



**Polwhele House School**  
**Policy Cover Sheet**

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Read and signed by .....

(Richard White, Chair of Managing Council)

Dated: .....



## Child Protection Policy & Procedures

*This is the Child Protection Policy for Polwhele House, including Whistle Blowing. It covers all day, weekly and occasional boarding pupils and EYFS. It is published on our website for parents of current and prospective pupils as per ISI guidelines. It takes account of the National Minimum Standards for Boarding Schools and the Department for Education publications 'Keeping Children Safe in Education (KCSiE)' September 2020 and 'The Prevent Duty' published June 2015. It is in accordance with inter-agency procedures.*

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At Polwhele House School we believe that the welfare of the children in our care is paramount. This is our first consideration when taking action.

### **1. Statement of intent**

At Polwhele House we are committed to the protection of the children. Our setting will work with the children, parents and the community to ensure the safety of the children and to give them the very best start in life. We believe that all children have the right to be protected from any form of abuse. Therefore, any suspicion of abuse will be promptly responded to. Our business is to know everyone as an individual and to provide a secure and caring environment so that every pupil can learn in safety. We expect respect, good manners and fair play to be shown by everyone so that every pupil can develop to his/her potential and feel positive about themselves. All pupils should care for each other.

Safeguarding and promoting the welfare of children is defined as protecting children from maltreatment; preventing impairment of children's 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. Where a child is suffering significant harm, or is likely to do so, action should be taken to protect that child. Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. The school considers, at all times, the best interests of the pupils.

### **2. Aims**

In order to achieve this we:

- Promote a child's right to be strong, resilient and listened to by having a school environment that encourages children to develop a positive self-image;
- Promote a child's right to be strong and independent;
- Help children to establish and sustain good relationships within their families, with peers and with other adults;
- Support children in staying safe by teaching them how to identify and minimise risk, how to make informed and safe choices, including e-safety, and how to build resilience to the risks of radicalisation;
- Promote the Every Child Matters (ECM) programme ([www.everychildmatters.co.uk](http://www.everychildmatters.co.uk));
- Promote the government publication 'Keeping Children Safe in Education September 2020 (KCSiE)', ensuring all staff have read the summary, and issuing a copy to all new staff;
- We work in line with the statutory guidance 'Working Together to Safeguard Children' February 2018 update;
- Promote the DfE publications: 'The Prevent Duty' (July 2015), 'The Prevent Duty: Departmental advice for schools and childminders' (June 2015) and 'The use of social media for online radicalisation' (July 2015).

### **3. Inter-Agency Liaison or The Team Around the Child (TAC)**

- The school will follow the safeguarding procedures in line with those of the Cornwall and Isles of Scilly Safeguarding Children Board.
- We have copies of 'What to do if you are worried a child is being abused' for parents and staff on our school website (password protected). All staff are familiar with what to do if they have a concern.



- We have procedures for contacting the local authority on safeguarding issues, including a list of names, addresses and contact numbers of social services to ensure that they can be contacted easily ([www.proceduresonline.com/swcpp/](http://www.proceduresonline.com/swcpp/)).
- Cornwall Multi-Agency Referral Unit: 0300 1231 116
- Cornwall Out of Hours Service: 01208 251300
- A report is made to the registration authority (Ofsted) within 14 days if there is an allegation of serious harm or abuse by any person living working or looking after children at the premises or elsewhere or any other abuse on the premises of any incident or accident and any changes in our arrangements which may affect the wellbeing of children.
- Contact details of the National Society for the Prevention of Cruelty to Children (NSPCC) are kept on the premises.
- If a referral is to be made to the local authority social services department, we act within the Local Safeguarding Children Board and safeguarding guidance in deciding whether we must inform the child's parents at the same time.
- We have a statutory legal duty to refer an individual, where there is the risk that he or she may harm or has caused harm to children, to the Disclosure and Barring Service within one month of the individual's dismissal or resignation because he or she has been considered unsuitable to work with children. The referral form can be downloaded from [www.gov.uk/government/publications/dbs-referrals-form-and-guidance](http://www.gov.uk/government/publications/dbs-referrals-form-and-guidance). We have a legal duty to respond to any requests for information that we received from the IDBS at any time.
- All school staff have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All staff then have a responsibility to take appropriate action, working with other services as needed.

#### 4. Methods

We have a Designated Safeguarding Lead (DSL) who is responsible for safeguarding in our school. The DSL for the whole school including EYFS is the Head, Mrs Hilary Mann. She is assisted by the Deputy DSL (DDSL) the Deputy Head, Lynne Topsey-Eaton and the Head of Boarding, Tara Brown. Both the DSL and DDSLs have been trained in safeguarding and inter-agency working. They undergo refresher training every two years.

During times of staff illness, the school's two equally trained deputies (The Deputy Head and the Head of Boarding) are able to manage any issues or concerns. Their contact details are as follows:

Lynne Topsey-Eaton: [ltopsey-eaton@polwhelehouse.co.uk](mailto:ltopsey-eaton@polwhelehouse.co.uk)

Tara Brown: [thounsell@polwhelehouse.co.uk](mailto:thounsell@polwhelehouse.co.uk)

Or by phone call to the School Office 01872 273011

During times of online learning, parents are emailed the online safety document at Appendix 8: Information & Letter & Appendix 9: Microsoft Teams Information for Pupils and Parents. Staff follow the additional guidance in Appendix 6: Keyworker Opening & Remote Learning Policy & Appendix 7: Remote Working Policy.

- We provide adequate and appropriate staffing to meet the needs of children.
- We have procedures for recording the details of visitors to the setting and checking the identities of contractors and visiting staff on arrival.



- We abide by the guidelines in KCSiE (September 2020) requirements in respect of DBS for staff and volunteers, to ensure that no disqualified person or unsuitable person works with or has access to the children.
- We consider how children may be taught about safeguarding, including online, through teaching and learning opportunities as part of providing a broad and balanced curriculum.
- The school understands and follows the Cornwall Safeguarding Children Partnership guidance and threshold guidance found on the CIOSSCP website (<https://www.cornwall.gov.uk/media/34382614/multi-agency-threshold-guidance.pdf>).
- Volunteers do not work unsupervised.
- We ensure that all staff, volunteers, and temporary staff are made aware of safeguarding procedures and complete the Child Protection Induction Procedure for Staff and Volunteers, signing the relevant form which is then held on file by the Bursar (see *Staff Induction Policy*).
- Any deficiencies or weaknesses in safeguarding arrangements are remediate without delay as soon as they are identified.
- The Proprietors carry out an annual review of the Safeguarding Policies and Procedures, including reviewing the efficiency with which the policies are implemented and the related duties discharged; Staff with safeguarding experience may contribute to writing policy. The proprietors undertake such training required to carry out this function.
- We check with the relevant employer that any staff employed by another organisation has had the appropriate suitability checks if they are responsible for pupils of the school on a site away from the school.
- Staff members working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of this child.
- We consider how children may be taught about safeguarding, including online, through teaching and learning opportunities as part of providing a broad and balanced curriculum.
- We ensure children can express their views and give feedback by means of the School Council. We also have an independent listener they can contact.

## 5. Disclosures

If a child makes a disclosure to a member of staff, that member of staff must:

- Offer reassurance to the child;
- Listen to the child;
- Not ask leading questions
- The staff are aware that they cannot guarantee confidentiality as they may need to tell someone else.
- See Staff Code of Conduct

## 6. Types of Abuse and Neglect (See Appendix 1 – Signs and Types of Abuse)

- Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- Emotional abuse may involve the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child although it may occur alone.



- Sexual abuse involves forcing or grooming a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. It includes allowing children to watch inappropriate material.
- Neglect may mean the persistent failure to meet a child's basic physical and/or psychological needs.
- Abuse may be caused by adults (men and women) or by other children, therefore staff should be aware of pupil relationships and the potential for peer abuse.
- The School assesses the risk of children being drawn into terrorism and who may be at risk of radicalisation Children may be vulnerable to multiple harms including (but not limited to) child sexual exploitation, child criminal exploitation, and serious youth violence. Again this is covered in safeguarding training which often is done on line via webinar.

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues i.e. [www.nspcc.org.uk](http://www.nspcc.org.uk). Staff can also access broad government guidance on the gov.uk website to assist in the fulfilment of their safeguarding responsibilities in the following areas:

- Body image issues
- Bullying including cyberbullying
- Children missing education (refer to KCSiE Annex A)
- Children missing from home or care
- Child sexual exploitation, including female genital mutilation (FGM) – (teachers to report FGM to THE POLICE; refer to KCSiE Annex A)
- Domestic violence ([www.operationencompass.org](http://www.operationencompass.org))
- Drugs
- Fabricated or induced illness
- Faith abuse
- Forced marriage (refer to KCSiE Annex A)
- Gangs and youth violence
- Gender-based violence/violence against women and girls (VAWG)
- Hate
- Honour-based violence
- Indicators of abuse from parents or carers
- Mental health (staff should be aware that this may develop into a safeguarding concern)
- Missing children and adults
- Peer abuse, including victim support
- Private fostering
- Preventing radicalisation, i.e. children in danger of being drawn into terrorism (ANYONE can make a referral for this, not just the school's designated safeguarding lead)
- Relationship abuse
- Self-harm
- Sexting and unacceptable banter
- Trafficking
- Upskirting (“Upskirting” is a colloquial term referring to the action of placing equipment such as a camera or mobile phone beneath a person's clothing to take a voyeuristic photograph without their permission)

## **7. Possible Signs of Abuse**

The NSPCC lists some of the signs and behaviours which may indicate that a child is being abused:

- Repeated minor injuries
- Children who are dirty, smelly, poorly clothed or who appear underfed
- Children who have lingering illnesses which are not attended to, deterioration in school work, or significant changes in behaviour, aggressive behaviour, severe tantrums
- An air of 'detachment' or 'don't care' attitude
- Overly compliant behaviour
- A 'watchful' attitude
- Sexually explicit behaviour (e.g. playing games and showing awareness which is inappropriate for the child's age) continual open masturbation, aggressive and inappropriate sex play
- A child who is reluctant to go home or is kept away from school for no apparent reason
- Does not trust adults, particularly those who are close
- 'Tummy pains' with no medical reason
- Eating problems, including over-eating, loss of appetite
- Disturbed sleep, nightmares, suicide attempts
- Self-inflicted wounds
- Reverting to younger behaviour
- Depression, withdrawal,
- Relationships between children and adults which are secretive and exclude others
- Pregnancy

These signs are not evidence themselves but may be a warning, particularly if a child exhibits several of them or a pattern emerges. It is important to remember that there may be other explanations for a child showing such signs. Abuse is not easy to diagnose, even for experts. Staff are encouraged to recognise the increased vulnerability of SEND children.

## **8. Recording suspicions of abuse and disclosures**

Staff must make a record of:

- The child's name;
- The child's address;
- The age of the child;
- The date and time of the observation of the disclosure;
- An objective record of the observation or disclosure;
- The exact words spoken by the child as far as possible;
- The name of the person to whom the concern was reported, along with date and time; and
- The name of any other person present at the time.

All members of staff are aware of the procedures for recording in the Child Protection Record. In addition to the above the member of staff must report any disclosures to the DSL so that any information can be recorded in the central record.

We will record all safeguarding concerns and allegations of abuse and our subsequent actions including any disciplinary actions.

## **9. Anonymous Safeguarding Concerns and Allegations**

If we are faced with an anonymous report of a safeguarding concern or allegation of child abuse which names both a member of staff and a child we will handle it in exactly the same way as if we knew the identity of the person making the report or allegation. We will report the matter to the Local Safeguarding Children Board and be guided by them in our handling of the case. Where the report or allegation names a member of staff but not the pupil we will normally interview the member of staff and ask for his or her version of events unless the SCP has advised otherwise. A record will normally be kept.

## **10. Responding to suspicions of abuse**

- We are aware that there are many different forms of abuse, including physical, emotional and sexual as well as neglect.
- If a child is suffering a form of abuse, it may be demonstrated in the things they say, changes in their appearance and unusual behaviour or play.
- If the above changes are apparent, they must be recorded by the child's teacher, with details of the concern and the date. The concern must be discussed with the DSL. Information held will be stored confidentially. A child in need should be referred to the children's social care and a child at risk to the same organisation but referral should be immediate.
- Staff must be careful not to alter the way they speak to the child or ask too many questions as this may influence the outcome.
- The members of the staff involved must always remember that the child's welfare is paramount. Our priority is to safeguard the young people in our care. We will give all the support that we can to a pupil who has been abused. The Head, together with the Proprietors, will consider how best to support and monitor the pupil concerned through any process of investigation, liaising closely with parents, guardians, Local Safeguarding Children Board or other agencies involved to identify the support strategies that will be appropriate.
- The school understands and implements the resolving professional differences (escalation) process as necessary ([www.cornwall.gov.uk/media/18591637/conflict-resolution-policy-resolving-professional-differences-and-flowchart.pdf](http://www.cornwall.gov.uk/media/18591637/conflict-resolution-policy-resolving-professional-differences-and-flowchart.pdf)).
- In the case of a disclosure made by a child to a member of staff, no other staff should question the child. The exact words used by the child must be recorded, in writing, by the member of staff to whom the disclosure was made. These details should be passed to the Social Services as part of a referral or if appropriate the DSL will make a referral to the Cornwall Multi-Agency Referral Unit, 0300 1231 116 (out of hours 01208 251300). This must be done within 24 hours of disclosure. This referral should be followed up in writing within 48 hours. The school contacts the MARU if they have not received a letter within 5 working days following a referral.
  - Children in need → DSL → children's social care
  - Children at risk → DSL → police (if a crime has been committed, immediately, or at least within 24 hours) or children's social care (if not a crime)
- Where possible the parents of the child concerned should be informed, either before the referral is made or after. This will depend on the circumstances and the degree of concern. In some circumstances, the parents should not be informed, this will usually be the case if the parent is the likely abuser or where the guidance of the Local Safeguarding Children Board does not allow

this (for example, if fabricated illness, sexual abuse or multiple abuse is suspected or where if informing the parents may lead to a situation on which one's own safety or the safety of others is a concern). The desire to inform the parents must not delay a referral.

- The staff member should carry out any instructions given them by the Social services, or other enforcing agencies such as the Police.
- If in an extreme case, the member of staff is concerned for the life or well-being of a child, themselves or other people involved, the Police should be contacted by dialling 999.
- Throughout the entire process, confidentiality should be maintained as far as possible. This can be achieved by speaking only to those staff members that need to know, by making telephone calls in private and seeing parents in private. Staff involved must be reminded of the need for confidentiality.
- Any suggestions of breaches of 'The Prevent Duty', FGM or children missing education must be reported to the relevant agencies.
- The school risk assesses the Prevent duty for its pupils and those who may be at risk of radicalisation.
- If staff have a concern that a pupil may be at risk of FGM, they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. If in any doubt staff should speak to the DSL. There is a statutory duty on teachers to report personally to the police where they discover that FGM appears to have been carried out on a girl under 18.

**The referral process would normally be carried out by the DSL; however, any member of staff may make a referral.**

### **Calling the Police**

There are occasions when an offence has been committed at school which may be referred to the Police. KCSIE refers us to <https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf>

This document from Child Centred Policing, gives advice and flow charts explaining when referral to Police is necessary and when schools can choose not to do so.

In summary, Polwhele House will always support both victims and suspects and will strike a balance between the needs of the pupil(s) involved and the needs of the wider school community. It is for the DSL or deputy to decide whether to liaise with Police. Where Social Services are involved, it may be that they take the decision to refer to the Police.

Where it is decided that a case should be handed to the Police, all in-school investigation must cease. It should be remembered that, although the age of criminal responsibility in England is 10 years, younger children can be reported.

Hate-based crimes should always be reported. Crimes where the school may decide whether or not to report to the Police include:

- Assault
- Criminal damage
- Cyber crime



- Illegal drugs
- Harassment
- Sexual offences
- Theft
- Weapons

### **11. Arrangements for dealing with peer-on-peer/child-on-child allegations and safeguarding concerns**

Polwhele House has a robust policy in place for dealing with bullying in all forms (see *Anti-Bullying Policy*). In very serious cases, and only after the Head has been involved, it may be necessary to make a report to the Police or Social Services.

Peer-on-peer/child-on-child abuse is abuse by one or more pupils against another pupil. It can manifest itself in many ways and can include sexting, sexual assault, upskirting and gender-based issues. '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. Abusive comments and interactions should never be passed off or dismissed as "banter" or "part of growing up". The School recognises that children can be particularly vulnerable in residential settings and are alert to the potential for peer-on-peer/child-on-child abuse.

Where an issue of pupil behaviour or bullying gives 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm', staff should follow the procedures below rather than the School's Anti-Bullying and Behaviour policies:

A pupil against whom a safeguarding concern or allegation of abuse has been made may be suspended from the School during the investigation. The School will take advice from the LCSB on the investigation of such allegations or safeguarding concerns and will take all appropriate action to ensure the safety and welfare of all pupils involved including the alleged victim and perpetrator. If it is necessary for a pupil to be interviewed by the Police in relation to safeguarding concerns or allegations of abuse, the School will ensure that, subject to the advice of the LCSB, parents are informed as soon as possible and that the pupils involved are supported during the interview by an appropriate adult and until the investigation is completed. Confidentiality will be an important consideration for the School and advice will be sought as necessary from the LCSB and/or the Police as appropriate.

In the event of disclosures about pupil-on-pupil abuse, all children involved (both victim and perpetrator) will be treated as being at risk and safeguarding procedures in accordance with this policy will be followed. Victims will be supported by staff and support from external agencies will be sought, as appropriate.

#### **Procedures for Dealing with Reported Bullying**

If an incident of bullying is reported, the following procedures are adopted:

- The member of staff to whom it was reported, or who first discovers the situation, will control the situation, reassure and support the pupils involved.
- He/she will inform an appropriate member of the senior management team as soon as possible.
- The member of staff will calmly explain the range of disciplinary measures that are potentially involved.



- The victim will be interviewed on his/her own and asked to write an account of events.
- The bully, together with all others who were involved, will be interviewed individually and asked to write an immediate account of events.
- The incident should be recorded in writing signed and dated before it is given to the Head who is responsible for keeping all records of bullying and other serious disciplinary offences, securely the Bursar's office.
- The victim will be interviewed at a later stage by an appropriate member of staff separately from the alleged perpetrator. It will be made clear to him/her why revenge is inappropriate. He/she will be offered support to develop a strategy to help him or herself.
- The alleged bully will be interviewed at a later stage by an appropriate member of staff, separately from the victim, and it will be made clear why his/her behaviour was inappropriate and caused distress. He/she will be offered guidance on modifying his or her behaviour, together with any appropriate disciplinary sanctions as set out in the school's Behaviour & Rewards Policy (See *Behaviour & Rewards and Exclusions Policy*); for example, detention, withdrawal of privileges or suspension. In particularly serious and/or persistent cases, the bully should expect permanent exclusion.
- The parents/guardians of all parties should be informed and invited into school to discuss the matter. Their support should be sought.
- A way forward, including disciplinary sanctions and counselling, should be agreed. This should recognise that suitable support is needed both for children who are being bullied and for pupils who bully others, as well as dealing with appropriate disciplinary measures in accordance with the school's Behaviour Policy.
- A meeting involving all the parties, with close staff supervision, could be helpful in developing a strategy for all concerned to close the episode.
- A monitoring and review strategy will be put in place.
- In very serious cases, and only after the Head has been involved, it may be necessary to make a report to the Police or to the Social Services. However, it is the policy of Polwhele House to attempt to resolve such issues internally under the school's own disciplinary procedures, unless the matter is of such gravity that a criminal prosecution is likely. The school may exclude a pupil, either temporarily or permanently, in cases of severe and persistent bullying and in the event that the support put in place for the bully does not result in the modification of behaviour to an acceptable level.

## **12. Safeguarding Concerns or Allegations against DSL, staff, volunteers or temporary or agency staff (staff)**

- If an safeguarding concern or allegation is made against anyone working with children in the school, the school will not undertake its own investigation of allegations or safeguarding concerns without prior consultation with the LADO or, in the most serious cases, the police, so as not to jeopardise statutory investigations. In borderline cases, the school may discuss informally with the LADO on a no-names basis.
- We ensure that all parents know how to complain about staff, volunteers or temporary staff (staff) within the setting, which may include safeguarding concerns or allegations of abuse.
- Safeguarding concerns or allegations that a member of staff or volunteer has abused a pupil or pupils either inside the school premises or during a school



trip or visit could be made by parents, the abused pupil, other members of staff, other pupils, the Police or Social Services, a third party.

- A report of concern or allegation of such seriousness would be reported directly to the Head but if another member of staff is told first they must ensure that the Head is informed immediately or, if she is unavailable or involved, the Proprietors should be told at once. The Head should be told at once of any report or allegation involving the DDSL. The Proprietors should be told at once of any report or allegation involving the DSL/Head. In this case the Proprietors would report this immediately to the Local Authority Designated Officer (LADO) without informing the Head (if the report or allegation is to do with the Head).
- We will respond promptly and sensitively to the legitimate concerns of the victim and his or her family. We take any report of concern or allegation of abuse very seriously.
- We will follow the guidance of the Local Safeguarding Children Board when responding to any complaint that a member of staff has abused a child even in case of doubt.
- We will respond to any disclosure by children or staff that abuse by a member of staff may have taken, or is taking place, by first recording the details of any such alleged incident and establishing the facts before jumping to any conclusion.
- We refer any such complaint immediately to the LADO within 24 hours of a disclosure or suspicion of abuse.
- If we were given information that suggested that a member of staff was abusing a child who was not a pupil at Polwhele House we would immediately pass such information to the LADO to handle. We would then interview the member of staff and formally advise him/her of the safeguarding concerns or allegations, making it clear that the school would not play any part in the investigatory process. He or she would be advised of the possibility of facing suspension, re-assignment to other duties etc. in exactly the same way as if the concern or allegation has involved a school pupil. If the concern or allegation subsequently proved to be unfounded he or she would be given the full support of the school.
- We will inform the member of staff concerned honestly of the report of concern or allegation that has been made, and advise him or her to contact their Trade Union or Professional Association for advice and support.
- We will inform the child's parents in confidence, inviting them to maintain confidentiality whilst the investigation takes place, unless the report of concern or allegation involves the parents, in which case we will contact the Social Services before making contact.
- If the facts suggest that there may be reasonable grounds for suspecting actual abuse or grooming of a child or other criminal behaviour, we will contact the police in order for them to conduct an investigation and consider suspending the member of staff or volunteer concerned.
- We co-operate entirely with any investigation carried out by Social Services in conjunction with the police.
- We recognise the importance of maintaining confidentiality and guarding against unwanted publicity while a report of concern or allegation is being investigated or considered. We follow the guidance set out in KCSIE.
- Suspension of a member of staff is a neutral act and does not imply that any judgement has been reached about his or her conduct. Even so, it is a serious step and we will take legal advice beforehand and will normally only suspend a member of staff where there is serious risk of harm or further harm to the



child; the safeguarding concerns or allegations are so serious as to constitute grounds for dismissal, if proven; the police are investigating concerns about or allegations of criminal misconduct.

- We recognise fully that we have a duty of care towards all of our staff and we will always keep an open mind until a conclusion has been reached, interview a member of staff before suspending him or her and keep him or her informed of the progress of the investigation.
- Any member of staff who is invited to a meeting whose outcome is likely to result in his or her suspension is entitled to be accompanied by a person of their choice. Staff who reside on-site who are suspended will be required to remain off-site for the duration of their suspension and will be provided with alternative accommodation.
- We will always consider an alternative to suspension including sending the member of staff on leave, giving them non-contact duties, ensuring that a second adult is always present when they are with children.
- The resignation of a member of staff or volunteer will not lead to the investigation being abandoned; every investigation into safeguarding concerns or allegations of child abuse will be completed. No compromise agreement will be used in such a situation.
- We recognise that everyone's interests are served by completing any investigatory process as quickly as possible and we will aim to spend as little time as is compatible with fair and impartial processes on the investigatory process. We would expect almost every case to be completed within one month.
- Any person (whether employed, contracted, a volunteer or student) who has harmed, or poses a risk of harm to a child and who has been removed from working (paid or unpaid) with children, or would have been removed had he or she not left earlier will be reported to the Disclosure and Barring Service (DBS) promptly.
- Where a teacher has been dismissed for professional misconduct (or would have been dismissed had he/she not resigned first) consideration will be given to making a referral to the Teaching Regulation Agency (TRA).

### **13. Safer Recruitment**

The School is committed to safer recruitment processes. Members of the teaching and non-teaching staff at the School including part-time staff, temporary and supply staff, and visiting staff, such as musicians and sports coaches are subject to the necessary statutory child protection checks before starting work, for example, right to work checks, additional overseas checks (if necessary), verifying identity, taking up references, checking work history and confirming medical fitness for the role. For most appointments, an enhanced DBS check with 'barred list' information will be appropriate. A DBS certificate will be obtained from the candidate before or as soon as practicable after appointment. Alternatively, if the applicant has subscribed to it and gives permission, the School may undertake an online update check through the DBS Update Service.

Full details of the School's safer recruitment procedures are set out in the School's Staff Recruitment and Selection Policy. This includes the requirement for every interview panel to include at least one person who has undertaken safer recruitment training.

#### **13.1 Training**

Induction and training are in line with advice from the SCP.

### **All Staff**

All new staff will be provided with induction training that includes:

- the safeguarding policy, including information about the identity and role of the DSL and DDSL
- the staff code of conduct including the School's whistleblowing procedure and the acceptable use of technologies policy, staff/pupil relationships and communications including the use of social media
- a copy of Part 1 of KCSIE
- School leaders and staff who work directly with children will also be required to read Annex A of KCSIE
- a copy of the Behaviour, Rewards and Exclusions Policy.

Copies of the above documents are provided to all staff during induction and can be found on the staff website. Temporary staff and volunteers are provided with access to the school safeguarding policy.

All staff are also required to:

- Read Part 1 of KCSIE and confirm that they have done so. Each time Part 1 of KCSIE is updated by the Department for Education, staff will be updated on the changes via email.
- Understand key information contained in Part 1 of KCSIE. The School will ensure staff understanding through regular staff training.
- Receive training in safeguarding and child protection regularly, in line with advice from the SCP. Training will include online safety. It will also include Prevent awareness training to equip staff to raise concerns appropriately by ensuring all staff have the knowledge and confidence to identify children at risk of being drawn into terrorism; are able to challenge extremist ideas; and know how to refer children and young people for further help.
- Undertake regular informal updates, at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. The School provides these via, for example, emails and staff meetings.

### **DSL**

The DSL receives updated child protection training at least every two years to provide them with the knowledge and skills required to carry out the role. This includes local inter-agency working protocols, participation in child protection case conferences, supporting children in need, identifying children at risk of radicalisation, record keeping and promoting a culture of listening to children and training in the SCP's approach to Prevent duties. Further details of the required training content for the DSL are set out in Annex B of KCSIE.

In addition to their formal training, the DSL's knowledge and skills are updated at least annually to keep up with any developments relevant to their role. The DDSL is trained to the same level as the DSL.

The DSLs receive updated child protection training at least every two years to provide them with the knowledge and skills required to carry out the role

**14. Guidance to Staff to avoid safeguarding concerns or allegations of abuse**  
See Staff Code of Conduct.

## **15. Curriculum**

We introduce key elements of safeguarding into our setting to promote the personal, social and emotional development of all children, so that they grow up to be 'strong, resilient and listened to' and so that they develop an understanding of why and how to keep safe. This work includes teaching children to keep safe online and in other settings. Our Relationships and Sex Education Curriculum is developing in line with Department of Education requirements and will be fully implemented by September 2020.

## **16. Support to families**

- Polwhele House believes in building trusting and supportive relationships with families, staff and volunteers in the group.
- The school will risk assess the situation with statutory agencies and keep the best interests of the child at heart.
- We follow the Child Protection Plan as set out by Social Services in relation to the school's designated role and tasks in supporting the child and the family, subsequent to any investigation that takes place.
- Confidential records are shared with the child's parents or those who have parental responsibility for the child in accordance with the procedure and only if appropriate under the guidance of the Local Safeguarding Children Board.
- With the provision that the care and safety of the child must always be paramount, the school will do all in their power to support and work with the child's family.

## **17. Handling unfounded or unsubstantiated safeguarding concerns or allegations about staff:**

### **17.1 The Child**

A child who has been the centre of unfounded or unsubstantiated concerns or allegations of child abuse needs professional help in dealing with the aftermath. We will liaise closely with the SCP to set up a professional programme that best meets his or her needs which may involve the Adolescent Mental Health Services and an Educational Psychologist as well as support from school staff. We shall be mindful of the possibility that the concern about or allegation of abuse was an act of displacement, masking abuse that is actually occurring within the child's own family and/or community. However much support the child may need in such circumstances, we need to be sensitive to the possibility that the aftermath of an unfounded report or allegation of abuse may result in the irretrievable breakdown of the relationship with the teacher and may conclude that it is in the child's best interests to move to another school. We would do our best to help him/her to achieve as smooth a transition as possible, working closely with the parents/guardians.

### **17.2 The Member of Staff**

A member of staff could be left at the end of an unfounded or unsubstantiated report or allegation of child abuse with severely diminished self-esteem, feeling isolated and vulnerable, all too conscious that colleagues may feel there is 'no smoke without fire'. We recognise that he or she is likely to need both professional and emotional help. We will undertake to arrange a mentoring programme in such circumstances, together with professional counselling outside the school community. A short sabbatical or period of re-training may be appropriate. In response to a report of concern or allegation, suspension will not be the default

option. An individual will only be suspended if there is no reasonable alternative. If suspension is appropriate the reasons and justification will be recorded and the individual notified of the reasons. Reported concerns or allegations that are found to be malicious will be removed from personnel records and not referred to in any employer references.

### **18. Whistle Blowing**

Staff must acknowledge their individual responsibility to bring matters of concern to the attention of senior management and/or relevant agencies. Although this can be difficult, this is particularly important where the welfare of children may be at risk. You may be the first to recognise that something is wrong but may not feel able to express your concerns out of a feeling that this would be disloyal to colleagues or you may fear harassment or victimisation. These feelings, however natural, must never result in a child or young person continuing to be unnecessarily at risk. Remember it is often the most vulnerable child or young person who is targeted. These children need someone like you to safeguard their welfare.

The right of the whistleblower is to be treated confidentially as far as possible and told in advance if confidence has to be broken. When internal lines of communication are exhausted they can go to LADO ISI DfE. However the Whistleblower should not approach the media. Please refer to the appendix list of contacts.

***Don't think 'what if I'm wrong' - think 'what if I'm right'***

#### **18.1 Reasons for whistle blowing**

- Each individual has a responsibility for raising concerns about unacceptable practice or behaviour
- To prevent the problem worsening or widening
- To protect or reduce risks to others
- To prevent becoming implicated yourself

#### **18.2 What stops people from whistle blowing**

- Starting a chain of events which spirals
- Disrupting the work or project
- Fear of getting it wrong
- Fear of repercussions or damaging careers
- Fear of not being believed

#### **18.3 How to raise a concern**

- You should voice your concerns, suspicions or uneasiness as soon as you feel you can. The earlier a concern is expressed the easier and sooner action can be taken.
- Try to pinpoint exactly what practice is concerning you and why
- Approach any member of the Senior Management Team (Head, Deputy Head, Bursar), Robert Ackland, the Member of Managing Council with responsibility for Safeguarding: [robert@trevester.com](mailto:robert@trevester.com)), or Richard and Rosemary White (Tel: 01872 261355; [riwhite@talk21.com](mailto:riwhite@talk21.com)). If your concern is about your immediate manager/Head, or you feel you need to take it to someone outside the school, approach Richard or Rosemary White.
- Make sure you get a satisfactory response - don't let matters rest.
- Ideally, you should put your concerns in writing, outlining the background and history, giving names, dates and places where you can.



- A member of staff is not expected to prove the truth of a report of safeguarding concern or allegation but will need to demonstrate sufficient grounds for the concern.

## 18.4 What happens next

- You should be given information on the nature and progress of any enquiries.
- Your employer has a responsibility to protect you from harassment or victimisation.
- No action will be taken against you if the concern proves to be unfounded and was raised in good faith.
- Maliciously reported concerns or allegations may be considered as a disciplinary offence.

## 18.5 Self reporting

There may be occasions where a member of staff has a personal difficulty, perhaps a physical or mental health problem, which they know to be impinging on their professional competence. Staff have a responsibility to discuss such a situation with their line manager so professional and personal support can be offered to the member of staff concerned. Whilst such reporting will remain confidential in most instances, this cannot be guaranteed where personal difficulties raise concerns about the welfare or safety of children.

## 18.6 Further advice and support

It is recognised that whistle blowing can be difficult and stressful. Advice and support is available from your line manager, or your professional or trade union. *"Absolutely without fail - challenge poor practice or performance. If you ignore or collude with poor practice it makes it harder to sound the alarm when things go wrong."* (reproduced with acknowledgement to "Sounding the Alarm" – Barnardos)

## 19. The School's arrangements to fulfil other safeguarding responsibilities

### 19.1 Teaching children how to keep safe

The proprietors through the head ensure that all pupils are taught about safeguarding, including online, through the curriculum and PSHE to help children to adjust their behaviours in order to reduce risks and build resilience, including to radicalisation. This includes teaching pupils about the safe use of electronic equipment and the internet and the risks posed by adults or young people, who use the internet and social media to bully, groom, abuse or radicalise other people, especially children, young people and vulnerable adults.

Internet safety is an integral part of the School's curriculum and is also embedded in PSHEE and Sex Education provision.

The School has appropriate filters and monitoring systems in place to safeguard children from potentially harmful and inappropriate material online. Such systems aim to reduce the risk of children being exposed to illegal, inappropriate and harmful materials online; reduce the risk of children being subjected to harmful online interaction with others; and help manage online behaviour that can increase a child's likelihood of, or causes, harm. Further detail of the School's approach to online safety can be found in the School's Online Safety Policy and Acceptable Use Policies (AUPs).

### **19.2 Looked after children**

The proprietors ensure that staff have the skills, knowledge and understanding necessary to keep safe any children on roll who are looked after by a local authority.

Mrs Hilary Mann, the Head, is the designated member of staff who has responsibility for their welfare and progress. The School ensures that the designated member of staff receives appropriate training in order to carry out their role (see Appendix 2 - Role of the Designated Safeguarding Lead).

### **19.3 Supporting Mental Health**

Polwhele House' Head of Boarding is trained in Mental Health First Aid, and also a DSL. She liaises closely with the DSL to ensure that the mental health needs of both staff and pupils are taken account of.

Staff are aware of this facility and can refer concerns to her, either for an informal chat and advice or formally using the Cause for Concern form.

### **19.4 Arrangements for Visiting Speakers**

The School has clear protocols for ensuring that any visiting speakers are appropriately supervised and suitable. The School's responsibility to pupils is to ensure that they can critically assess the information they receive as to its value to themselves, and that the information is aligned to the ethos and values of the School and British values.

The School is required to undertake a risk assessment before agreeing to a Visiting Speaker being allowed to attend the School. This will take into account any vetting requirements considered appropriate in the circumstances and may include a DBS check if relevant.

Visiting speakers will be expected to understand that, where appropriate, their session should actively promote the British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and at no point undermine these. In some cases, the School may request a copy of the Visiting Speaker's presentation and/or footage in advance of the session being provided.

Visiting Speakers, whilst on the School site, will be supervised by a school employee. The School shall also keep a formal register of visiting speakers retained in line with its Data Protection Policy.

**19.5** Polwhele House has a trained mental health first aider, who has access to a local support group. Providing early help is more productive than reacting later. Where a problem is suspected, staff refer first to the child's form teacher and mention their concerns at a staff meeting (or direct to the DSL if this is more appropriate). The DSL will talk with the trained mental health first aider and decisions will be made about appropriate actions. Parents will be contacted in most cases. Help will be sought from the Early Help Hub. The services of an Educational Psychologist may be sought, or parents may be advised to visit the GP with their

child. All staff who deal with the child will be made aware of the problem and any strategies being introduced.

Although our local Link training is not recruiting, we subscribe to the newsletter to ensure we keep updated.

## **20. Early Years provision safeguarding arrangements**

### **20.1 Disqualification from working in childcare**

Where staff work in, or are involved in the management of, the School's early years or provision of care of pupils under the age of eight, the School will take steps to check whether those staff are disqualified under the Childcare Act 2006. This forms part of the School's safer recruitment practices, further details of which can be found in the School's Staff Recruitment and Selection Policy.

The School records all checks of staff employed to work in or manage relevant childcare on the Single Central Register. This includes the date disqualification checks were completed.

Where a member of staff is found to be disqualified, or if there is doubt over that issue then, pending resolution, the School will remove them from the work from which they are or may be disqualified. Suspension or dismissal will not be an automatic response; the School will consider if there is scope in principle to redeploy them with other age groups or in other work from which they are not disqualified, subject to assessing the risks and taking advice from the designated officer when appropriate.

### **20.2 Use of mobile phones and cameras**

The School's policy on the use of mobile phones and cameras in the setting can be found in the School's Staff Code of Conduct. Except in urgent or exceptional situations, mobile phone use is not permitted during teaching time, while on duty or when in the presence of pupils. Staff should not use personal devices for photography or video in school unless specifically authorised by the Head.

### **20.3 DSL for the EYFS**

The practitioner designated to take lead responsibility for safeguarding children in the early years settings is our DSL, Mrs Hilary Mann.

**Created:** April 2009

**Reviewed:** March 2010, March 2011, October 2011, November 2011, September 2012, Feb 2013 (SMT), Feb 2014 (SMT), Feb 2015 (SMT), April 2015 (SMT), September 2015 (SMT), October 2015 (SMT), September 2016 (AMcC), March 2017, April 2017, May 2017, October 2017, December 2017, January 2018; October 2018; June 2019; September 2019; October 2019, March 2020; July 2020; September 2020

**Review date:** Annually, according to the school's policy review cycle

**Related Polwhele House Policies that may be viewed on the Policies Website:**

**See paragraph 18 for Whistle Blowing Procedures**

**Employment Policies and Procedures**

**Staff Induction Policy**

**Online Safety Policy & Acceptable Use Policies**

**Data Protection and Use of Pupil Images Policy**

**Staff Code of Conduct**

**Anti-Bullying Policy**

**Policy for Pupils on Confidentiality Issues**

**Staff Recruitment & Selection Policy**

**Children Missing in Education Policy (This can also be found in this policy, Appendix 4)**

**Behaviour, Rewards & Exclusions Policy**



**Useful Contact Numbers and Websites**

Designated Safeguarding Lead (DSL) for whole school, including EYFS	Mrs Hilary Mann 01872 273011 <a href="mailto:head@polwhelehouse.co.uk">head@polwhelehouse.co.uk</a>
Deputy Designated Safeguarding Lead (DDSL) for whole school, including EYFS	Mrs Topsey-Eaton 01872 273011 <a href="mailto:ltopsey-eaton@polwhelehouse.co.uk">ltopsey-eaton@polwhelehouse.co.uk</a>
Member of Managing Council with responsibility for Safeguarding	Robert Ackland 01872 273011 <a href="mailto:robert@trevaster.com">robert@trevaster.com</a>
Cornwall and Isles of Scilly Safeguarding Children Partnership Third Floor, West Wing New County Hall Truro TR1 3AY	Contact: <a href="http://www.safechildren-cios.co.uk">www.safechildren-cios.co.uk</a> 01872 327225 <a href="mailto:safeguardingboards@cornwall.gov.uk">safeguardingboards@cornwall.gov.uk</a> Multi-agency Referral Unit: 0300 123 1116 Out of Hours Service: 01208 251300 Local Authority Designated Officer (LADO): 01872 326536
Children's Social Care	0300 1234 101 <a href="mailto:children@cornwall.gov.uk">children@cornwall.gov.uk</a>
Children Missing Education Team	01872 323400 <a href="mailto:cmeenquiries@cornwall.gov.uk">cmeenquiries@cornwall.gov.uk</a>
Elective Home Education	0300 1234 101 <a href="mailto:ehadmin@cornwall.gov.uk">ehadmin@cornwall.gov.uk</a>
School Admissions	0300 1234 101 <a href="mailto:schooladmissions@cornwall.gov.uk">schooladmissions@cornwall.gov.uk</a>
Police	999 (emergency)



	101 (non-emergency)
Steve Rowell MICJP Community Safety Officer (West) & Preventing Extremism/Terrorism Lead Cornwall Community Safety & Protection Cornwall Council Penzance One Stop Shop St Clare Penzance Cornwall TR18 3QW	01736 336587 07980 895104 <a href="mailto:steve.rowell@cornwall.gov.uk">steve.rowell@cornwall.gov.uk</a> or <a href="mailto:Prevent@Cornwall.gov.uk">Prevent@Cornwall.gov.uk</a> or Steve.Rowell@cornwall.gcsx.gov.uk
DfE Prevent Duty Helpline	020 7340 7264 <a href="mailto:Counter-extremism@education.gsi.gov.uk">Counter-extremism@education.gsi.gov.uk</a>
Jennifer Bourne RN, Queen's Nurse, ISVA, Counsellor, FGM Specialist	<a href="mailto:jenniferbourne@fgmeducation.co.uk">jenniferbourne@fgmeducation.co.uk</a> or <a href="mailto:crasac.jenniferbourne@gmail.com">crasac.jenniferbourne@gmail.com</a>
Early Support Lead (TAC): Crin Whelan	01872 323329 <a href="mailto:cwhelan@cornwall.gov.uk">cwhelan@cornwall.gov.uk</a>
South West Child Protection Procedures	<a href="http://www.proceduresonline.com/swcpp/">www.proceduresonline.com/swcpp/</a>
NSPCC	<a href="http://www.nspcc.org.uk">www.nspcc.org.uk</a> NSPCC Helpline: 0808 800 5000
Every Child Matters	<a href="http://www.everychildmatters.co.uk">www.everychildmatters.co.uk</a>
Independent Listeners	Canon Lynda Barley 01872 273924 07720 593069
Childline	0800 1111
Children's Commissioner for England Sanctuary Buildings 20 Great Smith Street	0800 528 0731



London SW1P 3BT	
<b>Operation Encompass (police and education early intervention safeguarding partnership which supports children and young people exposed to domestic abuse)</b>	<a href="http://www.operationencompass.org">www.operationencompass.org</a>
National Domestic Abuse Helpline	<a href="https://www.nationaldahelpline.org.uk/">https://www.nationaldahelpline.org.uk/</a>
Refuge against domestic violence	<a href="https://www.refuge.org.uk/">https://www.refuge.org.uk/</a> SafeLives <a href="https://safelives.org.uk/">https://safelives.org.uk/</a>
Radicalisation	<a href="#">Channel guidance</a>

## **Appendix 1 – Signs and Types of Abuse**

All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

**Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

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

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

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

children is a specific safeguarding issue in education (see paragraph 48). This is discussed during safeguarding training that the staff receive at school as well as child on child sexual violence and sexual harassment.

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

### **Specific safeguarding issues**

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger.

All staff should be aware that safeguarding issues can manifest themselves via peer on peer/child on child abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- sexting (also known as youth produced sexual imagery);
- and
- initiation/hazing type violence and rituals.

All staff should be clear as to the school's or college's policy and procedures with regards to peer on peer/child on child abuse.

Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college. All staff, but especially the designated safeguarding lead (and deputies) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full

context of any abuse. Additional information regarding contextual safeguarding is available here: [Contextual Safeguarding](#).

Annex A contains important additional information about specific forms of abuse and safeguarding issues. School and college leaders and those staff who work directly with children should read the annex.

## **Appendix 2 - Role of the Designated Safeguarding Lead**

Governing bodies, proprietors and management committees should appoint an appropriate senior member of staff, from the school or college leadership team, to the role of designated safeguarding lead. The designated safeguarding lead should take lead responsibility for safeguarding and child protection. This should be explicit in the roleholder's job description. This person should have the appropriate status and authority within the school to carry out the duties of the post. They should be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and interagency meetings - and/or to support other staff to do so - and to contribute to the assessment of children.

The DSL helps promote educational outcomes by working closely with teachers and sharing information about their welfare, safeguarding and child protection concerns.

The DSL is supervised by the ManCo Safeguarding Lead and has access to an experienced mentor as well as local agencies for support.

### **Deputy designated safeguarding leads**

It is a matter for individual schools and colleges as to whether they choose to have one or more deputy designated safeguarding lead(s). Any deputies should be trained to the same standard as the designated safeguarding lead.

Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead; this lead responsibility should not be delegated.

### **Manage referrals**

The designated safeguarding lead is expected to:

- refer cases of suspected abuse to the local authority children's social care as required;
- support staff who make referrals to local authority children's social care;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and

- refer cases where a crime may have been committed to the Police as required.

### **Work with others**

The designated safeguarding lead is expected to:

- liaise with the headteacher or proprietors to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the “case manager” (as per Part four) and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member); and
- liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.
- liaise with the ICT Technician to support Online Safety across the school.

### **Training**

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.

The designated safeguarding lead should undertake Prevent awareness training. They should also have Online Safety training to ensure they are aware of the specific online concerns children, young people and adults may encounter and are able to take appropriate steps to ensure that practice in their settings is in line with national and local policy and procedures.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to and understands the school or college’s child protection policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers;



- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

### **Raise Awareness**

The designated safeguarding lead should:

- ensure the school or college's child protection policies are known, understood and used appropriately;
- ensure the school or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and
- link with the Cornwall and Isles of Scilly Safeguarding Children Partnership (SCP) to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- liaise with the Head of PSHEE to raise the awareness of staff, pupils and the school community about Online Safety.

### **Child protection file**

Where children leave the school or college ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained See Appendix 3.

These files are transferred whether the child changes school during the school year or at the end of the school year.

### **Availability**

During term time the designated safeguarding lead (or a deputy) should always be available (during school or college hours) for staff in the school or college to



discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the designated safeguarding lead, to define what “available” means and whether in exceptional circumstances availability via phone and or Skype or other such media is acceptable.

It is a matter for individual schools and colleges and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

**Appendix 3 – Pupil Transfer Form**

Please return forms to Mrs Hilary Mann via email or post;

[head@polwhelehouse.co.uk](mailto:head@polwhelehouse.co.uk)

Polwhele House  
Newquay Road  
Truro  
TR4 9AE  
01872 273011

Many thanks



**Polwhele House**  
**Pupil Reference Form**

<b>Pupil Name:</b>	
<b>DOB:</b>	
<b>Date of joining:</b>	
<b>Name of School sending information/CP file:</b>	
<b>Are there any pastoral or safeguarding issues which we should be aware of?</b>	<b>Yes</b> <span style="margin-left: 150px;"><b>No</b></span>
<b>Address of sending school:</b>	
<b>Method of delivery:</b>	<b>By Hand</b> <span style="margin-left: 50px;"><b>Secure Post</b></span> <span style="margin-left: 50px;"><b>Electronically</b></span>
<b>Date File Sent:</b>	
<b>Name of DSL Transferring File:</b>	
<b>Signature:</b>	

**Please attach the most recent school report - thank you.**



**Describe the pupil's behaviour, attitude and social interaction.**

**Please send Child Protection Files and documents to the Designated Safeguarding Lead (DSL)**

***Mrs Hilary Mann***  
***Head***

*Polwhele House*  
*Newquay Road*  
*Truro, TR4 9AE*

Email: [head@polwhelehouse.co.uk](mailto:head@polwhelehouse.co.uk)



**Polwhele House**

**Receipt of Child Protection Records**

<b>Pupil Name:</b>	
<b>DOB:</b>	
<b>Name of School receiving information/CP file:</b>	
<b>Date received:</b>	
<b>Name of Person receiving file:</b>	
<b>Date:</b>	
<b>Signature:</b>	

**Please send receipt sheet to the Designated Safeguarding Lead (DSL)**

***Mrs Hilary Mann***  
***Head***

*Polwhele House*  
*Newquay Road*  
*Truro, TR4 9AE*

*Email: head@polwhelehouse.co.uk*

## **Appendix 4: Children Missing in Education**

### ***This is the Children Missing in Education Policy for Polwhele House***

All children, regardless of their circumstances, are entitled to a full-time education, which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area. Effective information sharing between parents, schools, colleges and local authorities is critical to ensuring that all children are safe and receiving suitable education.

We are aware of the potential for children missing from education to be exploited and ensure that all staff are familiar with our unauthorised absence and missing from education policies.

Staff sign that they are aware of our unauthorised absence and children missing in education policy

A child going missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation. Polwhele House School will follow their procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future.

(Child sexual exploitation is a criminal act and is a form of sexual, emotional and physical abuse of children. It often involves the young person being given food, accommodation, drugs, affection, gifts or money in return for performing sexual activities. For further information visit [Child sexual exploitation: guide for practitioners.](#))

At Polwhele House School we place all pupils on both our admission register and our attendance register. Our pupils are placed on the admission register at the beginning of the first day on which the school has agreed, or been notified, that the pupil will attend the school. If a pupil fails to attend on the agreed or notified date, the school will make every effort to contact the parents to find out why the child has not attended school. The DSL will also consider notifying the local authority at the earliest opportunity to prevent the child from going missing from education.

It is important that the admission register is accurate and kept up to date. Parents are asked to complete a Data Input Form at the date of pupil includes the child's address. Parents are also asked to ensure that we are informed if any details change during the year. Additionally, the original address of the pupil will remain on the pupil file even when updated.

We monitor attendance and address it when it is poor or irregular. Parents are always contacted by 9am on the first day of absence if we have not heard from parents in advance. When staff are concerned about a child's attendance, parents will be asked to come in to have a meeting with the class teacher and if the situation does not improve, then the Head.

Cornwall Local Authority requires all schools of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 5 school days or more, to report the child's details to the local authority at the following email address

Where a parent notifies a school that a pupil will live at another address, we will record in the admission register:

- The full name of the parent with whom the pupil will live;
- the new address; and
- the date from when it is expected the pupil will live at this address.

Where a parent of a pupil notifies the school that the pupil is registered at another school or will be attending a different school in future, we will record in the admission register:

- the name of the new school; and
- the date on which the pupil first attended or is due to start attending that school.

Polwhele House requires all schools to notify them when a pupil's name is added to the admission register. We will provide all the information held within the admission register about the pupil. This duty does not apply to pupils who are registered at the start of the school's youngest year, unless the local authority requests for such information to be provided.

When a parent gives notice to leave at any stage other than the end of Year 6, the Office Manager will contact the new school to confirm that the place has been offered. On the first day of term, the Office Manager will contact the school again to ensure that the place has been taken and the child is attending.

Where a school notifies a local authority that a pupil's name is to be deleted from the admission register, the school must provide the local authority with:

- the full name of the pupil;
- the full name and address of any parent with whom the pupil lives;
- at least one telephone number of the parent with whom the pupil lives;
- the full name and address of the parent with whom the pupil is going to live, and the date the pupil is expected to start living there, if applicable;
- the name of pupil's destination school and the pupil's expected start date there, if applicable; and

It is essential that schools comply with these duties, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be at risk of not receiving an education and who might be at risk of being harmed, exploited or radicalised.

When a pupil arrives at Polwhele House School, we ensure that we receive their file from the previous school, either in paper or electronic format. The DSL will make contact with the DSL at the previous school to ask for any Child Protection issues or concerns to be passed on. In the same way, when pupils leave the school, academic records are forwarded to the new school in paper format.

If a pupil arrives at school and the previous school is unknown, the Bursar will make contact with their local authority who will be able to search the database.



[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/550416/Children\\_Missing\\_Education\\_-\\_statutory\\_guidance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.pdf)



**Appendix 5: Cause for Concern Notes**



Cause for Concern Notes

Name of pupil:	Year group:	Date:
Who has raised the concern		
Notes taken by:		
Concern:		
Actions to take:		
Staff members signature:	Date:	
DSL signature	Date:	

## Appendix 6:

### Keyworker Opening & Remote Working Policy – COVID-19

*This is a policy that has been created in response to the Covid-19 pandemic. It covers both the provision and safeguarding procedures in school for children whose parents are keyworks as well as the remote working for other pupils who are not attending school. This policy covers the EYFS. This policy should be read in conjunction with the Child Protection Policy and Procedures document and has been informed by current guidance from The Safeguarding Alliance.*

#### Executive summary

From 20th March 2020 parents and carers 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.

It is important that schools remain safe places for children and this is why Polwhele House School is continuing to provide care for a limited number of children - children who are vulnerable, and children whose parents are critical to the COVID19 response and cannot be safely cared for at home.

This Annex forms part of Polwhele House School's Child Protection Policy and Procedures and contains the Safeguarding provision for pupils being educated both on and off site during COVID-19. The Child Protection Policy of Polwhele House School remains fundamentally the same and continues to have regard for the Keeping Children Safe in Education Statutory guidance.

This Annex sets out the adjustments Polwhele House is making in line with the changes to operational practice.

This Annex has been produced in line with the Government Guidance contained in Coronavirus (COVID-19): safeguarding in schools, colleges and other providers, Published 27 March 2020.

In response to COVID19 communication is key. To ensure safeguarding is effective Polwhele House is confirming all emergency contact details and clear communication methods for staff, pupils, parents and carers during this time.

The Annex will continue to be reviewed on a quarterly basis or as and when further Guidance is updated and issued by the Government.

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1. Designated Safeguarding Leads
2. Critical Worker Definition
3. Vulnerable Children Definition
4. Identifying Vulnerable Children COVID19
5. Keeping Children Safe in Education
6. Attendance
7. Reporting and Monitoring a concern
8. Safeguarding Training and Staff Induction
9. Safer Recruitment, Volunteers and Movement of Staff
10. Allegations or concerns about staff
11. Mental Wellbeing
12. Peer on peer abuse
13. Online Safety in Schools
14. Online Safety away from School
15. Help and Support
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## 1. Designated Safeguarding Leads

As stated in the Child Protection Policy, Polwhele House School has a Designated Safeguarding Lead ('DSL') and two Deputy DSLs.

The DSL is Mrs Hilary Mann, the Head.

[head@polwhelehouse.co.uk](mailto:head@polwhelehouse.co.uk)

01872 273011

The DDSL is Mrs Lynne Topsey-Eaton, the Deputy Head.

[ltopsey-eaton@polwhelehouse.co.uk](mailto:ltopsey-eaton@polwhelehouse.co.uk)

01872 273011

In addition, Polwhele House has put in place a measure to ensure that there is a dedicated and trained Safeguarding and Child Protection Team available to coordinate if either the DSL or the Deputy DSL are unavailable at any time:

Ms Tara Brown, the DDSL for Boarding at Polwhele House is trained to L3.

[thounsell@polwhelehouse.co.uk](mailto:thounsell@polwhelehouse.co.uk)

01872 2703011

Polwhele House aims to have a DSL or DDSLs on site at all times. However, Polwhele House recognised that this may not be possible.

In the case whereby the DSL or DDSLs are unavailable to be onsite, they will be available to be contacted via phone, email or online video whilst working from home using the above contact details.

## 2. Critical Worker Definition

Children with a parent or carer who is listed on the government's critical worker list will be considered for a school place, so long as their job cannot be done from home.

Many parents working within these sectors will be able to ensure their child is kept at home and every child who can be safely cared for at home should be, to limit the chance of the virus spreading. Polwhele House will contact each parent or carer to establish whether those who are eligible will require a school place.

The critical worker list is as follows:

- Health and social care

This includes but is not limited to doctors, nurses, midwives, paramedics, social workers, care workers, and other frontline health and social care staff including volunteers; the support and specialist staff required to maintain the UK's health and social care sector; those working as part of the health and social care supply chain, including producers and distributors of medicines and medical and personal protective equipment.

- Education and childcare

This includes childcare, support and teaching staff, social workers and those specialist education professionals who must remain active during the COVID-19 response to deliver this approach.

- Key public services

This includes those essential to the running of the justice system, religious staff, charities and workers delivering key frontline services, those responsible for the management of the deceased, and journalists and broadcasters who are providing public service broadcasting.

- Local and national government

This only includes those administrative occupations essential to the effective delivery of the COVID-19 response, or delivering essential public services, such as the payment of benefits, including in government agencies and arms-length bodies.

- Food and other necessary goods

This includes those involved in food production, processing, distribution, sale and delivery, as well as those essential to the provision of other key goods (for example hygienic and veterinary medicines).

- Public safety and national security

This includes police and support staff, Ministry of Defence civilians, contractors and armed forces personnel (those critical to the delivery of key defence and national security outputs and essential to the response to the COVID-19 pandemic), fire and rescue service employees (including support staff), National Crime Agency staff, those maintaining border security, prison and probation staff and other national security roles, including those overseas.

- Transport

This includes those who will keep the air, water, road and rail passenger and freight transport modes operating during the COVID-19 response, including those working on transport systems through which supply chains pass.

- Utilities, communication and financial services

This includes staff needed for essential financial services provision (including but not limited to workers in banks, building societies and financial market infrastructure), the oil, gas, electricity and water sectors (including sewerage), information technology and data infrastructure sector and primary industry supplies to continue during the COVID-19 response, as well as key staff working in the civil nuclear, chemicals, telecommunications (including but not limited to network operations, field engineering, call centre staff, IT and data infrastructure, 999 and 111 critical services), postal services and delivery, payments providers and waste disposal sectors.

### 3. Vulnerable Children Definition

Vulnerable children include children who are supported by social care, those with safeguarding and welfare needs, including child in need plans, on child protection plans, 'looked after' children, young carers, disabled children and those with education and people up to the age of 25 with education with health and care (EHC) plans. 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. At this current time, Polwhele House School does not have any pupils who have an EHC plan. If this were to change those with an EHC plan will be risk-assessed by Polwhele House School in consultation with the local authority and parents, to decide whether they need to continue to be offered a school place in order to meet their needs, or whether they can safely have their needs met at home. Home support could include, if necessary, carers therapists or clinicians visiting the home to provide any essential services if applicable. Many children and young people with EHC plans can safely remain at home. Polwhele House School will ensure that any decision made will be logged and reviewed regularly and a copy maintained of the child's file which will be kept in the Head's Office locked filing cabinet.

### 4. Identifying Vulnerable Children COVID19

There is the expectation that children who have a social worker **must** attend school during COVID19 partial closures, unless agreed and recorded otherwise.

Polwhele House will have special consideration for the following groups of children:

- Children who are subject to a child protection Order;
- Children who have, or have previously had, a social worker involvement;
- Looked After Children;
- Previously Looked After Children;
- Children with an EHCP;
- Children in which the school have previous raised concerns;
- Children who are pending social care allocation;
- Children of keyworkers;
- Children in alternative education;
- Children who are being educated off site or at home.

Polwhele House will operate a Risk Rating System to identify any child considered to be vulnerable.

	High Risk	Moderate	Marginal	Low
Risk Factor	On the basis of the available information there are major concerns about one of more risk indicators which significantly threatens the safety of the child or young person, integrity of the staff, regulatory approval criteria, regulatory conditions, or the reputation of the institution. Urgent action is required. Sanctions may be imposed.	On the basis of the available information there are concerns about a specific risk indicator and customised actions is required to ensure the safety of the child, or young person, integrity of the staff, regulatory approval criteria, regulatory conditions, or the reputation of the institution. Sanctions may be imposed.	On the basis of the available information any risk to the child or young person, integrity of the staff, regulatory conditions, reputation of the institution is marginal, and safeguarding compliance is satisfactory.	On the basis of the available information there is little or no risk to the child or young person, integrity of the staff, regulatory conditions, the reputation of the institution and safeguarding compliance is good.
ACTION	Immediate action required	Actions required	Modifications suggested	No action required or suggestions towards improvements/best practice

If for any reason the DSL or Deputy DSLs are unable to carry out the welfare check call the dedicated Safeguarding and Child Protection Team at Polwhele House will carry out the call. This will be recorded as above and maintained if concerns raised are escalated through to the appropriate routes.

### **Children not meeting the ‘vulnerable definition’**

Polwhele House will undertake as outlined above the Risk Rating system for any child they feel is vulnerable even if the child does not fall into the ‘vulnerable’ definition contained within Government guidance.

Polwhele House will adopt the same procedure and practice for any child identified as vulnerable, that does fall into the statutory vulnerable category. This will include, as outlined above, a daily welfare call, whereby a member of the SMT will speak with the child directly and record and action accordingly.

When carrying out welfare calls, it is important that staff speak directly to the child and not through a parent or carer.

### **5. Keeping Children Safe in Education**

This policy has been drafted to ensure that Polwhele House continues to have regards to Keeping Children Safe in Education. The way in which Polwhele House is

currently operating in response to COVID-19 is fundamentally different to how we would normally operate, however, a number of important safeguarding principles remain the same:

- The welfare of children remains Polwhele House School's key priority;
- The best interests of children will always continue to come first;
- If anyone in Polwhele House has a safeguarding concern about any child, they will continue to act and act immediately;
- A DSL or deputy will be available, either onsite or remotely;
- Unsuitable people will not be allowed to enter the children's workforce and/or gain access to children;
- Children will continue to be protected when they are online.

Polwhele House has adopted a whole school approach to safeguarding including policy updates in response to COVID-19. Polwhele House is not weakening its approach to safeguarding or undermining our child protection policy, but is tightening procedure to represent current working practice in context to COVID19.

All policies are reviewed regularly by the senior leadership team and Managing Council and are being updated accordingly. Any updates made are subsequently cascaded to staff via email, the staff website and paper format to those on site to shape best safeguarding practice.

## 6. Attendance

Polwhele House is following the Coronavirus (COVID-19): attendance recording for educational settings - updated 26 March 2020.

In the case of social worker involvement, Polwhele House School will liaise where necessary with the child's social worker to agree with the families whether the child in need should be attending the education provision provided. In all circumstances where a vulnerable child does not take up their place at school or discontinues the school will notify their social worker immediately where contact has been unsuccessful.

If a child who is expected in school fails to attend, it will be followed up in accordance to Polwhele House School attendance policy and contact will be made with the parent, carer or social worker.

**If contact has not been made by 09.30 on that day, this will then be reported to the DSL or Deputy DSL.** The DSL will attempt to make contact using all the given emergency contact numbers. If contact is unsuccessful a home visit will be arranged by the school or other appropriate agency. In the case of a home visit being required, a risk assessment will be completed and logged. The risk of COVID19 will not override the duty of care the school owe in ensuring the child is safe.

## 7. Reporting and Monitoring a concern

Whether a child is educated at home or in school, every member of staff and or volunteer hold a duty to report any concern they may have.

Polwhele House School continues to adhere to the reporting procedures as outlined in our Child Protection Policy and Procedures.

If staff have any concern for a child, they will report it immediately to the DSL or Deputy DSL. Polwhele House School, in response to COVID19, have a dedicated safeguarding and child protection team available to ensure that there is always someone available to record and action a concern. This ensures due-diligence and accountability when reporting and referring.

The member of the Managing Council with responsibility for Safeguarding, Robert Ackland, and our Chair of the Managing Council, Canon Richard White, can also be contacted.

Robert Ackland: [robert@trevaster.com](mailto:robert@trevaster.com)

Canon Richard White: [richard.ian.white@btinternet.com](mailto:richard.ian.white@btinternet.com)

### Increased risk in safeguarding

Families will be under immense pressure at the moment and not every home will be a place of safety for the child. Some children will be living in a confined living space and may be witnessing or be subject to an abusive household situation.

Due to an increase strain on families both financially and emotionally, in response to COVID19, there is an increased requirement for safeguarding vigilance, reporting and monitoring.

Children's services may be working at a reduced capacity which will mean there is an additional prominence for persistent referring and the following up of any referrals made.

The local children's service contact details are: 0300 1234 101 or out of hours emergencies 01208 251300

The local children's service referral system is: 0300 1231 116

It is important that in response to COVID19 a concern is not disregarded and is followed up and there is evidence of any action that has been taken.

If a member of staff is reporting a concern remotely, they will follow the Child Protection Policy, recording their concerns using the 'Cause of Concern' form, emailing it to the DSL or DDSs.

When a referral is made the DSL or Deputy DSLs will follow this up and action appropriately. In response to COVID19 it is appreciated that staff will be working at a stretched capacity, the Safeguarding Team at Polwhele House will work together to check and ensure any reports have been actioned and are being monitored efficiently.

### **8. Safeguarding Training and Staff induction**

All existing Polwhele House staff have undertaken safeguarding training and have read part 1 of Keeping Children Safe in Education (KCSiE). Polwhele House is monitoring any updates or changes to Government guidance and/or local arrangement and are cascading this to all staff and or volunteers.

Where new staff are recruited, or new volunteers enter the school, Polwhele House will provide them with a safeguarding induction. All staff and volunteers will be made aware of this document and the Child Protection Policy and Procedures.

### **9. Safer Recruitment**

Polwhele House continues to follow the Safer Recruitment Policy to ensure that people who are unsuitable are not allowed to enter the school in order to gain access to children. If Polwhele House recruits new staff or volunteers, we will uphold our Safer Recruitment practice, taking into account Part 3 of Keeping Children Safe in Education.

In response to COVID-19, the Disclosure and Barring Service (DBS) have implemented COVID-19 Changes to DBS ID checking guidelines – 24 March 2020 which minimises the need for face-to-face contact.

With the COVID19 altered provision in place children could be at greater risk of abuse from staff or volunteers. Any concern will be reported immediately.

We will continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of Keeping Children Safe in Education for volunteers. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in our school especially those in regulated activity.

Any staff or volunteer new to Polwhele House School will complete a safeguarding induction.

### **10. Allegations or concerns about staff**

Polwhele House will continue to adhere to the whistle blowing policy and understands the importance of maintaining the view that 'it can happen here'.

If necessary, Polwhele House will make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of Keeping Children Safe in Education and the Teacher Regulatory Agency.

### **Teacher Misconduct: referring a case – updated 28 March 2014**

During the COVID-19 period all referrals should be made by emailing:

[Misconduct.Teacher@education.gov.uk](mailto:Misconduct.Teacher@education.gov.uk).

### **11. Mental Wellbeing**

At this unprecedented time staff, pupils, parents and carers may be experiencing severe stress and anxiety. Everyone reacts differently to events and changes in the way that we think, feel and behave vary between different people and over time. Teachers should be aware of this in setting expectations of pupils' work where they are at home and/or on site. Equally taking into consideration their own working arrangements and workload.

Mental health issues can bring about changes in a young people's behaviour or emotional state which can be manifested in a range of different ways, and that can be an indication of an underlying problem.

Staff will have special consideration for:

- Emotional state (fearful, withdrawn, low self-esteem);
- Behaviour (aggressive or oppositional; habitual body rocking);
- Interpersonal behaviours (indiscriminate contact or affection seeking, overfriendliness or excessive clinginess; demonstrating excessively 'good' behaviour to prevent disapproval; failing to seek or accept appropriate comfort or affection from an appropriate person when significantly distressed; coercive controlling behaviour; or lack of ability to understand and recognise emotions).

To support parents and carers, pupils and staff, Polwhele House will take into consideration the below factors:

- The importance on how to connect with and support others;
- The importance of voicing concerns;
- How to handle worries and concerns and coping strategies;
- The importance of physical wellbeing;
- The importance of sleep;
- Managing media and information;
- Understanding the facts;
- Focusing on positives and goal setting;
- Keeping an active mind;
- Worries about health and finance;
- Routine.

Where staff raise concerns about their own wellbeing or that of colleagues, this should be referred immediately to the Head, who will make contact with the individual and agree next steps. Any such concerns will be reported to the Chair of the Managing Council by the Head.

## 12. Peer on peer abuse

In response to COVID19 closure or partial closure Polwhele House recognise that there is an increased opportunity for peer-on-peer abuse to take place and will continue to remain vigilant to signs and symptoms of such abuse taking place.

Polwhele House has completed a risk assessment for partial closure onsite education provision and continue to adhere to and follow Part 5 of Keeping Children Safe in Education.

Special consideration has been given to, but not limited to:

- The use of the internet;
- Children being educated in mixed age groups;
- Increased vulnerabilities during this time.

All pupils at Polwhele House are aware who to speak to if they have a concern

### 13. Online Safety in Schools

Many pupils will have an increased use of the internet in response to COVID19 which may put them at an increased risk. Polwhele House will continue to provide a safe online working environment for our pupils.

Polwhele House continues to operate an appropriate firewall, filtration and monitoring system. Staff are trained and are aware of the signs and signals of cyberbullying and other online risks.

All concerns should be reported immediately to the DSL or DDSLs.

In response to COVID19, the Managing Council have reviewed our online safeguarding procedures on 7th April 2020. This has been completed in accordance with the Online safety in schools and colleges: Questions from the Governing Board - updated 2 November 2016.

Polwhele House has taken guidance from the UK Safer Internet Centre to keep children safe whilst online.

Our information sharing policy has been reviewed on 7th April by the Head and the Chair of the Managing Council.

### 14. Online Safety away from School

When asking our pupils to work online Polwhele House places the child's safety at the highest priority.

Polwhele House recognises that in response to COVID19 the majority of pupils will not physically be attending school. This increases their vulnerability and online safeguarding risk factors.

Polwhele House staff will be extra vigilant during remote interactions with pupils and report any concerns they may have in accordance with school reporting system and Child Protection policy and procedures.

Where necessary, concerns will be referred to social services and if required the police. Staff and volunteers will be made aware of the importance of keeping themselves safe online.

Polwhele House School will ensure that any use of online learning tools and systems are in line with privacy and data protection/GDPR requirements.

#### **Staff**

[Where possible, school staff and pupils should work from home using a remote access use. This limits the risk to the child and reputational damage to the school and staff. One Drive is used for accessing school documents. During the partial closure some staff have been furloughed. All safeguarding concerns have been



passed to the DSL prior to furlough and will be shared with remaining staff as appropriate by the DSL.

For staff, Polwhele House adopts the same principals for online learning as is set out in our staff behaviour policy or code of conduct. In response to COVID19 Polwhele House has implemented an online face-to-face teacher protocol.

This includes, but is not limited to:

- Acceptable use of technologies;
- Staff pupil/student online relationships;
- Communication, including the use of social media;
- Minimum expectations;
- Online safety;
- Essential rules for remote teaching;
- SENCO and pastoral care team;
- Subject leaders and tutors;

The above COVID19 teacher protocol has been adopted as policy Remote Online Teaching and Learning Policy by all staff with teaching and administration responsibilities on 7th April 2020.

### **Pupils, Parents and Carers**

For pupils, parents or carers, Polwhele House adopts the same principals for online learning as set out in the pupil behaviour policy and Acceptable Use Policies for Pre-prep and Prep. In response to COVID19 Polwhele House School have implemented:

- Online home learning responsible user agreement - students
- Parent consent form for online platform session use - parents

Polwhele House understands that not every parent will feel comfortable allowing their child to use the internet for contact and for some parents or carers they may feel this is an invasion of their privacy. Polwhele House will discuss with the parents and carers any concerns they may have.

Polwhele House School will maintain continued communication with parents and carers during this time to reinforce the importance of safe online learning. Advice will be given such as, but not limited to:

- Confirmation of online tools and or sites that the school will be using/if using;
- Confirmation of what the child may be asked to do online;
- Confirmation as to who their child will be interacting with online;
- Confirmation as to whether other pupils will be able to access their child via the online platform;
- Allowing the parent or carer the opportunity to voice any concerns;

- The importance of not leaving the child alone during screen time;
- Monitoring the search history;
- Maintaining open communication with the child about online safety;
- How to report a concern;
- Ensuring during face-to-face online sessions the child take place in an appropriate central home location.

Polwhele House will ensure parents and carers understand the importance of safe online procurement if wishing to engage in a supplementary online learning resource or tutor for their child. It is importance that parents, and carers understand that anyone having access to their child should be vetted appropriately and should be procured through a reputable source. Not everyone offering a service in response to COVID19 will have good intentions.

Parents and Carers will be provided with links to lists of support services including:

- Internet matters - for support for parents and carers to keep their children safe online
- London Grid for Learning - for support for parents and carers to keep their children safe online
- Net-aware - for support for parents and careers from the NSPCC
- Parent info - for support for parents and carers to keep their children safe online
- Thinkuknow - for advice from the National Crime Agency to stay safe online
- UK Safer Internet Centre - advice for parents and carers

Polwhele House appreciates that not every child will have access to computer or internet facilities in the home. Polwhele House will ensure that age appropriate resources are sent to any child who cannot access an online provision. In the case whereby a child is unable to access online facilities and in accordance with the risk rating system, the child will be contacted daily with a welfare call.

Children are able to report any concerns they have online back to the school using the details contained in section 19 of this policy.

15. Help and Support for parents, carers and pupils:  
Polwhele House School emergency contact details: Truro, TR4 9AE, 01872 273011

Polwhele House School has ensured that both parents and pupils have an open line of communication with the school.

All children have been made aware how to report a concern remotely and have also been issued with the ChildLine contact details.

ChildLine: 0800 1111 who are operating a 9am – Midnight service in response to COVID19.

UK Safer Internet Centre: <https://www.saferinternet.org.uk/>

CEOP: <https://www.ceop.police.uk/ceop-reporting/>

Police: 999 if the child is in immediate danger.

#### General

The Department of Education COVID-19 helpline.

Email: [DfE.coronavirushelpline@education.gov.uk](mailto:DfE.coronavirushelpline@education.gov.uk)

Telephone: 0800 046 8687

Lines are open Monday to Friday from 8am to 6pm and weekends 10am to 4pm.

Young Minds Crisis Messenger: 85258 – free text service for 24/7 support

NSPCC Helpline: Phone: 0808 800 5000 Email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

Mind: [www.mind.org.uk](http://www.mind.org.uk)

#### 16. References

- Coronavirus (COVID-19): guidance on vulnerable children and young people - Updated 27 March 2020
- Guidance for schools about temporarily closing - Updated 27 March 2020
- Coronavirus (COVID-19): safeguarding in schools, colleges and other providers - Published 27 March 2020
- COVID-19: Changes to DBS ID checking guidelines – 24 March 2020
- Questions from the Governing Board – updated 2 November 2016.
- Keeping Children Safe in Education
- Working Together to Keep Children Safe
- Teacher Misconduct: referring a case – updated 28 March 2014
- NSPCC Lone Working Guidance – Published 30 September 2019
- CEOP
- UK Safer Internet Centre

#### Related School Policies:

- Child Protection & Procedures
- Attendance Policy



- Whistle Blowing Policy
- Staff Code of Conduct

**Created:** April 2020

**Reviewed:** July 2020; October 2020

**Review date:** Quarterly

Appendix 7:

## **Remote Working Policy**

*This is the Remote Working Policy for Polwhele House and should be read in conjunction with the Child Protection Policy & Procedures and the Partial Closure Safeguarding Policy put in place following advice regarding the COVID-19 pandemic. This policy also covers the EYFS.*

### **General:**

- The calls or virtual meetings need to **take place at an appropriate time**, following the set timetable. These will be with normal working daytime hours.
- If calling a family, **ALWAYS record your session** - this will protect you against any form of allegation. Use your webcam on your computer to film it, put your phone on loud speak?
- If filming a lesson, record it so that you can review it before you share.
- Ensure that you have carefully planned any sessions or written questions to ask families with consideration to the Child Protection Policy, Staff Code of Conduct and the Acceptable Use Policies.
- Be aware that access within school will have internet content filtering systems in place that are unlikely to be replicated in the home environment.
- Pre-recorded video inputs need to be no more than 15-20 minutes.
- Think about your language - we are all worried and anxious about the future at the moment. Keep calm, reiterate the government message of washing hands and social distancing. Always use professional language and tone of voice.
- Smile and consider camera angles - ask another colleague to view before posting.
- Use agreed provision communication. The school has chosen 'Microsoft Teams' as it's remote teaching platform in conjunction with the school Home Working website - DO NOT use any form of social media even if you have set them up specifically for this purpose.
- Only use school devices to complete any teacher to pupil communication.
- Will using these platforms have a personal cost to you as a staff member? If so, please discuss this with the Bursar so that appropriate reimbursement can be arranged.

### **Personal safeguarding:**

- Wear appropriate clothes - laptop cameras give different & unexpected camera angles so wear what you would wear if you were in school.
- Look at your background - does it have photographs you don't want others to see?
- **No 1 to 1 remote learning** [only small groups or a parent present]

### **Environmental:**

- Go on-line from a suitable room in the house [e.g. Not the bedroom or bathroom]
- Inform others in your house that you are broadcasting on-line. Guard against family members wandering past the camera to protect their privacy.



## **Pupil Safeguarding:**

Listen for any cues that indicate a safeguarding concern and report these to Hilary Mann, the DSL, as soon as possible. These cues might be about:

- Child abuse or neglect
- Inadequate supervision at home
- The impact of food poverty
- The health status in a family and any young carer responsibilities they are having to be responsible for.

This policy should be read alongside the following documents:

- Child Protection Policy & Procedures
- Online Safety Policy, including the Acceptable Use Policies
- Staff Code of Conduct
- Partial Closure & Remote Working Policy – Child Protection Policy Annex.

**IF IN DOUBT, DO NOT DO IT AND IF SOMETHING GOES WRONG THEN REPORT IMMEDIATELY.**

**Created:** April 2020

**Reviewed:** May 2020, June 2020

**Review date:** Annually, according to the school's policy review cycle

**Appendix 8:**  
Information & Letter to Parents

10 April 2020

Dear Parents,

Before school closures were announced and took effect our team had been exploring different online platforms that we could utilize to support us in providing education remotely. This may have appeared to have been slow, however, we have taken some extra days compared to some other schools as we have been testing and researching the safety of each platform, ensuring that we are considering the vital safeguarding and online safety of all our pupils.

Teaching Unions and Local Authorities across the country have stated that live teaching and audio teaching is not advised due to safeguarding issues. However, our teachers will be available to 'chat' with your children on Microsoft Teams and Seesaw, according to the attached timetable, and we will be able to phone your child if necessary to give support, although this will be recorded and we will need an adult to be in the room.

After exploring the different options and finding out about radicalisation and hacking of some big name online conferencing companies we have chosen 'Microsoft Teams' to provide a distance-based, virtual platform for teachers and families to use. We are also putting in place a child and parent friendly programme for our youngest children in EYFS, Year 1 and Year 2, 'Seesaw', which supports us in providing age-appropriate activities and tasks in an appropriate way for our Pre-prep children. We are using these platforms as our base and will be exploring how these work as our online learning develops.

Online instruction is different to classroom teaching and it requires a different mindset for pupils, parents and staff. This letter seeks consent for your child(ren) to use 'Microsoft Teams' and/or 'Seesaw' for distance-based, virtual learning purposes.

From 4.00pm onwards, teachers will be focused on planning and developing the resources for the next day and may not be available for chat time. But they will catch up with you as soon as possible the next day.

We will be sending timetables and information with this letter so that you and your child will be able to organise yourselves to get the best out of these online sessions.

Our Y7 and Y8 pupils are expected to complete a Distance Learning Journal on a daily basis which will need to be emailed to their Form Tutor at the end of the week.

Much of the lesson content will be uploaded the night before or early in the morning to give your family the flexibility you may need. Video content should be viewed before the 'lesson' time, during which the teacher will be able to support your child in a group or individually, using the online chat facility.

For Y2 to Y8, there's going to be a lot of typing involved in this way of teaching, so we are recommending that your child spends 10 minutes each day working to develop their touch typing skills – an increasingly important life skill. We are recommending BBC Bitesize Touch Typing, which can be found at: <https://www.bbc.co.uk/bitesize/topics/zf2f9j6/articles/z3c6tfr>. However, if your child already follows a touch typing course to support their learning, please continue to use that resource.

### **What is 'Microsoft Teams'?**

*Microsoft Teams is an online communication and conferencing tool. It gives opportunities for us to upload and share files, work, videos and instant messages.*

### **Why have you chosen 'Microsoft Teams'?**

*Microsoft Teams has been chosen as our distance learning platform after a few weeks of research about appropriate and safe online systems. We believe that this tool is easy-to-use, well-organised and accessible to our parents and pupils. It can be used on any device and is available as three different applications – Desktop app, Web app and mobile app. We are also able to share screens and work on the same document with our pupils in real time, if needed.*

### **What do I need to use 'Microsoft Teams'?**

*You need access to the internet and a device. Your child will be given a school email address. Using this, they can log into the Microsoft Teams app or on the Microsoft Teams website. You can watch this video to find out more about how to do this: <https://support.office.com/en-us/article/distance-learning-with-office-365-guidance-for-parents-and-guardians-89d514f9-bf5e-4374-a731-a75d38ddd588>*

*Some educational materials may need to be printed off prior to the lesson and some will be able to be used on-screen and edited. Documents can be downloaded, uploaded and 'turned in', there are also means of doing this all online. We will be sending user-guides to our families as soon as we can.*



**I have more than one child who need to use one device in my home, how can they both access their learning on 'Microsoft Teams'?**

*Each video lesson will be kept in the 'Assignment' area for each class so that they can be viewed off the timetable. Within the pupil timetables there are sessions for 'Distance Learning'. These will have a set list of tasks for children to complete but can also be used as an opportunity for siblings to have time to catch up on viewing and work. This gives more flexibility for all our families with viewing things again too.*

It is important that we remind you of pupils Acceptable Use of ICT policies as well as give you, as Parents, some information about Online Safety at home. These are enclosed with this letter and can also be found on the Online Safety page of the Home Working website: <https://polwheleinfo.weebly.com/>

We would like to reassure Parents that we will still be setting the work on the Home Working website. We feel very passionately about giving all our children opportunities for continuing their education at home and understand that each individual family has their own unique situation.

Our provision will therefore be the following:

1. Continued access to the Home Working website which will include work set for all year groups and our celebration pages.
2. Use of 'Microsoft Teams' as an interactive online learning platform.
3. Continued use of emailing for additional communication between families, teachers and the school.
4. We are also planning on giving all our families a phone call which will be displayed as an 'unknown number' on your phones. This call will have a pastoral focus.

We have some other exciting plans and ideas which are currently in development. These are unique and top-secret plans which we are looking forward to launching soon once we have all got used to working in this new, virtual way.

Our commitment to keeping our pupils safe is always our number one priority and we appreciate your understanding and patience with this developing system. As a school with EYFS children to Y8 pupils, it has been important that this has been a carefully considered approach.

If you have any questions, please contact the School Office and we will be happy to help.



Mrs Topsey-Eaton  
DEPUTY HEAD

Mrs Mann  
HEAD

Parental Consent Form for Online Learning

Please complete this form, putting your signature in the boxes as directed and adding the information requested.

We will not be able to accept your child's participation online without this being sent back to us for our records.

Statement for agreement and permission	Parental signature
I give my consent for my child(ren) to have a personal school email address which will be used to give them access to the school virtual learning platform on Microsoft Teams. (Y2 to Y8)	
My child is in Pre-prep and I give consent for my child to be signed up for Seesaw Learning Platform. (Nursery to Y2)	
I give my consent for my child(ren) to use Microsoft Teams online to take part in the school's online learning provision. (Y2 to Y8)	
I have read and understood the 'Online Learning Expectations' for Parents and Pupils and will adhere to these to keep the learning space kind, supportive and respectful. (Nursery to Y8)	
I have shared the appropriate pupil 'Acceptable Use Policy' with my child(ren) and they are aware of their role and the expectations of them in taking part in the online learning provision. . (Y2 to Y8)	

Child's details:

Name	Class

Full name of Parent	
Signature of Parent	
Date	

The Daily Sequence of Teaching & Learning

A pre-recorded video of teaching and related resources will be uploaded to MT.

Children go online using Microsoft Teams at set time of lesson - see timetable.  
Watch 'Assignment' video in 'Files' tab on class and subject page.  
The teacher will be online at the same time.

Children to complete the corresponding activity/tasks set for the virtual lesson.  
The teacher is available within the lesson time (45 mins) to help in the chat features and to give feedback to any work that is 'turned in' as time allows within the session.

Children 'turn in' work when it is completed or they have got as far as they can with the task in the allotted lesson time on the timetable.  
Teachers to suggest follow on tasks or challenge tasks.

Children who have not completed the work will be directed to do so during their

Work is 'virtually marked', the teacher uses the information from the lesson as formative assessment for their next lesson.  
Individual feedback will given as appropriate and support will be given as per need.  
Teachers may suggest follow on tasks or challenge tasks.

The teacher creates next lesson as pre-recorded video and corresponding resources.

## Appendix 9:

Microsoft Teams for Pupils and Families Presentation: Pages related to Safeguarding, Child Protection & Online Safety.



**Information for Parents & Pupils:**  
**Preparation for Home Learning using Microsoft Teams.**

**Overview:**

This presentation will guide you and your child through the process of logging in and using Microsoft Teams to gain access to your child's homework, teacher communication & learning resources.

We hope that you will find this information helpful and clear.

Please contact us if you any questions. We will do our best to help.



**Before you start:**

It is crucial that you have considered the online safety of your child.

Please read the information and guidance on our Online Safety Information webpage on the Home Working website: <https://polwheleinfo.weebly.com/>




Online instruction is different from classroom teaching and it requires a different mindset for pupils, parents and staff.

We ask all our school community to consider their words and actions when so many people have their own unique and individual circumstances, concerns and worries.

**Contact:**  
Please do not hesitate to contact the school if you have any concerns or questions.

01872 273011  
Office@polwhelehouse.co.uk

Thank you for your cooperation and understanding at this time.

**Parent and Pupil Expectations for Home Learning using online platforms.**

To make our online learning platform a safe and respectful place for parents, children and staff please can you ensure that the following rules are followed:

**READY:**

- Be ready to learn: use your Homework timetable. Make sure you have access to some pens, pencils, paper and check you have any printed resources you have been asked to complete or work on from.

**RESPECTFUL:**

- Use kind words and images: think carefully about how your words may come across in a text-based chat situation. No offensive words, pictures or rude questions, please.
- Be patient: sometimes you may have a problem or question for a member of staff. Teachers will reply to messages and communications as soon as they are able to do so, dependent on their teaching timetable and other school commitments.

**SAFE:**

- Be safe: ensure that your computer/device has firewalls, ad blockers and updates in place to make it a safe place for your child to use. Please see the information we have emailed parents about setting up devices and the online safety information on our Home Working website: <https://polwheleinfo.weebly.com/>

This links directly to our Behaviour, Exclusions and Rewards Policy and School Rules of Ready, Respectful & Safe.  
Thank you