
4. Online Safety : the school seeks to embrace the use of modern technology, whilst at the same time managing the risks associated with this for both pupils and staff. Training and education around safety are paramount – see separate policy document
5. Inclusion : access to the curriculum (including the wider curriculum, exams, and cover lessons) for all pupils should be inclusive regardless of special educational needs, social/financial disadvantage, disability and medical conditions – see Inclusion Handbook

6. Managing risk : safer recruitment, allegations against staff, and the safe involvement of visiting adults in school is cohesive and effective – see separate policies for ‘Safer Recruitment’ and ‘Allegations against Staff Policy’, and Protocols for Visiting Adults in School Information Sheet.

All of these broad areas are explained in detailed additional policies listed at the back of this policy. This includes additional guidance for staff about actions to take.

Staff need to be aware of the potential need for early help / safeguarding intervention for any of the following situations:

More detailed guidance about the topic and actions staff should take are available on the Safeguarding Hub as well as outlined in the ‘Safeguarding and Child Protection’ training presentation.

- Peer on peer abuse
- Children missing from education (CME)
- Child sexual exploitation (CSE)
- Child criminal exploitation (CCE), including ‘County Lines’
- Sexual violence, sexual harassment, upskirting & ‘stealthing’
- Female Genital Mutilation (FGM) & Breast Ironing; Honour based violence (HBV) and Forced marriage
- Sexting
- Cyber bullying and inappropriate online communication
- Children made vulnerable due to being young carers, involvement in the court system, family members in prison, homelessness/housing, experience of domestic violence (DV) and/or domestic abuse, experience of adult mental health difficulties in the home, family circumstance presenting challenges for the child such as drug and/or alcohol misuse
- Looked after children, adopted children, private fostering and special guardianship orders, children returning to home from care
- Prevention of radicalisation
- Self harm, harmful sexual behaviour (HSB), drug and/or alcohol misuse
- Pupils with disability and/or special educational needs, or with medical conditions that impact on their wellbeing, or pregnancy
- Financial and / or social deprivation – see Child Protection Staff Training Presentation
- Children who frequently go missing from care or home
- Children at risk of modern slavery, trafficking or exploitation
- Children with mental health difficulties, including anxiety
- Children presenting challenging behaviours (including bullying, homophobia, racism, sexism) whose behaviour may be linked to underlying safeguarding issues
- Children who may be experiencing bullying / lack of self esteem / lack of emotional resilience

5) Procedures

All OHA staff members have a duty to identify and respond to safeguarding issues, including suspected / actual abuse or disclosures.

What all staff members and visitors (facilitated by the staff member responsible for them) must do :

1. Report a potential child protection issue **immediately (ALWAYS before the end of the school day) in person to the DSL or DDSL** as well as on CPOMs .
2. Report any safeguarding issues that do not present a risk of immediate harm via CPOMS before the end of the day.
3. If the member of staff continues to have concerns about a child, and feels the situation is not being addressed or does not appear to be improving, the staff member concerned should press for re-consideration of the case with DSL/DDSL, logging this on CPOMs.

Safeguarding posters are displayed around school to signpost other members of staff who can be contacted in the event of the DSL & DDSL being unavailable.

What will happen next?

1. Where there is risk of immediate harm, concerns will be referred by the DSL/DDSL by telephone to the MASH team and / or the Police in the first instance.
2. Less urgent concerns or requests for support will be referred by the safeguarding team (at the request of the DSL/DDSL) to the MASH (Multi Agency Support Hub) team or PASS (Prevention and Support Services) using the CAF form (Common Assessment Framework).

Wherever possible, the school will share any safeguarding concerns, or an intention to refer a child to Children's Social Care, with parents or carers. However, we will not do so where it is felt that to do so could place the child at greater risk of harm or impede a criminal investigation. On occasions, it may be necessary to consult with the MASH team and / or Police for advice on when to share information with parents/carers.

6) Training & Awareness

The DSL and DDSL undertake Level 3 Child Protection training with the NSPCC at least every two years. They also attend the Thurrock Level 3 Child Protection training, and at least one of them attends the Thurrock Safeguarding Leads forum.

The Headteacher, Head of School, all staff members, and governors receive appropriate safeguarding and child protection training which is regularly updated and in line with advice from Thurrock Local Safeguarding Children Partnership. Records for any child protection training undertaken is kept centrally by the DSL/DDSL.

The school ensures that the DSL & DDSL also undertake training in inter-agency working and other matters as appropriate.

7) Pupils

Pupil awareness of the importance of safeguarding and ways of keeping safe : the school has developed a comprehensive PSHE (Personal, Social, Health Education) and RSHE (Relationships and Sex Education and Health Education) curriculum to educate pupils so that they can make informed choices, recognise and report abuse, and know how to access support and further information.

Further opportunities for pupils, both in house and external, and working with our partners such as the School Wellbeing Service, are explained in the document 'Opportunities for Vulnerable Pupils' which can be found in the Safeguarding hub.

8) Professional Confidentiality

Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. A member of staff must NEVER guarantee confidentiality to anyone about a safeguarding concern (including to parents, carers or pupils) or promise to keep a secret.

Information on individual child protection cases may be shared by the DSL/DDSL with other relevant staff members. This will be on a 'need to know' basis only and where it is in the child's best interests to do so. Staff MUST keep this information confidential, ensuring that written information is stored out of sight of others (whether on paper or digital), and that no verbal discussion about it can be overheard by anyone outside those identified by the DSL/DDSL.

9) Records and Information Sharing

Our school is clear about the need to record any concern held about a child or children within our school, the status of such records and when these records should be shared with other agencies.

Where there are concerns about the safety of a child, the sharing of information in a timely and effective manner between organisations can reduce the risk of harm. Whilst the Data Protection Act 2018 places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child or vulnerable adult being placed at risk of harm. Similarly, human rights concerns, such as respecting the right to a private and family life, would not prevent sharing where there are real safeguarding concerns. Fears about sharing information cannot be allowed to stand in the way of the need to safeguard and promote the welfare of children at risk of abuse or neglect. Our online school privacy notices accurately reflect our use of data for child protection purposes.

CPOMS entries will give the date, time and location of an incident or disclosure (including a body map if appropriate).

What are the risks staff need to be aware of when managing information?

- From the moment a child starts to speak about a potential disclosure the adult must be mindful of the TED approach ('Tell me', 'Explain', 'Describe') – this is to avoid asking any leading questions or in any way compromising the content or record of what the child says.
- The child's words should be recorded verbatim. No adult opinion should be entered – factual description of the pupil's presentation (i.e. crying, shaking, shouting) should be included.
- Staff need to be mindful of who they are speaking to. If a person offers or seeks information, either physically, on the telephone, or by digital means about a child, the member of staff must be sure that the person is a listed contact on sims. If this is not the case it should be referred to the DSL/DDSL and no information given. Verification for genuine external personnel such as social workers is checked by the safeguarding team before information is shared.

Any records related to child protection are kept in an individual child protection file for that child (which is separate to the pupil file) or on the CPOMs system. All child protection records are stored securely and confidentially and will be retained for 25 years after the pupil's date of birth, or until they transfer to another school / educational setting.

Where a pupil transfers from our school to another school / educational setting (including colleges), their child protection records will be forwarded to the new educational setting. These will be marked confidential and for the attention of the receiving school's DSL, with a return address on the envelope so that it can be returned to us if they go astray. We will obtain evidence that the paperwork has been received by the new school and then destroy any copies held in our school. Where a pupil joins our school we will request child protection records from the previous educational establishment (if none are received).

It should be noted that the school welcomes the potential for the Operation Encompass initiative to provide additional information sharing from the Police following incidents of domestic abuse; the school will always provide immediate support to a child in the school environment if the child is the subject of a referral from Operation Encompass.

10) Interagency working

The DSL will ensure that the school is represented at, and that a report is submitted to, any Child Protection conference called for children on the school roll or previously known to them. Whoever attends will be fully briefed on any issues or concerns the school has and be prepared to contribute to the discussions at the conference.

If the child is subject to a Child Protection (CP) or Child In Need (CIN) plan, the DSL will ensure the child is monitored regarding their school attendance, emotional wellbeing, academic progress, welfare and presentation. If the school is part of the core group, the DSL will ensure the school is represented, provides appropriate information, and contributes to the plan at these meetings. Any concerns about the CP Plan, and or the child's welfare, will be discussed and recorded at the core group meeting, unless to do so would place the child at further risk

of significant harm. In this case the DSL will inform the child's keyworker immediately and the record that they have done so and the actions agreed.

In the same way, the DSL will ensure that the school is represented appropriately at other inter agency meetings such as Strategy Meetings and TAF (Team around the Family) meetings.

11) Allegations about members of the workforce

All staff are made aware of the boundaries of appropriate behaviour and conduct through the Trust Code of Conduct.

The school works in accordance with statutory guidance and the SET Procedures in respect of allegations against an adult working with children (in a paid or voluntary capacity). Section 7 of the current SET Procedures provides detailed information on this.

Any concerns about a member of staff will be referred to the Headteacher (or the Head of School in their absence). This role is distinct from the DSL, as the named person should have sufficient status and authority in the school to manage employment procedures. Staffing matters are confidential and the school operates within statutory guidance around Data Protection.

Where the concern involves either the CEO or Headteacher, it should be reported direct to the Chair of the Board

SET procedures require that, where an allegation against a member of staff is received, the Headteacher, senior named person or the Chair of the Board, must inform the duty Local Authority Designated Officer (LADO) in the Local Authority within one working day. However, wherever possible contact with the LADO will be made immediately as they will then advise on how to proceed and whether the matter requires Police involvement. This will include advice on speaking to pupils and parents and HR. The school does NOT carry out any investigation before speaking to the LADO. The LADO can be contacted on 01375652921.

12) Promoting Positive Mental Health & Resilience in School

Positive mental health is the concern of the whole community and we recognise that schools play a key part in this. Orsett Heath is committed to developing the emotional wellbeing and resilience of all pupils and staff, as well as providing specific support for these with additional needs. We understand that there are risk factors which increase someone's vulnerability and protective factors that can promote or strengthen resiliency. The more risk factors present in an individual's life, the more protective factors or supportive interventions are required to counter balance and promote further growth of resilience.

Central to our success in this area is working in partnership with parents to support the wellbeing of our pupils. Parents should share any concerns about the wellbeing of their child with school, so appropriate support and interventions can be identified and implemented.

In addition, we work with the School Wellbeing Service to ensure that staff are well trained and regularly updated regarding wellbeing matters.

13) Whistleblowing

Whistleblowing is 'making a disclosure in the public interest' and occurs when a worker (or member of the wider school community) raises a concern about danger or illegality that affects others, for example pupils in the school or members of the public.

All staff members are made aware of the duty to raise concerns about the attitude or actions of staff in line with the school's Code of Conduct & Whistleblowing policy.

We want everyone to feel able to report any child protection / safeguarding concerns. However, for members of staff who feel unable to raise these concerns internally, they can call the NSPCC whistleblowing helpline on : 08000280285 (line available from 8am-8pm, Monday to Friday) or email at help@nspcc.org.uk .

Parents or others in the wider school community with concerns can contact the NSPCC general helpline on 08088005000 (24 hour helpline) or email help@nspcc.org.uk .

This Safeguarding Policy is stored on the school website for open viewing, and in the Safeguarding Shared Hub for staff.

Further Safeguarding & Child Protection information can be found in the following documents :

Keeping Children Safe in Education 2020 : statutory guidance for schools and colleges (DfE) Part One (also referred to as KCSIE) – updated January 2021 Post Brexit (for September 2021 edition)

Abuse

- What to do if you're worried a child is being abused – DfE advice
- Domestic abuse: Various Information/Guidance - Home Office (HO)
- Faith based abuse: National Action Plan - DfE advice
- Relationship abuse: disrespect nobody - Home Office website

Bullying

- Preventing bullying including cyberbullying - DfE advice
- Preventing and Tackling Bullying, DfE advice

Children missing from education, home or care

- Children missing education - DfE statutory guidance
- Child missing from home or care - DfE statutory guidance
- Children and adults missing strategy - Home Office strategy

Children with family members in prison

- National Information Centre on Children of Offenders - Barnardo's in partnership with HM Prison and Probation Service

Child Exploitation

- Trafficking: safeguarding children - DfE and HO guidance

Drugs

- Drugs: advice for schools - DfE advice
- Drug strategy 2017 - Home Office strategy
- Information and advice on drugs - Talk to Frank website
- ADEPIS platform sharing information and resources for schools: covering drug (& alcohol) prevention - Website by Mentor UK

“Honour Based Abuse” (so called)

- Female genital mutilation: information and resources- Home Office guidance
- Female genital mutilation: multi agency statutory guidance - DfE, DH, and HO statutory guidance

Health and Well-being

- Fabricated or induced illness: safeguarding children - DfE, DH, HO

- Rise Above: Free PSHE resources on health, wellbeing and resilience - Public Health England
- Medical-conditions: supporting pupils at school - DfE statutory guidance
- Mental health and behaviour - DfE advice

Homelessness

- Homelessness: How local authorities should exercise their functions - Ministry of Housing, Communities & Local Government guidance

Online

- Sexting: responding to incidents and safeguarding children - UK Council for Internet Safety

Private fostering

- Private fostering: local authorities - DfE statutory guidance

Radicalisation

- Prevent duty guidance- Home Office guidance
- Prevent duty: additional advice for schools and childcare providers - DfE advice
- Educate Against Hate website - DfE and Home Office advice
- Prevent for FE and Training - Education and Training Foundation (ETF)

Upskirting

- Upskirting know your rights – UK Government

Violence

- Gangs and youth violence: for schools and colleges - Home Office advice
- Ending violence against women and girls 2016-2020 strategy - Home Office strategy
- Violence against women and girls: national statement of expectations for victims - Home Office guidance
- Sexual violence and sexual harassment between children in schools and colleges - DfE advice
- Serious violence strategy - Home Office Strategy

NSPCC - www.nspcc.org.uk

APPENDIX

These appendices are for additional information – some are additional policies in their own right, others are explanations in greater depth for staff to use on specific circumstances. They are collated here as a single point of reference for staff.

Appendix number	Document	Stored
	KCSIE Sept 2021 Part One	Safeguarding Hub
Appendix A	Logging a CPOMS entry Flow Chart	Safeguarding Hub
Appendix B	Prevent Referral Flowchart	Safeguarding Hub
Appendix C	Covid 19 Policy Adjustments (31.03.20)	School website Safeguarding Hub
Appendix D	Location of Orsett Heath Academy	Safeguarding Hub
Appendix E	Safeguarding Flowchart	Safeguarding Hub
Appendix F	Pastoral Care Flowchart	Safeguarding Hub
Appendix G	Pastoral Care Action Plan	Safeguarding Hub

Other policies and documents that are referenced are :

POLICY	Stored
Child Protection Training presentation	Safeguarding Hub
Peer on Peer Abuse Policy	Safeguarding Hub
Attendance & Punctuality Policy	Safeguarding Hub Website
Behaviour & Anti Bullying Policy	Safeguarding Hub Website
Online Safety Policy	Safeguarding Hub
Safer Recruitment Policy	Safeguarding Hub
Allegations against Staff Policy	Safeguarding Hub
Whistleblowing Policy	Safeguarding Hub
SEND Policy	SEND Hub Website
Pupil Premium Policy	SEND Hub Website
Accessibility Plan	Safeguarding Hub Website
Medical Support Handbook Medical Support Guidance for Parents	Safeguarding Hub Website
SWECET Code of Conduct for Staff	https://portal.swecet.org/hr-home/policies/
Records and Information Sharing Protocols	Safeguarding Hub

Appendix A – Logging an incident on CPOMs

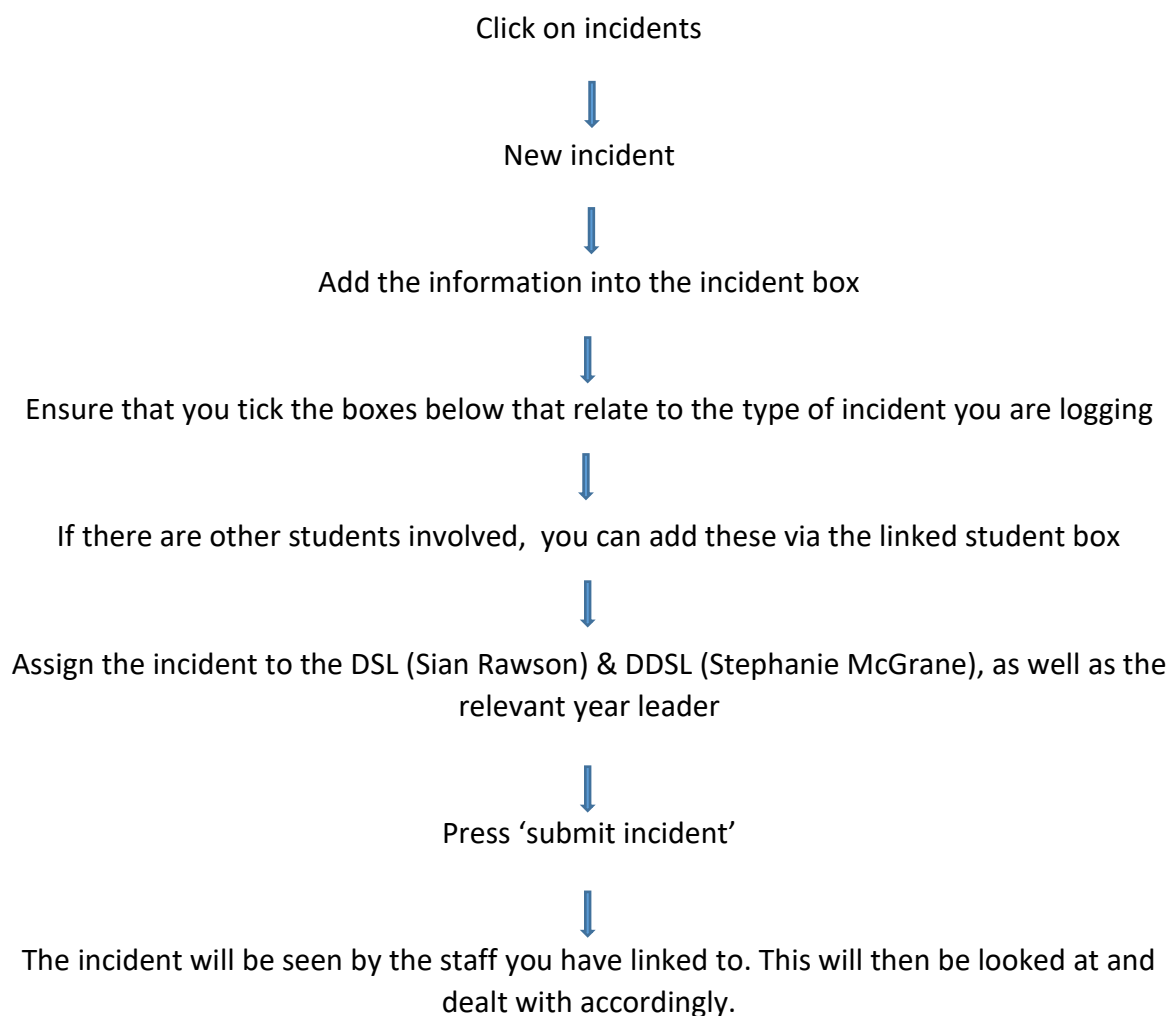
When a safeguarding concern is noted by a member of staff the following action should be taken, by the end of the school day (and immediately and also in person to the DSL/DDSL if the concern is a *child protection* issue).

Log on to CPOMS → You will be taken to the dashboard → Find the quick student search →

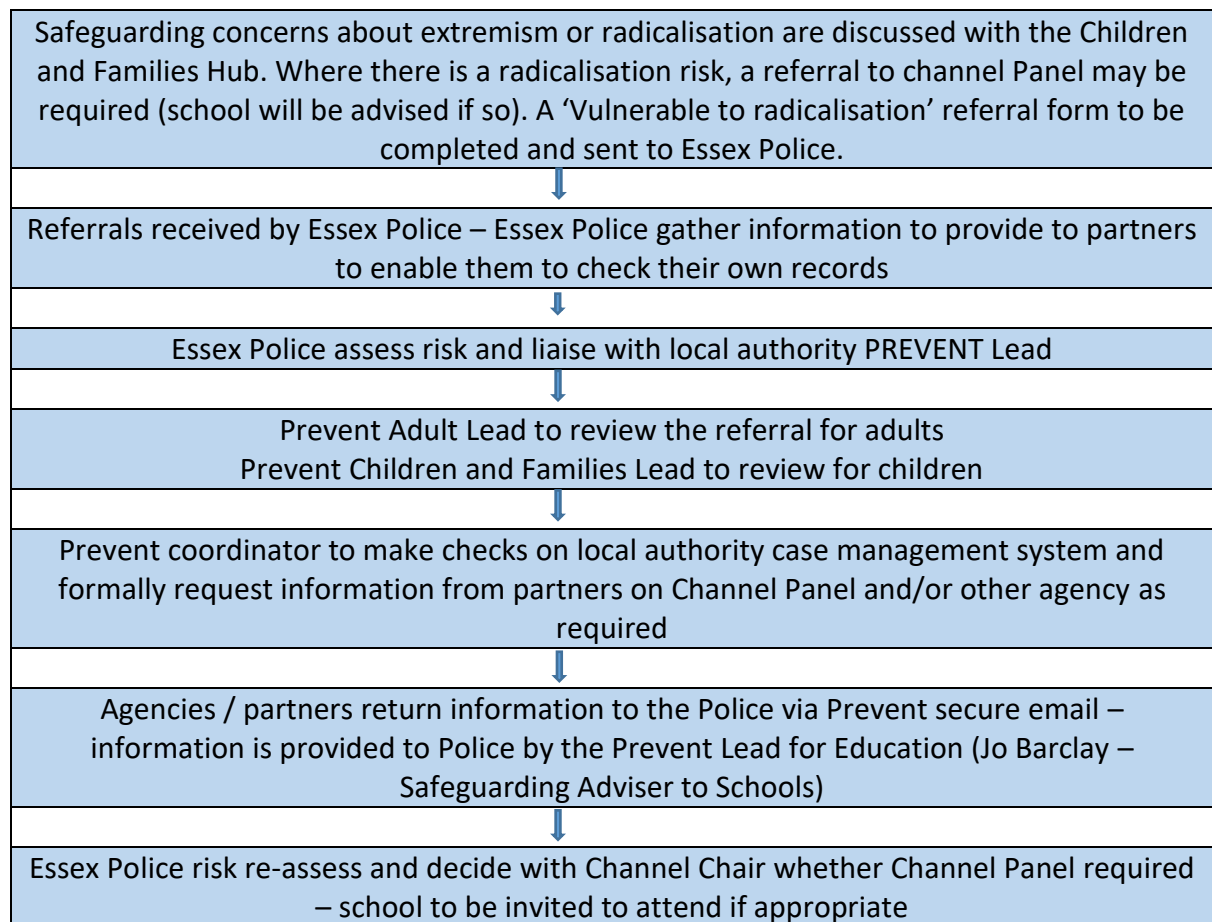
Add the pupil's name → You will see the pupil details, please click on their name →

You will be taken to the pupil's page.

See the flow chart below



Appendix B – Prevent Referral Flowchart



Appendix C – COVID 19 Policy Adjustments

Coronavirus: Changes to school safeguarding policies

Updated: 4th January 2021

Important Contacts

ROLE	NAME	CONTACT DETAILS
Designated safeguarding lead (DSL)	Sian Rawson	School number rawsons@oha.swecet.org
Deputy DSL	Stephanie McGrane	School number mcgranes@oha.swecet.org
Headteacher	Simon Bell	School number bells@oha.swecet.org
Local authority designated officer (LADO)	Sharon Owen Emergency 24hr Team	sowen@thurrock.gov.uk and/or LADO@thurrock.gov.uk 01375 652921 / 07738821584 01375 372468
Local authority designated officer administrative officer	Marie Jerman	01375 652733
MASH Team	MASH Team	thurrockmash@thurrock.gov.uk 01375 652802 (9-5pm) 01375 372468 (out of hours)
Social Care	Nicola Beale	NIBeale@thurrock.gov.uk 07714391624
SEN Team	SEN Team	sen@thurrock.gov.uk
Thurrock Virtual School	Keeley Pullen	kpullen@thurrock.gov.uk
Police Child Abuse Team	Police Child Abuse Team	01277 266 822

1) Scope:

This addendum applies during the period of return following school closure due to COVID-19

It sets out changes to our normal child protection policy in light of the Department for Education's guidance Safeguarding and Remote Education during coronavirus (COVID-19), and should be read in conjunction with that policy.

Unless covered here, our normal safeguarding policy continues to apply.

2) Core safeguarding principles:

We will still have regard to the statutory safeguarding guidance, [Keeping Children Safe in Education](#).

Although we are operating in a different way to normal, we are still following these important safeguarding principles:

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

3) 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 continuing to attend or returning to school and those at home.

In school safeguarding and child concern procedures remain the same unless the DSL and team have identified process changes needed during this period to ensure concerns can be raised and logged in school and from home. Any changes to process will be communicated with all staff, in writing. The school will check to make sure all staff have read and understood the process change.

All types of risk and harm will sadly continue, it is important that COVID 19 does not overshadow and stop staff from seeing harm and identifying and raising concerns. If a school is informed through disclosure or second hand information that peer on peer abuse is alleged, the safeguarding process must be followed.

4) Reporting concerns about adults working with children:

Whistleblowing and Managing Allegations processes must continue to be followed if there are any concerns about the conduct or behaviour of an adult in a school or online. If the Headteacher of the school cannot be contacted the concern can be taken straight to the LADO. If the concern is about the Headteacher of the school this should be taken straight to the LADO.

5) 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.

We will ensure that DSLs (and deputies), wherever their location, know who the most vulnerable children in our school are.

On occasions where there is no DSL or deputy on site, the Headteacher will take responsibility for co-ordinating safeguarding.

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

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

6) Working with other agencies:

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

We will continue to update this addendum where necessary, to reflect any updated guidance from the local authority about children with education, health and care (EHC) plans, the local authority designated officer and children's social care, reporting mechanisms, referral thresholds and children in need

The following revised guidance is currently in place:

- MASH - All referrals will be responded to as usual. Partners are not physically located in the MASH and are working together but remotely.
- Social Care operating protocol COVID 19 (extract) - This protocol will be reviewed on a daily basis and will be subject to change.
 - Core response team: There is a Social Care core team available each day to respond to statutory requests for services – CIN / CP / LAC. This will be at least 8 social workers, with an additional 8 staff in reserve.
 - Statutory meetings: All meetings should be undertaken by skype video conferencing where possible to avoid physical contact.
 - Visits to children: Where Looked after Children are placed 20 miles or more, social workers and their managers will make the determination whether a skype call (or similar) may be more appropriate at the time of the scheduled visit. Social Care will review this weekly to ensure children are appropriately safeguarded and their welfare needs are met. Children on CP plans / CIN / LAC have been RAG rated according to risk and need. Frequency of visits and telephone / skype are being agreed by the team.
 - Responding to Child Protection enquiries: Responding to S.47s this is business as usual.
- Protection Conferences and Looked after Child reviews (LAC) (Extract)

- Conduct of Conferences: Minimise meetings and unnecessary direct contact. Chairs will invite professionals, parents and the Minute taker to join the Conference by telephone call or Skype, which will be pre-arranged by the Chair and Business Support Officer (BSO). The Chair will make the decision whether to hold one virtual meeting or several over no more than 3 days to obtain the views of the parent(s) and professionals.
- Conduct of Looked after Reviews: Aim to hold LAC reviews but it will be a paper review utilising conference calls / Skype with professionals, carers, families and child (ren). This may not take place in one meeting but several over no more than 3 days. Attempts will be made by the Independent Reviewing Officer (IRO) to speak with the child via skype / telephone dependent on their age, maturity and capability. IROs will schedule the next LAC review in line with statutory expectations with a view to when the crisis has subsided, at the earliest date, consideration is given on the merits of the review date being brought forward to allow for a full and more comprehensive review can be undertaken.

7) Monitoring attendance:

We will resume taking our normal attendance register

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 in line with our attendance policy
- 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.

8) Contact plans:

We have contact plans for children with a social worker, and other children who we have safeguarding concerns about, for circumstances where:

- They won't be attending school (for example where the school, parent/carer and social worker, if relevant, have decided together that this wouldn't be in the child's best interests); or
- They would usually attend but have to self-isolate

Each child has an individual plan, which sets out:

- How often the school will make contact – 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
- How staff will make contact – this will be over the phone, doorstep visits, or a combination of both

We have agreed these plans with children's social care where relevant, and will review them fortnightly

If we can't make contact, we will complete a home visit

9) Safeguarding all children:

Staff and volunteers are aware that this difficult time potentially puts all children 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

9.1 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 the child returns.

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

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

9.2 Children at home

The school will maintain contact with children who are not yet returning to school or in light of a further lockdown. Staff will try to speak directly to children at home 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:

- Not completing assigned work or logging on to school systems
- No contact from children or families
- Seeming more withdrawn during any class check-ins or video calls

10) Online safety:

10.1 In school

We will continue to have appropriate filtering and monitoring systems in place in school.

10.2 Outside school

Where staff are interacting with children online, they will continue to follow our existing staff code of conduct

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.

10.3 Working with parents and carers

We will make sure parents and carers:

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

11) Mental health:

11.1 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.

11.2 Children at home

Where possible, we will continue to offer our current support for pupil mental health for all pupils.

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.

12) Staff recruitment:

We continue to recognise the importance of robust safer recruitment procedures, so that adults 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.

In urgent cases, when validating proof of identity documents to apply for a DBS check, we will initially accept verification of scanned documents via online video link, rather than being in physical possession of the original documents. This approach is in line with revised guidance from the [DBS](#). New staff must still present the original documents when they first attend work at our school.

Similarly, temporary measures allow right to work checks to be carried out by verifying scanned documents on a video call. If we need to take this approach, we will follow [Home Office and Immigration Enforcement guidance](#).

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 167-172 of Keeping Children Safe in Education.

13) Safeguarding induction and training:

It is important that all staff and volunteers are aware of this policy adjustment, and are kept up to date as it is revised.

- This document has been shared with all staff and volunteers
- This document is available on the school web site policy page

13.1 Staff Induction

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

Current staff will have attended at least annual whole school training or in year catch up events as part of induction or return to work. If new staff are taken on during this period, they should read KCSIE part 1 as part of their induction. Online training opportunities may be used to supplement induction

13.2 DSL Training

The required DSL and team training every 2 years may lapse during this period of school closure. The DSL and team must ensure they have opportunities to keep up to date with risks and issues. This may be through safeguarding newsletters or online training. Training can be updated when schools open and face to face DSL and multi-agency support becomes available again.

14) Monitoring arrangements:

We will review this policy as guidance from the local authority or Department for Education is updated, and as a minimum every 3 weeks during term time.

15) Useful Websites

KCSIE Keeping Children safe in Education 2020

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

DfE Safeguarding and Remote Education during Coronavirus

<https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19?priority-taxon=b350e61d-1db9-4cc2-bb44-fab02882ac25>

DfE Guidance on Supporting Children and Young People's Mental Health and Wellbeing

<https://www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing?priority-taxon=b350e61d-1db9-4cc2-bb44-fab02882ac25>

DfE Guidance on Support for Parents and Carers to Keep Children Safe Online

<https://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?priority-taxon=b350e61d-1db9-4cc2-bb44-fab02882ac25>

DfE – Mental Health and Behaviour in schools

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

DfE COVID helpline dfecoronavirushelpline@education.gov.uk 0800 046 8687, Monday to Friday 8am to 6pm, and 10am to 4pm at weekends. This number is for schools and parents, schools should be ready to quote their DfE number.

HES Hub COVID 19 guidance <http://www.hes.org.uk/Page/16925>

Thurrock Safeguarding Children Partnership Email iscb@thurrock.gov.uk

<https://www.thurrocklscp.org.uk/lscp>

NSPCC, Undertaking remote teaching and learning safely

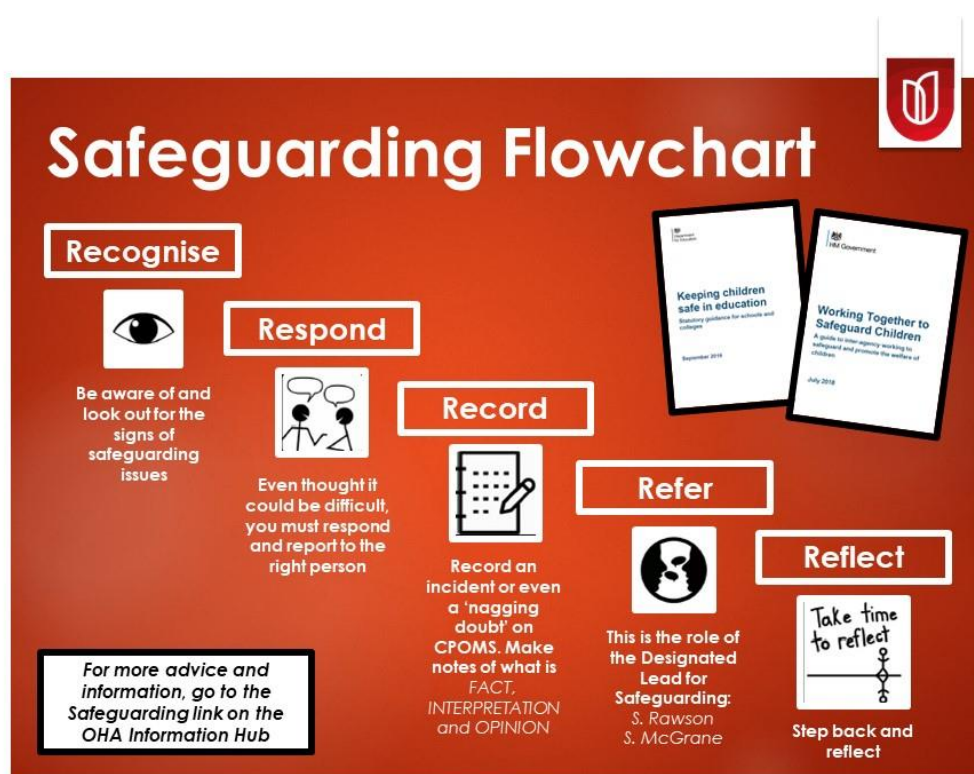
<https://learning.nspcc.org.uk/news/2020/march/undertaking-remote-teaching-safely/>

Appendix D - Location of Orsett Heath Academy

It is important to note the strategies in place to support the safeguarding of children at Orsett Heath Academy in relation to its site at Thurrock Ruby Club, please note:

- The school perimeter is surrounded by consistent and secure fencing to ensure no access to outside individuals.
- There are 2 pedestrian access gates, both with an intercom to the reception so reception staff can manage visitors. At these points of entry, staff will be able to prevent access to the school to visitors without satisfactory identification and a reason for their visit
- All school staff should be wearing ID badges at all times. These ID badges will have stickers placed on the alternative side with safeguarding contact information.
- There is secure card reader and coded door access at the 2 points where Orsett Heath Academy and Thurrock Rugby Club are joined

Appendix E - Orsett Heath Safeguarding Flowchart



Appendix F - Orsett Heath Pastoral Care Flowchart

There are 4 core methods by which students in school can report and issue, concern or worry to a member of staff

- Pupils as Listeners – These are peers trained in supporting others. They can be identified by their badges and can be found on the PALS table every break time
- Tutors – Tutors are the first point of call for all students, seeing them twice a day. They have regular opportunities to support students with any concerns they have
- TooToot – If students do not want to speak to someone face to face, they can send their concern into TooToot, an app or online platform where concerns go directly to the safeguarding team
- Safeguarding Team – If students wish to go directly to the Safeguarding Team, they can also. Posters are around school with faces of the members of staff involved and key supportive websites students can access

In all of the above circumstances, staff members will log concerns on CPOMS or discuss directly with the Designated Lead Safeguard Officer

The Designated Lead Safeguard Officer will then:

- Support students in a discussion with a member of the Safeguarding team
- Direct students to internal support
- Signpost students to specific external support strategies

Appendix G - Orsett Heath Pastoral Care Action Plan

Objective	Actions	Who will lead?	Success Criteria	Monitoring and Evaluation
A member of the senior team coordinates pastoral care across the school	Member of staff to become responsible for pastoral care	Head of School	Head of School coordinates pastoral care	Executive Head teacher Governors
The governing body is informed of pastoral care in school	Nominate a governor to be responsible for oversight of safeguarding and pastoral care	Head of School Executive Head teacher Governors	Nominated governor to work with Head of School to ensure awareness of key issues and concerns	Head of School Executive Head teacher Governors
Collate information on students before September intake starts	Member of staff to collate safeguarding and pastoral information from primary schools	Head of School	Collection of information from primary schools	Head of School
Every pupil is welcomed into our school	Use 'family group' buddy system within tutor groups to ensure all pupils have a 'friend' to help them settle into school	Tutors	Every pupils settles into school as quickly as possible	Head of School
The positive school ethos is promoted by everyone	Regularly share the school ethos with staff, pupils and parents Use displays around the school to celebrate our visions and ethos When inducting new staff and pupils, include information about the school's ethos	All staff	The whole school community is aware of the school's ethos	Head of school

<p>All aspects of personal development are embedded in the curriculum</p>	<p>Ensure curriculum time arrange for PSHE, SMSC, RSE and British Values Hold continuing professional development sessions on all across all subject areas</p>	<p>Head of School Assistant Head teacher</p>	<p>All staff are confident in teaching all aspects of personal development</p>	<p>Head of School Assistant Head teacher</p>
<p>Establish safe ground rules for all students to disclose information</p>	<p>Create set of ground rules in support of students and ensure followed within all classes and across school</p>	<p>All staff</p>	<p>All staff ensure safe learning environment where needed or applicable, and use of ground rules across school</p>	<p>Head of School</p>
<p>We have a whole-school safeguarding policy</p>	<p>A member of staff is responsible for writing a safeguarding policy</p>	<p>Head of School</p>	<p>The whole-school safeguarding policy is widely available</p>	<p>Executive Head teacher Governors</p>
<p>Ensure student awareness of safeguarding and pastoral care</p>	<p>Students to start year with safeguarding assembly to inform them of provision. Safeguarding assemblies to be held every term. Safeguarding posters in every classroom and around school. Direct reference to support in all Personal Development session deliveries where applicable (including PSHE</p>	<p>Head of School</p>	<p>All students are aware of safeguarding and pastoral care within school and can articulate their education on such</p>	<p>Executive Headteacher Governors</p>

	<p>curriculum time, SMSC, Personal Development and Resilience & Mind-Set tutor time programmes)</p> <p>Use of awareness days and weeks throughout calendar year to promote safeguarding</p>			
All relevant policies have a section on safeguarding and pastoral care	When reviewing policies, ensure that, where appropriate, pastoral care and safeguarding is included	<p>Head of School</p> <p>Assistant Head teacher</p>	Policies are updated	Executive Head teacher
All staff are able to offer pastoral support, where necessary	<p>Head of School offers support and advice to staff</p> <p>Organise CPD to support this</p> <p>Staff handbook on safeguarding available to support CPD</p>	<p>Head of School</p> <p>Assistant Head teacher</p>	All pupils know that staff are able to support them when necessary	Head of School
Mental health and wellbeing of staff is paramount	Establish a support system for all staff	Assistant Head teacher	Reduction in staff absences	Head of School
Ensure parents / carers are aware of all safeguarding and pastoral support	<p>Create pastoral care plan on school website</p> <p>Attach safeguarding policy to school website</p> <p>Create set of drop in possibilities, and structured support sent</p>	Head of School	Parents are full aware of schools safeguarding and pastoral care plan	Head of School

	home for parents			
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