



**St Monica's Catholic Primary School, Hoxton**  
**London N1 6QN**



# **Child Protection and Safeguarding Policy Addendum (Keeping Children Safe in Education 2020)**

This addendum applies from 1 September 2020 and reflects and reflects updated advice from our 3 local safeguarding partners: City & Hackney Safeguarding Partnership and local authority (LA), Hackney. It sets out changes to our normal child protection policy in light of the Department for Education's guidance [Keeping Children Safe in Education September 2020 \(KCSiE\)](#), and should be read in conjunction with that guidance, as well as the school's Child Protection and Mental Health and Wellbeing policy COVID-19 addenda adopted in May and July 2020 respectively.

Unless covered here, the extant child protection policy and subsequent addenda continue to apply.

### **The Significance of Mental Health in our safeguarding and child protection procedures and curriculum**

- In accordance with KCSiE 2020, the school recognizes that the definition of safeguarding includes "preventing impairment of children's mental and physical health or development" (KCSiE p34-38);
- All staff receive at least annual training which includes mental health difficulties as a possible indicator of past or potential risk of abuse, neglect or exploitation. This expanded definition of safeguarding is also covered within volunteer inductions;
- Staff accessing regular mental health and wellbeing training through the school's ongoing involvement in the Wellbeing and Mental Health in Schools Project (WAMHS) and the associated Mental Health in Schools Team (MHST), all staff (this affiliation with mental health practitioners is what the DfE refers to as the [Link Project](#));
- With significant staff training time dedicated to mental health and additional curricular and pastoral support provided by linked WAMHS and MHST practitioners, staff are able to recognise behaviours which may indicate mental health needs and have an understanding of how adverse childhood experiences can have a long-term impact on children's mental health, behavior and education;
- Staff know to take action on mental health concerns that are also concerns through following the school's child protection policy and speaking to the DSL or deputy;
- The school's protocols and curriculum are informed by the DfE's guidance on [preventing and tackling bullying](#) and [mental health and behaviour](#), as well as Public Health England guidance on [promoting children's emotional health and wellbeing](#) and lesson plans and teaching materials from [Rise Above](#);
- The governing body is aware of the important role school plays in supporting the mental health and wellbeing of their pupils and ensures there are clear systems and processes in place for identifying possible mental health problems, as well as pathways for escalation, clear referral and accountability systems;

### **Child Criminal and Sexual Exploitation (CCE and CSE respectively)**

- Staff have received training which supports an understanding of the updated explanation of CCE and CSE in KCSiE 2020 (paragraph 28):
  - Staff recognise that these are defined as forms of abuse in which an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity and can take place online and in person;

### **Contextual Safeguarding**

- Staff training supports an understanding of the clarified guidance about contextual safeguarding which means that all staff are aware that safeguarding incidents and/or behaviours can be associated with factors outside school and/or can occur between children outside of this environment;
- All staff consider whether children are at risk of abuse or exploitation in situations outside their families (e.g. sexual exploitation, criminal exploitation, serious youth violence);

### **Allegations Made Against Staff**

- Staff training reinforces allegations protocols to ensure staff are aware that they should refer concerns or allegations about supply staff to the headteacher (including agency staff);
- The school's Complaints Policy has been updated to reflect this, as well as the guidance that the school should follow the Complaints procedure for managing allegations against staff where someone may have been involved in an incident outside of school which didn't involve children, but could have an impact on their suitability to work with them (e.g. domestic violence).
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### **Supporting Children Who Need a Social Worker**

- Staff understand that children may need a social worker due to safeguarding or welfare needs, such as abuse, neglect and complex family circumstances;
- The DSL is the designated teacher for looked-after and previously looked-after children;
- Staff recognise that these experiences can make make pupils more vulnerable to further harm and can create barriers to attendance, learning, behaviour and mental health;
- In line with updated KCSiE guidance (pages 109-112), the headteacher, DSL (and deputy) and governors are aware that the LA should inform the school of any children with a social worker and that the DSL should hold and use this information in the best interests of the child's safety, welfare and educational outcomes, such as when decisions are made on:
  - Responding to unauthorised absence or missing education where there are known safeguarding risks;
  - And the provision of pastoral and/or academic support.



**Signed: M. Curro**  
**Chair of Governors**

**Date: 08.06.2020**