



Becket Primary School Safeguarding Policy

Addendum:

Summary of any key COVID-19 related safeguarding and child protection changes

Name of school/college: Becket Primary School

Author/s of addendum: Sue James/ Debbie Murphy

Addendum approved by:

Name	Role	Date
Rachel Hopwell	Chair of Governors	

Date addendum published and implemented:	
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Addendum review dates and changes

Review date	By whom	Summary of changes made	Date implemented
April 30th	Debbie Murphy		

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Key contacts during Covid 19 arrangements

Role	Name	Contact details
Designated Safeguarding Lead (DSL)	Debbie Murphy	safeguarding@becket.derby.sch.uk
Deputy DSL(s)	Sue James	head@becket.derby.sch.uk
Child at Risk of Exploitation (CRE) Champion	Debbie Murphy	safeguarding@becket.derby.sch.uk
Mental Health Champion	Ruth Varley	RVarley@becket.derby.sch.uk
Other contactable DSL(s) and/or deputy DSL(s):	Ruth Varley	RVarley@becket.derby.sch.uk
Designated member of senior leadership team if DSL (and deputy) can't be on site	Liz Stewart	EStewart@becket.derby.sch.uk
Headteacher/Principal	Sue James	head@becket.derby.sch.uk
Chair of governors/Trustees	Rachel Hopwell	Rachel.hopwell@igloo.ult.net
Designated Governor/Trustee:	Rachel Hopwell	Rachel.hopwell@igloo.ult.net

Note: Contact details for all other key safeguarding agencies are as referenced in the school/college safeguarding/child protection policy. This includes referrals to local authority early help services, children's social care and the local authority designated officer (LADO).

1. Context

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

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

The school/college acknowledges the importance of remaining a safe place for children however the fewer children making the journey to school, and the fewer children in educational settings, will protect the NHS and save lives by reducing the risks of spreading the virus.

This addendum of the School Safeguarding/Child Protection policy contains details of our individual safeguarding arrangements during our continued school closure.

2. Scope and definitions

This addendum applies during the period of school closure due to COVID-19, and reflects updated advice from our local safeguarding partners Derby and Derbyshire Safeguarding Children Partnership (Derby County Council, Derby City Council, Derby and Derbyshire Clinical Commissioning Group, Tameside and Glossop Clinical Commissioning Group and Derbyshire Constabulary).

It sets out changes to our normal safeguarding/child protection policy in light of the Department for Education's guidance collection for [Coronavirus \(COVID-19\): guidance for schools and other educational settings](#), and specifically [Coronavirus: safeguarding in schools, colleges and other providers](#).

Vulnerable children

Unless covered here, our normal child protection policy continues to apply.

The Department for Education's (DfE's) [Coronavirus \(COVID-19\): guidance on vulnerable children and young people](#) defines 'vulnerable children' as those who:

- a. Have a social worker, this includes children who
 - Have a child protection plan
 - Are looked after by the local authority.
 - Have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989
- b. Children and young people up to the age of 25 with education, health and care (EHC) plans.

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

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

There is an expectation that vulnerable children who have a social worker will attend an education setting, so long as they do not have underlying health conditions that put them at risk. In circumstances where a parent/carer does not want to bring their child to an education setting, and their child is considered vulnerable, the social worker and the School/College will explore the reasons for this directly with the parent/carer.

Where parents are concerned about the risk of the child contracting COVID19, the school/college or the social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England.

The School/College will encourage our vulnerable children and young people to attend school/college, including remotely if needed.

Support for children who aren't 'vulnerable' but where we have concerns

Senior leaders, especially the Designated Safeguarding Lead (and deputy) know who our most vulnerable children are. They also have the flexibility to offer a place to those who don't meet the Department for Education's definition of 'vulnerable' but where the school/college has concerns. For example children who are receiving support through early help processes, on the edge of receiving children's social care support or those who have had recent social worker involvement and those families working at Team around the Family level.

If these children will not be attending school, we will put a contact plan in place, as explained in section 8 below.

3. Core safeguarding principles

We will still have regard to the statutory safeguarding guidance, [Keeping Children Safe in Education](#) and relevant government coronavirus guidance such as [Coronavirus: safeguarding in schools, colleges and other providers](#) to ensure we keep children safe.

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

- The best interests of children must always continue to come first
- If anyone has a safeguarding concern about any child, they should continue to act on it immediately

- A designated safeguarding lead (DSL) or deputy should be available at all times (see section 4 for details of our arrangements)
- It is essential that unsuitable people are not allowed to enter the children's/education workforce and/or gain access to children
- Children should continue to be protected when they are online

The School/College will, as far as is reasonably possible, take a whole institution approach to safeguarding. This will allow us to ensure that any new policies and processes in response to COVID-19 are not weakening our approach to safeguarding or undermining their child protection policy.

4. Reporting concerns

All staff and volunteers must continue to act on any concerns they have about a child or the behaviour of a member of staff or volunteer immediately.

It is still vitally important to do this.

The school's safeguarding referral document is remotely accessible to all staff on the school's network.

All staff should continue to work with and support children's social workers, where they have one, to help protect vulnerable children.

5. Designated Safeguarding Lead (and deputy) arrangements

We aim to have a trained DSL or deputy DSL on site wherever possible.

Details of all important contacts are listed in the 'Important contacts' section on the second page of this addendum.

(Amend the following as necessary according to the arrangements you have in place)

- If our DSL (or deputy) can't be in school, arrangements will be made to contact them remotely. See Important Contacts on page 3.
- We will keep all school staff and volunteers informed by email and Microsoft Teams as to who will be the DSL (or deputy) on any given day. This will be identified in the staff provision rota issued to all staff and updated with changes on the school's network.
- We will ensure that DSLs (and deputies), wherever their location, know who the most vulnerable children in our school are.
- On occasions where there is no DSL or deputy on site, a senior leader will take responsibility for co-ordinating safeguarding. This will be Liz Stewart. Their contact details are located in Important Contacts, page 3.
- The senior leader will be responsible for liaising with the off-site DSL (or deputy) to make sure they (the senior leader) can:
 - Identify the most vulnerable children in school
 - Update and manage access to child protection files, where necessary

- Liaise with children's social workers where they need access to children in need and/or to carry out statutory assessments
- Ensure that weekly contact with vulnerable pupils is maintained and recorded.

The school acknowledges that opportunities for DSL training is very unlikely to take place during this period; the DDSCP safeguarding face to face training events have been cancelled up until the end of May (this will be subject of review). However the option of online training will be explored, there are some e-learning opportunities and podcasts on the DDSCP website [training pages](#).

As outlined in the DFE guidance Coronavirus (COVID-19): safeguarding in schools, colleges and other providers for the period COVID-19 measures are in place, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training.

Our school like others nationwide faces unique challenges at this time. Where reasonably possible, the DSL (or deputy) will consider these in a child protection context and reflect them in the child protection policy and practice as appropriate.

6. Working with other agencies

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

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

- Our local safeguarding partners
- The local authority about children with education, health and care (EHC) plans, the local authority designated officer and children's social care, reporting mechanisms, referral thresholds and children in need

The following guidance is currently in place:

Multi-agency safeguarding meetings (updated information published on 25/03/2020)

As from the 23rd of March all meetings (for example Looked After Reviews, Child Protection Conferences, Children in Need Reviews) will take place virtually and no face to face conference / meetings will take place at the Kedleston Road site.

All attendees of meetings will be notified of how they will contribute the meeting and the School/College will take steps to ensure that they are able to comply with these arrangements.

As there will be delays in circulating minutes, the school/college representative will take notes of recommended actions.

For these statutory meetings to go ahead it is equally important that all professionals and especially the allocated social workers provide updated reports- care plans and review of

arrangements - to these meetings. The school will ensure this is a priority. All reports will be emailed to the Chairs / IRO in the normal way in 'good time' for the meeting to be purposeful.

Early Help (please note this is due to be published in the next few days)

Local Authority Early Help Teams are currently supporting Children's Social Care colleagues in the city to ensure our most vulnerable children and young people are kept safe. In order to do this they have paused the Team around the Family (TAF) process and are managing early help caseloads loads by telephone. Face to Face contact with families will only be to manage a crisis.

All 16 -17 year old Child in Need (CIN) young people in supported accommodation will receive weekly telephone contact as visits as deemed necessary.

Should there be a need our priority is to support new Child in Need cases (section 17) and Integrated Disabled Children's Services (IDCS) short break service.

Please be reassured we are still considering early help assessments at Vulnerable Children Meetings (VCM) which will be virtual. All families will receive some contact.

All Children reported Missing will be managed according to the Missing Protocol (see document library, protocols section), in most cases via telephone return interviews, those missing over 72 hours will be subject to a Virtual Strategy Discussion following current processes

From COVID-19: Multi-agency update – Responding to safeguarding concerns 8.4.20
Unless there are serious concerns that a child is suffering or likely to suffer abuse and maltreatment, practitioners should use an Early Help Assessment to start the process of understanding the needs and strengths of the child and the parent / carers.

7. Monitoring attendance

As most children will not be attending school during this period of school closure, we will not be completing our usual attendance registers or following our usual procedures to follow up on non-attendance.

The school/college and social workers will agree with parents/carers whether children in need should be attending school. The school will then follow up on any learner that they were expecting to attend, who does not. The school will also follow up with any parent or carer who has arranged care for their child(ren) and the child(ren) subsequently do not attend.

To support the above, the school will, when communicating with parents/carers and carers, confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.

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

We are using the Department for Education's daily online attendance form to keep an accurate record of who is attending school.

8. Safeguarding for children not attending school

Contact plans

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

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

These plans include a Risk Assessment and include:

- How often the school will make contact
- Which staff member(s) will make contact
- How they will make contact
- Our contact plans are shared with staff on the school's network which can be accessed remotely.

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

If we can't make contact, we will notify the Educational Welfare Officer and Social care by contacting the Duty Team. If deemed necessary we will contact the Police.

9. Children attending other settings

Where children are temporarily required to attend another setting, we will make sure the receiving school is provided with any relevant welfare and child protection information. Wherever possible, our DSL (or deputy) and/or special educational needs co-ordinator (SENCO) will share, as applicable:

- The reason(s) why the child is considered vulnerable and any arrangements in place to support them
- The child's EHC plan, child in need plan, child protection plan or personal education plan
- Details of the child's social worker
- Details of the virtual school head
- Where the DSL, deputy or SENCO can't share this information, the senior leader(s) identified in Key contacts will do this.

We will share this information before the child arrives as far as is possible, and otherwise as soon as possible afterwards.

Currently there are no pupils attending another setting but the above information will be reviewed if necessary.

10. Safeguarding all children

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

Staff and volunteers will continue to be alert to any signs of abuse, or effects on learners' mental health that are also safeguarding concerns, and act on concerns immediately. In particular, children are likely to be spending more time online (see section 12 below).

11. Peer on peer abuse

We will continue to follow the principles set out in part 5 of Keeping Children Safe in Education, [Sexual violence and sexual harassment between children in schools and colleges guidance](#) and local [multi-agency safeguarding children procedures](#), in particular [Children who Present a Risk of Harm to Others](#) as well as those outlined within of our school/college Child Protection/Safeguarding Policy when managing reports and supporting victims of peer-on-peer abuse.

Staff should continue to act on any concerns they have immediately.

The school/college recognises that during the partial closure/closure a revised process may be required for managing any report of such abuse and supporting victims.

The school will listen and work with the young person, the alleged perpetrator, parents/carers and any multi-agency partner required to ensure the safety and security of the young person and that of the alleged perpetrator.

Concerns and actions must be recorded on the referral form and saved in the safeguarding folder under Coronavirus, teacher. The member of staff must contact the DSL to inform them a new concern form has been completed. The DSL will confirm by email the referral form has been seen and is being acted upon. Investigations will continue in-line with the Safeguarding policy pages 20-24 'Role of the Designated Safeguarding Lead following identification of needs or concerns, including all Stopping Domestic Abuse Together notifications.' (Staff are not to visit houses and speak to parents / carers but refer to Social Care)

12. Online Safety

In school

We will continue to have appropriate filtering and monitoring systems in place in school. Where students are using computers in school, appropriate supervision will be in place.

Outside school

Where staff are interacting with children online, they will continue to follow our existing staff code of conduct and also the guidance issued by DTSA – Remote Learning Safeguarding Practices.

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Child Protection/Safeguarding Policy and where appropriate referrals should still be made to children's social care and as required, the police.

Online teaching should follow the same principles as set out in the staff Code of Conduct Policy and the Behaviour Policy.

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

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

- No 1:1s, groups only.
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred.
- The live class should be recorded so that if any issues were to arise, the video can be reviewed.
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
- Language must be professional and appropriate, including any family members in the background.
- Staff must only use communication systems provided by the school/college to communicate with learners.
- Staff should record, the length, time, date and attendance of any sessions held.

If IT staff are unavailable, our contingency plan is Link ICT services.

Virtual lessons and communication must only be used through the Class Dojo system.

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

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

Working with parents and carers

We will make sure parents and carers:

- Are aware of the potential risks to children online and the importance of staying safe online.

- Know what our school is asking children to do online, including what sites they will be using and who they will be interacting with from our school.
- Are aware that they should only use reputable online companies or tutors if they wish to supplement the remote teaching and resources our school provides.
- Know where else they can go for support to keep their children safe online.
- Updated information will be posted on the school website and parents informed via Class Dojo.

13. Mental health and well-being

Where possible, we will continue to offer our current support for learner mental health and wellbeing for all of our learners. Pupils and parents will be able to maintain contact with their Class teacher and Senior Leaders through Class Dojo.

We will also signpost all learner, parents and staff to other resources to support good mental health at this time.

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

Supporting children not in school

The school is committed to ensuring the safety and wellbeing of all its children and young people.

Where the DSL has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in school, they should ensure that a robust contact plan and risk assessment is in place for that child or young person.

Details of this plan are on the school network for all staff to see. A record of contact is kept on the safeguarding logs.

The contact plans can include; remote contact, phone contact, door-step visits. Other individualised contact methods should be considered and recorded.

The school and its DSL will work closely with all stakeholders to maximise the effectiveness of any contact plan.

This plan and risk assessments must be reviewed regularly (at least once a fortnight) and where concerns arise, the DSL will consider any referrals as appropriate.

The school/college will share safeguarding messages on its website and social media pages.

The school/college recognises that education is a protective factor for children and young people, and the current circumstances, can affect the mental health of pupils and their

parents/carers. Teachers at the school/college need to be aware of this in setting expectations of learners' work where they are at home.

The school will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them. This will be bespoke to each child and take into consideration EHCP and Individual Education Plans.

Supporting children in school

The school is committed to ensuring the safety and wellbeing of all its students.

The school will continue to be a safe space for all children to attend and flourish. The Headteacher will ensure that appropriate staff are on site and staff to learner ratio numbers are appropriate, to maximise safety.

The school will refer to the Government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID19.

The school will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them. This will be bespoke to each child and take into consideration EHCP and Individual Education Plans.

14. Domestic Abuse

The current Covid 19 measures being taken are likely to increase the stress on family life and it is expected that domestic abuse incidents are likely to rise.

The school will continue to receive domestic abuse notifications via the Stopping Domestic Abuse Together (SDAT) initiative as will children's social care. Notifications will continue to be recorded in the children's safeguarding file.

As with any concern about a child the school will take steps to ensure the child is safe. In all cases the school will review what we know about the child and their family.

If the child is expected to attend school the usual checks should be made on their welfare.

- What is known about the child when they arrived (or not) at school today?
- Who in the school needs to be informed?
- What 'checks' need to be carried out and how best can these be achieved?
- Are they in school today? How are they presenting physically and emotionally? Are there any changes in their behaviour?

When a child is not expected to be at school there should be consideration about how best the school/college can seek assurance on their welfare and what checks can be made.

In all cases the school will make general enquires with the child about how they are. The domestic abuse notification should not be referred to unless it is directly mentioned by the child or where the parent/carer raises the issue.

If the DSL/deputy DSL identifies any child protection concerns they will refer to children's social care.

Children's Social Care will also review the incident and will liaise with the school where there are child protection concerns about the safety of the child.

Where the DSL has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in school, they should ensure that a robust contact plan and risk assessment is in place for that child or young person.

Details of this plan must be recorded in the safeguarding log, as should a record of contacts that have been made.

The contact plans can include; remote contact, phone contact, door-step visits. Other individualised contact methods should be considered and recorded. The school and its DSL will work closely with all stakeholders to maximise the effectiveness of any contact plan.

This plan and risk assessments must be reviewed regularly (at least once a fortnight) and where concerns arise, the DSL will consider any referrals as appropriate.

15. Staff recruitment, movement of staff, training and induction

Recruiting new staff and volunteers

- We continue to recognise the importance of robust safer recruitment procedures, so that adults and volunteers who work in our school are safe to work with children.
- We will continue to follow our safer recruitment procedures, and part 3 of Keeping Children Safe in Education.
- In urgent cases, when validating proof of identity documents to apply for a DBS check, we will initially accept verification of scanned documents via online video link, rather than being in physical possession of the original documents. This approach is in line with revised guidance from the DBS.
- New staff must still present the original documents when they first attend work at our school.
- We will continue to do our usual checks on new volunteers, and do risk assessments to decide whether volunteers who aren't in regulated activity should have an enhanced DBS check, in accordance with paragraphs 167-172 of Keeping Children Safe in Education.
- Where new staff are recruited, or new volunteers enter the school/college, they will continue to be provided with a safeguarding induction.

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. When recruiting new staff, the school will continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in part 3 of Keeping Children Safe in Education (2019) (KCSIE).

In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact.

Where the school is utilising volunteers, we will continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of KCSIE. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

Staff ‘on loan’ from other schools

If staff are deployed from another education or children’s workforce setting to our school, we will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability by seeking assurances from the current employer in writing that;

- the individual has been subject to an enhanced DBS and children’s barred list check
- there are no known concerns about the individual’s suitability to work with children
- there is no ongoing disciplinary investigation relating to that individual

As well as seeking assurance from the ‘loaning’ school that staff have had the appropriate checks we will also assess the risks of staff ‘on loan’ working in our school, and these assessments will be completed by the Head Teacher.

We will also use the DBS Update Service, where these staff have signed up to it, to check for any new information.

Safeguarding induction and training

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

New staff and volunteers will continue to receive:

- A safeguarding induction
- A copy of our children protection safeguarding policy (and this addendum)
- Keeping Children Safe in Education (part 1)

We will decide on a case-by-case basis what level of safeguarding induction staff ‘on loan’ need. In most cases, this will be:

- A copy of our child protection/safeguarding policy and this addendum
- Confirmation of local processes
- Confirmation of DSL arrangements

16. Keeping records of who’s on site

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

The visitor log will provide the means to log everyone that will be working or volunteering in a school college on any given day, including any staff who may be on loan from other institutions. The SCR will be used to log details of any risk assessments carried out on volunteers and staff on loan from elsewhere.

17. Concerns about a staff member or volunteer

We will continue to follow the principles set out in part 4 of Keeping Children Safe in Education, our school policies and the local multi-agency safeguarding children procedures, [Managing Allegations against Staff, Carers and Volunteers](#).

Staff should continue to act on any concerns they have immediately.

During school closure any concerns should be passed onto the Head Teacher or if not available the Assistant Headteacher. If the concern relates to the Head Teacher it should be passed onto Rachel Hopwell – Chair of Governors.

The school/college will continue to follow the legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found at paragraph 163 of KCSIE.

We will continue to refer potential cases of teacher misconduct to the Teaching Regulation Agency as per paragraph 166 of KCSIE. We will do this using the email address Misconduct.Teacher@education.gov.uk for the duration of the COVID-19 period, in line with government guidance.

Staff absence

Where the school/college has concerns about the impact of staff absence – such as our Designated Safeguarding Lead or first aiders – will discuss them immediately with the Governors and SSIO at the Local Authority.

18. Monitoring arrangements

This policy will be reviewed as guidance from the local safeguarding partners, other relevant agencies or DfE is updated, and as a minimum every 3-4 weeks by Debbie Murphy – Designated Safeguarding Lead. At every review, it will be approved by the full governing board.

19. Links with other policies

This policy links to the following policies and procedures:

- Child protection/safeguarding
- Staff behaviour policy/code of conduct]
- Health and safety
- Behaviour management, including mental health and behaviour, bullying/ online bullying and prejudice-based bullying as well as the use of reasonable force/physical

intervention, including the increased vulnerability of children with special education needs (SEN) or disabilities and equality duties

- Meeting the needs of pupils with medical conditions
- Providing first aid
- Online safety and other associated issues, including sexting/'youth produced sexual imagery', use of pupil mobile phones in school and appropriate filtering and monitoring, including how children can be kept safe from terrorist and extremist material
- Safer recruitment and selection, including single central record
- Managing allegations against staff, including volunteers and incorporating 'duty to refer'
- School attendance and children who runaway or go missing from education, home or care
- Complaints procedure
- Confidentiality and GDPR
- Whistle blowing

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