Safeguarding and Child Protection Policy

2024-25

Percy Hedley School

Relevant policies	37

APPENDICES

KEY SCHOOL CONTACT DETAILS	
Headteacher	John Steward 01912161811 John.steward@percyhedley.org.uk
Designated safeguarding lead (DSL) and deputy designated safeguarding leads	Designated safeguarding lead Rebecca Fletcher 01912161811 r.fletcher@percyhedley.org.uk
	Safeguarding Officer Aylisha Holland 01912161811 aylisha.holland@percyhedley.org.uk
	Deputy designated safeguarding lead Corin Orr 01912161811 c.orr@percyhedley.org.uk
	Deputy designated safeguarding lead Tracy Smithson 01912161811 t.smithson@percyhedley.org.uk
Governors – for safeguarding	Chair of governors Jeffrey Lough Jeffrey.lough@percyhedley.org.uk
	Link safeguarding governor Paul Cook Paul.cook@percyhedley.org.uk

	Tel: 03000 200
Teacher regulation agency (TRA)	Address: Cheylesmore House, 5 Quinton Rd, Coventry CV1 2WT misconduct.teacher@education.gov.uk Tel. Teacher misconduct: 0207 593 5393
OFSTED	whistleblowing@ofsted.gov.uk Whistleblowing hotline: 0300 1233 155 (8am -6pm Mon-Fri)
Independent Schools Inspectorate	concerns@isi.net Tel: 0207 6000 100

This policy has regard to the following guidance and advice:

Keeping Children Safe in Education (DfE 2024). Statutory guidance

*Working Together to Safeguard Children: A guide to multi-agency working to help, protect and promote the welfare of children (*2023). Statutory guidance

POLICY STATEMENT

Safeguarding and promoting the welfare of children is of paramount importance and is everyone's responsibility.

It is the responsibility of *every* member of staff, volunteer and regular visitor to our school to ensure that they carry out the requirements of this policy and, at all times, work in a way that will safeguard and promote the welfare of all of the pupils at this school. This includes the responsibility to provide a safe environment in which children can learn.

DEFINITION OF SAFEGUARDING

Safeguarding and promoting the welfare of children is defined as:

- Providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that is within or outside the home, including online
- preventing the impairment of children's mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes.

Keeping children safe in education 2024

Child protection is part of safeguarding and promoting the welfare of children and is defined as activity that is undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.

Effective safeguarding means practitioners should understand and be sensitive to factors, including economic and social circumstances and ethnicity, which can impact children and families' lives.

Working Together to Safeguard Children 2023

Abuse, neglect and exploitation

Abuse: a form of maltreatment of a child. Somebody may abuse, neglect or exploit a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a school/college, inside and outside of home, and online or in a family setting by those known to them or, more rarely, by others. Abuse, neglect and exploitation 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.

Abuse, neglect and exploitation

All staff will be made aware of indicators of abuse, neglect and exploitation. Knowing what to look for is vital for the early identification of abuse and neglect and specific safeguarding issues such as child criminal exploitation and child sexual exploitation so that staff are able to identify cases of children who may be in need of help or protection.

If staff are unsure, they should always speak to the designated safeguarding lead (DSL) or deputy.

Abuse, neglect and exploitation and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another, therefore staff should always be vigilant and always raise any concerns with the DSL.

PROCEDURES FOR DEALING WITH CONCERNS ABOUT A CHILD

What staff should do if they have a concern about a child

All staff must report any concerns they have about a child and not see these as insignificant. Staff should not assume a colleague or another professional will take action and share the concern.
On occasions, a referral is justified by a single incident such as an injury or disclosure of abuse. More often however, concerns accumulate over a period of time and are evidenced by building up a picture of harm over time; this is particularly true in cases of emotional abuse and neglect. In these circumstances, it is crucial that staff record and pass on concerns in accordance with this policy to allow the DSL to build up a picture and access support for the child at the earliest opportunity.
A reliance on memory without accurate and contemporaneous records of concern could lead to a failure to protect.

Staff must immediately report any:

- Suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play, everyday or normal activities
- Explanation given which appears inconsistent or suspicious
- Behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings, play, actions)
- Concerns that a child may be suffering from inadequate care, ill treatment or emotional maltreatment
- Concerns that a child is presenting signs or symptoms of abuse or neglect
- Significant changes in a child's presentation, including non-attendance
- Hint or disclosure of abuse from any person
- Concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present)

Children can sometimes show signs or act in ways they hope adults will notice and react to.
All staff should be aware of this and remain vigilant.

What staff should do if a child is in danger or at risk of harm
If staff are concerned that a child could be at risk of harm they must report to the designated safeguarding lead (DSL) or deputies (DDSL) immediately.
If this is not possible, they should make a direct referral to children's social care.

What staff should do if they have a concern about honour based abuse (HBA), including FGM and forced marriage
If staff have a concern regarding a child who might be at risk of HBA or who has suffered from HBA, they should speak to the DSL. As appropriate, the DSL will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.
Where FGM has taken place, there has been a mandatory reporting duty placed on teachers since 31st October 2015. Section 5B of the Female Genital 68.904 139.1 Tm0 g0 G -0.0236 Tc[(st)]TJETQ[( )]TJETQq.32 8

Further information can be found in the Multi-agency statutory guidance on female genital mutilation and the FGM resource pack particularly section 13.

Responding to disclosure

Disclosures or information may be received from children, parents or other members of the public. School recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly, all staff will handle disclosures with sensitivity.

Such information cannot remain confidential and staff will immediately communicate what they have been told to the DSL.

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the DSL in order that they can make an informed decision of what to do next.

Staff will:

- Listen to and take seriously any disclosure or information that a child may be at risk of harm

Following receipt of any information that raises concern, the DSL will consider what action to take and seek advice from children's social care as required. All concerns, discussions and decisions made, and the reasons for those decisions will be recorded in writing.

It is not the responsibility of school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and pass the information on in accordance with these procedures.

All referrals will be made in line with local children's social care procedures.

The school adheres to child protection procedures that have been agreed locally through the local multi-agency safeguarding partner arrangements. Where we identify children and families in need of support, we will carry out our responsibilities in accordance with local threshold guidance.

If, at any point, there is a risk of immediate serious harm to a child, a referral should be made to children's social care immediately and if a criminal offence has been committed contact the police. Anybody can make a referral. If the child's situation does not appear to be improving, then the staff member with concerns should press for re-consideration by raising concerns again with the DSL and/or the headteacher. Concerns should always lead to help for the child at some point.

Staff should always follow the reporting procedures outlined in this policy in the first instance. However, they may also share information directly with children's social care, or the police if:

- The situation is an emergency and the DSL, their alternative and the headteacher are all unavailable.
- They are convinced that a direct report is the only way to ensure the child's safety.

Any member of staff, who does not feel that concerns about a child have been responded to appropriately and in accordance with the procedures outlined in this policy, should raise their concerns with the headteacher or the chair of the governing board. If any member of staff does not feel the situation has been addressed appropriately at this point, then they should contact children's social care directly with their concerns.

Vulnerability

Staff should consider children who may be particularly vulnerable to abuse and may require early help.
This could include:

- Any child with additional needs including children with Special Educational Needs/Disabled children (SEND)
- Children facing housing issues such as frequent moves and homelessness
- Those living in families with chaotic lifestyles
- Families with increased stress, parental mental ill health and/or drug and alcohol dependency
- Those children living elsewhere, with friends, relatives, privately fostered, in care or are leaving care
- Asylum seekers/refugees
- Those vulnerable to discrimination on the basis of a protected characteristic
- Children living in households with domestic abuse

Children at risk of so called 'honour'-based abuse including FGM and forced marriage
Children with communication difficulties
Children without adequate parenting/supervision which could lead to abuse, risk-related behaviour and exploitation.
Children who identify as LGBT will be provided with a safe space for them to speak out or share their concerns with members of staff.
Children who have experienced multiple suspensions, are at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit.

A child who is:

A young carer
Showing signs of being drawn into anti-social and/or criminal behaviour/involved in gangs
Frequently missing from school/home/care home
Misusing drugs or alcohol
At risk of being radicalised
At risk of being exploited (criminal/sexual)
Showing signs of neglect and abuse
At risk of modern slavery/trafficking

This is not an exhaustive list but merely an example of vulnerabilities that staff must consider when identifying safeguarding concerns.

Early help assessment

Staff will be alert to the need of supporting pupils through the early help planning processes if early help assessment and intervention is required. This will occur as soon as a problem emerges at any point in a child's life. If an early help assessment is appropriate, the DSL (or deputy) will generally lead on liaising with other agencies and setting up an inter-agency assessment, as appropriate.

Staff may be required to support other agencies and professionals in an early help assessment and, in some cases, where education is the fundamental factor, act as the lead practitioner.

Early help assessments should be kept under review and referred to children's social care for assessment if the child's situation does not appear to be improving or is getting worse.

Statutory children's social care assessments and services

Concerns about a child's welfare will be referred to the local author l yF l' oÜ Æ

they consider that they are not". Further information can be found in the statutory guidance – PACE Code C 2023.

Where a child in school has a Child in Need plan or a Child Protection plan, the school will liaise with children's social care, attend meetings and provide comprehensive and detailed reports.

All reports for Child in Need/Child Protection conferences will be prepared in advance, using the guidance and report template. The information contained in the report will be shared with parents before the conference as appropriate. In order to complete such reports, all relevant information will be sought from staff working with the child in school. All staff should be prepared to contribute to the report writing process.

CHILD ON CHILD ABUSE

Children can abuse other children and this can take many forms. It can happen both inside and outside of school, online and face to face. There may also be reports where the children concerned attend two or more different schools.

Child on child abuse will not be tolerated. All staff will take a zero tolerance approach to any abusive behaviours and will stop and challenge inappropriate behaviours between children, many of which may be sexual in nature. We recognise that even if there are no reported cases of child on child abuse that such abuse may still be taking place and all staff should be vigilant.

A difficult feature of child on child abuse is that the perpetrators could be victims themselves and possibly are being abused by other family members, other adults and children.
In cases where child on child abuse is identified we will follow our procedures for dealing with concerns, recognising that both the victim and perpetrator will require support.

The school takes the following steps to minimise the risk of child on child abuse:

Promoting an open and honest environment where children feel safe and confident to share their concerns and worries
Using the Relationship, Sex and Health Education and PSHE to educate and reinforce our messages through stories, role play and responsive curriculums.

The term ‘nudes’ is used as it is most commonly recognised by children and more appropriately covers all types of image sharing incidents.

The motivations for taking and sharing nude and semi-nude images, videos and live streams are

Any direct disclosure by a child should be taken seriously. A child who discloses they are the subject of an incident of sharing nudes and semi-nudes is likely to be embarrassed and worried about the consequences. It is likely that disclosure in school is a last resort and they may have already tried to resolve the issue themselves.

Initial review meeting

The initial review meeting will consider the initial evidence and aim to establish:

- Whether there is an immediate risk to any child
- If a referral should be made to the police and/or children's social care

Directed to NCA-CEOP if the child discloses any further details to them that may

storage or social media sites. They will be reminded that possession of nudes and semi-nudes is illegal. They will be informed that if they refuse or it is later discovered they did not delete the imagery, they are continuing to commit a criminal offence and the police may become involved.

All incidents relating to nudes and semi-nudes being shared will be recorded using the school's procedures. Copies of imagery should not be taken or stored.

It is important that children and young people understand the school's policy towards nudes and semi-nudes. The content of this policy and the protocols the school will follow in the event of an incident will be explored as part of teaching and learning. This will reinforce the inappropriate nature of abusive behaviours and reassure children that school will support them if they experience difficulties or have concerns.

For more information: Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK (www.gov.uk)

CYBERCRIME

Many pupils use online platforms for their social experiences due to their disabilities and difficulties.

	• Behaviour for learning team lead on debriefs after each incident to complete team learning and responses, and update PBS plans.

The case manager will discuss with the LADO whether a referral to the Disclosure and Barring Service (DBS) and/or the Teaching Regulation Agency (TRA) should be made where an allegation is substantiated and the person is dismissed or the school ceases to use their services, or resigns or

All concerns about all adults working in or on behalf of the school (including agency staff, volunteers and contractors) will be dealt with promptly and appropriately.

The term ‘low-level’ concern does not mean that it is insignificant, it means that the behaviour

Visitors
The school has clear protocols for visitors to ensure they are suitable and supervised as appropriate.

All visitors will be expected to confirm they have an appropriate DBS and will be asked to show photo ID on arrival. The school will keep a record of all visitors within the visitors calendar.

Where visitors will have contact with pupils for lessons, lectures etc they will be sent the visitors guidance prior to coming into school to understand the safeguarding policies within school. They will be asked to sign to say they understand this information. Visitors will be expected to understand that the school promotes British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and that they will need to uphold these during their visit.
For some visits, the school will request a copy of the material to be used to assess its content and relevance to the age group prior to the visit.
If during the visit the supervising member of staff deems the content to be inappropriate they will stop the visitor and discuss an alternative approach.

During the visit, visitors will be supervised by a member of school staff. Where the visitor will be working on a one-to-one basis with a students, specific safeguarding arrangements will be put in place.

MANAGING SAFEGUARDING

The Governing Board

The Governing Board is accountable for ensuring the effectiveness of this policy and our compliance with it. Although our Governing Board takes collective responsibility to safeguard and promote the welfare of our pupils, we also have a named Governor who champions safeguarding within the school.

Governing boards and proprietors will ensure that all Governors and Trustees receive appropriate safeguarding and child protection (including online) training at induction. This training will equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective. The training will be regularly updated.

The Governing Board will ensure that:

The safeguarding policy is in place and is reviewed annually, is available publicly via our school website and has been written in line with local authority guidance and the requirements of the local multi-agency safeguarding partner policies and procedures.

The school contributes to inter-agency working in line with Working Together to Safeguard Children (2023).

The school is compliant with online safety legislation by regularly reviewing the effectiveness of school filters and monitoring systems. They should ensure that the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified.

They uphold the obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements. Including, not unlawfully discriminating against pupils because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (protected characteristics).

A senior member of staff from the leadership team is designated to take the lead

All new members of staff or volunteers will be informed of safeguarding procedures, including the recording and reporting procedures as part of the induction process.
They will receive safeguarding training within the first half term of joining the school. This programme will include information relating to signs and symptoms of abuse, how to manage a disclosure from a child, how to record concerns and the role of the designated safeguarding lead (DSL). The training will also include information about whistle-blowing in respect of concerns

All staff are expected to read these key documents and fully understand their responsibility to keep children safe:

- Part One and Annex B of '*Keeping Children Safe in Education*' DfE
- Safeguarding and Child Protection policy
- Behaviour/anti-bullying policy
- Staff Code of Conduct
- Whistleblowing policy
- Safeguarding responses to children who go missing from education
- Role of the designated safeguarding lead (including the identity of the DSL and any deputies) completed in all refreshers across the year.

WORKING WITH PARENTS AND CARERS

The school is committed to working in partnership with parents/carers to safeguard and promote the welfare of children and to support them to understand our statutory responsibilities in this area.

When new pupils join our school, parents and carers will be informed that we have a safeguarding policy. A copy will be provided to parents on request and is available on the school website. Parents and carers will be informed of our legal duty to assist our colleagues in other agencies with child protection enquiries and what happens should we have cause to make a referral to children's social care.

We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents

GDPR related policies
Early Years Foundation Stage Policy

At Percy Hedley school we strive to safeguard and promote the welfare of all of our children.

Communication barriers and difficulties in overcoming these barriers

Neglect is 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 and clothing, 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 caretakers)
- Ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

APPENDIX C: CHILD CRIMINAL EXPLOITATION

CHILD SEXUAL EXPLOITATION (CSE)

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by

COUNTY LINES

Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation (see above).

All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as:

- Being male
- Having been frequently absent or permanently excluded from school
- Having experienced child maltreatment
- Having been involved in offending, such as theft or robbery

APPENDIX D: SO-CALLED 'HONOUR'-BASED ABUSE b5M11j5.32 81.2 re4W3BT5(32)8

Is part of being a woman/rite of passage
Upholds the family honour
Cleanses and purifies the girl
Gives a sense of belonging to the community
Fulfils a religious requirement
Perpetuates a custom/tradition
Helps girls be clean/hygienic
Is cosmetically desirable
Mistakenly believed to make childbirth easier

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

However, it is possible to protect vulnerable people from extremist ideology and intervene to pre2 841lf those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who migh41lf be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or

Behavioural changes
Advocating violent actions including:

- Association with known extremists
- Seeking to recruit others to an extremist ideology

APPENDIX F: PRIVATE FOSTERING

Many people find themselves looking after someone else's child without realising that they may be involved in private fostering. A private fostering arrangement is one that is made privately (that is to say without the involvement of a local authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or immediate relative. If the arrangement is to last, or has lasted, for 28 days or more it is private fostering.

exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs'.

Child trafficking

"Child" shall mean any person under eighteen years of age. Any child transported for exploitative reasons is considered to be a trafficking victim, whether or not they have been forced or deceived. This is partly because it is not considered possible for children to give informed consent. Even when a child understands what has happened, they may still appear to submit willingly to what they believe to be the will of their parents or accompanying adults. It is important that these children are protected too.

Children are trafficked for many reasons, including sexual exploitation, domestic servitude, labour, benefit fraud and involvement in criminal activity such as pick-pocketing, theft and working in cannabis farms. There are a number of cases of minors being exploited in the sex industry. Although there is no evidence of other forms of exploitation such as 'organ donation or 'harvesting', all agencies should remain vigilant.

Children may be trafficked from other countries for a variety of reasons. There are a number of factors in the country of origin which might make children vulnerable to being trafficked.

The factors listed below are by no means a comprehensive list:

- Poverty
- Lack of education
- Discrimination
- Cultural attitudes
- Grooming
- Dysfunctional families
- Political conflict and economic transition and
- Inadequate local laws and regulations

Potential indicators that a child may have been trafficked

Once in the UK the child:

- Receives unexplained/unidentified phone calls whilst in placement/temporary accommodation
- Shows signs of physical or sexual abuse, and/or has contracted a sexually transmitted infection or has an unwanted pregnancy
- Has a history with missing links and unexplained moves
- Has gone missing from local authority care

Has not been registered with or attended a GP practice
Has not been enrolled in school
Has to pay off an exorbitant debt, e.g. for travel costs, before having control over own earnings, is permanently deprived of a large part of their earnings by another person
Is excessively afraid of being deported

Further information:
www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance

Child abduction and community safety incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby, unknown adults engaging children in conversation, rumours about undesirable residents or adults in vehicles approaching children. As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe.

The life skills curriculum in school works specifically on these issues and is supported by our therapy team.

Further information is available at: www.actionagainstabduction.org and www.clevernevergoes.org

APPENDIX J: DOMESTIC ABUSE

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse.
The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members or an institutional and community setting by those known to them or, more rarely, by others. (KCSIE)

The cross-government definition of domestic abuse is:
Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

Other signs and symptoms may include:

If placed out of area they may arrive late or miss school due to transport/financial difficulties
The child's ability to maintain relationships may be affected
May 'stand out' more to peers, leading to feelings of alienation and self-consciousness

ANNEX L: EXAMPLE CAUSE FOR CONCERN FORM

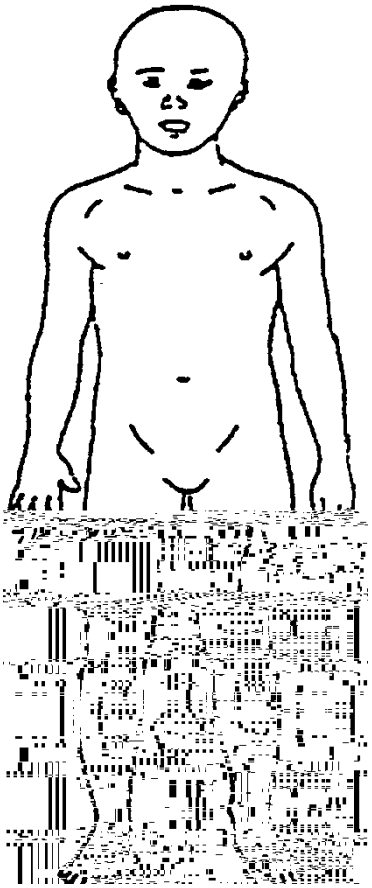
Insert school logo here

Full Name of Child:		DOB:
Time of concern:	Date of concern:	Place of concern:
Concern/Incident:		
Detailed Account: (Please bullet point. Do not interpret what is seen or heard; simply record the facts. After completing the form, pass it immediately to the designated safeguarding lead/deputy) Staff Actions: (Bullet point any actions already taken and any future actions to be completed)		
Member of Staff completing form	Role/Title	

Please provide a copy to the designated safeguarding lead

ANNEX L: BODY MAP

Child's Full Name	DOB	Date



Description of injury/additional notes:

Professional's Name	Professional's Designation

APPENDIX M: ONLINE SAFETY

If settings have a separate online safety policy, this section can be reduced and cross-referenced. If settings fully integrate online safety within the child protection policy and do not have a separate policy, governing bodies and proprietors will need to ensure there is sufficient depth of information provided within this section.

It is essential that children are safeguarded from potentially harmful and inappropriate material or behaviours online. We will adopt a whole school approach to online safety which will empower, protect, and educate our learners and staff in their use of technology, and establish mechanisms to identify, intervene in, and escalate any concerns where appropriate.

We will ensure online safety is reflected as required in all relevant policies. Online safety is considered as a running and interrelated theme when devising and implementing our policies and procedures and when planning our curriculum, staff training, the role and responsibilities of the DSL and parental engagement.

The DSL and Online Safety Lead

- All users will be informed that use of our systems can be monitored, and that monitoring will be in line with data protection, human rights, and privacy legislation.
- Filtering breaches or concerns identified through our monitoring approaches will be recorded and reported to the DSL who will respond as appropriate.
- Any access to material believed to be illegal will be reported immediately to the appropriate agencies, such as the Internet Watch Foundation and the police.
-

We will build a partnership approach to online safety and will support parents/carers to become aware of and alert to the potential online benefits and risks for children. Please see the above section for details of this.

Remote Learning

We will ensure any remote sharing of information, communication and use of online learning tools and systems will be in line with privacy and data protection requirements.
All communication with children and parents/carers will take place using school provided or approved communication channels; for example, school provided email accounts and phone numbers and agreed system Teams Classroom.

- Any pre-existing relationships or situations which mean this cannot be complied with will be discussed with the DSL.

Staff and children will engage with remote teaching and learning in line with existing behaviour principles as set out in our behaviour policy/code of conduct and acceptable use policies.
Staff and children will be encouraged to report issues experienced at home and concerns will be responded to in line with our child protection and other relevant policies.
When delivering remote learning, staff will follow our remote learning policy.
Parents/carers will be encouraged to ensure children are appropriately supervised online and that appropriate parent controls are implemented at home.

Link for online safety policy and further guidance
https://www.kelsi.org.uk/child-protection-and-safeguarding/e-safety