



EAST RIDING

OF YORKSHIRE COUNCIL

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www.eastriding.gov.uk

Deborah Myers Head of Children and Young People, Education and Schools

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Date:	Friday, 26 February 2021

To: The Governors of Newbald Primary School,

I give below the agenda for the meeting of the governing body of Newbald Primary School, which is to be held on **Monday 15 March 2021 at 6pm** If you are unable to attend the meeting please inform this office at the earliest opportunity, in order that meetings without a quorum can be identified in advance.

The Governor Support Officer who will service your meeting is Lindsay Newton who can be contacted on lindsay.newton@eastriding.gov.uk

In order to expedite business governors are asked to clear with the Chair before the meeting any urgent items which they wish to raise under any other business.

I would like to take this opportunity to remind you that notification of any items to be added to the next agenda should be submitted to this office no later than three weeks before the next meeting.

A G E N D A

1 Apologies for Absence

- a) To receive any apologies for absence.
- b) To consider giving consent for individual governors to be absent from this meeting.

Section 1: Procedural Agenda Items

2 Confirmation of any items to be raised under any other urgent business

3 Declaration of Interests

Governors are asked to declare any pecuniary or non-pecuniary interests they may have in any items on the agenda together with the nature of the interest.

4 **Membership**

Governors are asked to consult the membership details held on HERE For Schools and update the details if any changes are to be made.
www.hereforschools.co.uk

5 **Appointment of Co-opted Governors**

To consider the appointment of co-opted governors

6 **Minutes**

To authorise the signing of the minutes of the meeting held on 16 November 2020. Enclosure

7 **Matters Arising from the Minutes**

Enclosure

- a) to review any matters arising from the minutes;
- b) to review any actions from the previous meeting.

8 **Committee Minutes**

Enclosure

To receive for information any minutes/reports from all committees.

- Leadership, Management and Finance Committee, 22 January 2021;
- Behaviour and Safety Committee, 1 February 2021;
- Quality of Learning and Outcomes Committee, 5 February 2021.

Governors are reminded that minutes of all committee meetings should be taken and forwarded to the next governing body meeting for decision or noting. At the next committee meeting the minutes should be formally signed if they are agreed. If amended or not agreed, they should be forwarded to the next meeting of the governing body for noting.

Section 2: School Improvement Agenda Items

9 **Report of the Headteacher**

Enclosure

To receive the Headteacher's termly report.

10 **School Improvement Plan 2020/2021**

To receive the termly update report.

11 **Safeguarding Report**

To receive the termly update report.

12 **Update to the Redundancy Process**

To receive an update on the redundancy process.

13 **Five Year Budget Plan**

To consider the Five Year Budget Plan for approval.

Section 3: Approval of Policies and Reports

14 **School Policies**

Enclosure

To consider the following policies for approval and adoption:

- a) Child With Health Needs Who Cannot Attend School Policy;
- b) Designated Teacher (LAC and PLAC) Policy;
- c) NQT Policy;
- d) Online Safety Policy;
- e) Pupil Premium Policy;
- f) Special Education Needs & Disability Policy;
- g) Strategic School Child Protection & Safeguarding Policy.

15 **Business Car User Scheme**

Enclosure

To consider the policy for approval and adoption.

16 **Car Salary Sacrifice Scheme**

Enclosure

To consider the policy for approval and adoption.

17 **Driving for Work Policy**

Enclosure

To consider the policy for approval and adoption.

18 **Equality in Employment**

Enclosure

To consider the policy for approval and adoption.

19 **Job Share Policy**

Enclosure

To consider the policy for approval and adoption.

20 **Mobile Device Policy**

Enclosure

To consider the policy for approval and adoption.

21 **Relocation Scheme (Schools)**

Enclosure

To consider the policy for approval and adoption.

22 **RTR Training or Study Procedure (Schools)**

Enclosure

To consider the policy for approval and adoption.

Section 4: Governing Body Items

23 Governor Visits

Enclosure

- Mr Mountain Wade – 15 December 2020;
- Mrs Wightman – 24 February 2021.

24 Governor Skills Matrix

To discuss the governor skills matrix, as deferred from the autumn 2020 term.

25 Governor Development and Training

To note that all training details are available on the CPD website www.hereforschools.co.uk.

26 Any Other Urgent Business

27 Review of Actions

28 Next Meetings

- Monday 21 June 2021 at 6pm.

MINUTES of the Virtual Meeting of the Governors of Newbald Primary School held on Monday 16 November 2020 at 6.00pm.

P R E S E N T:-

Mrs S Wightman (in the Chair)

Miss H Alcock, Mr P Alderman, Mr O Baker, Mrs D Brady, Mrs M Sinclair, Dr K Varhalamas, Mr P Mountain-Wade and Mr N Wilson.

Also in attendance: Mrs J Harrison (School Improvement Adviser), Mrs L Killerby (Potential Governor), Mr R Maher (Potential Governor) and Mrs L Newton (Governor Support Officer).

Clerk to the Governing Body – Mrs M Catley.

The Chair welcomed the new Clerk and the two prospective Co-opted governors who both have an educational background. Introductions were provided by all those in attendance.

3278 **APOLOGIES**

An apology for absence was received from Mrs R Riley.

3279 **CONSENT FOR ABSENCE**

RESOLVED: that consent be given to Mrs Riley for her absence from this meeting.

3280 **CONFIRMATION OF ITEMS TO BE RAISED UNDER ANY OTHER URGENT BUSINESS**

RESOLVED: that the following items be raised under any other urgent business:

- Equality Information Statement;
- Special Educational Needs and Disability Report.

3281 **DECLARATION OF INTERESTS**

RESOLVED: that no declarations of interest were received on any item on the agenda.

3282 **PECUNIARY INTERESTS**

Governors were reminded to complete their Declaration of Pecuniary Interest forms and return them to the Clerk if not already done so.

- RESOLVED:
- a) that the Declaration of Pecuniary Interests be completed and returned to the Clerk;
 - b) that the Register of Pecuniary Interests be reviewed and updated.

3283 **MEMBERSHIP**

Governors thanked Mrs J Johnson for her time on the Governing Body and for her voluntary work in the school over a number of years.

RESOLVED: that the resignation of Mrs J Johnson as a Co-opted governor be noted.

NOTE Mr Alderman joined the meeting at this point.

3284 **APPOINTMENT OF CO-OPTED GOVERNORS**

Mrs Killerby and Mr Maher had voiced their interest in becoming governors and would be Co-opted onto the governing body at the meeting to be held in the spring term 2021.

RESOLVED: that Mrs Killerby and Mr Maher be Co-opted at the meeting in the spring term 2021.

3285 **ELECTION OF CHAIR**

RESOLVED: a) that the term of office for the Chair be until the first meeting of the Autumn term 2022;

b) that Mrs Wightman be elected Chair.

(Mrs Wightman in the Chair)

3286 **ELECTION OF VICE CHAIR**

The Chair had spoken to Mrs Riley prior to the meeting who had agreed to be put forward for the appointment of Vice Chair.

RESOLVED: a) that the term of office for the Vice Chair be until the first meeting of the autumn term 2022;

b) that Mrs Riley be elected Vice Chair.

3287 **REVISION OF COMMITTEES AND DELEGATION OF FINANCIAL RESPONSIBILITIES**

The committee structure had been reviewed at committee level and the terms of references were to remain unchanged. The following changes to the committee membership be made:

- Mr Mountain-Wade was to be added to the Behaviour and Safety Committee and the Leadership, Management and Finance Committee;
- Mrs Brady to be Chair of the Quality of Learning and Outcomes Committee;
- Dr Varhalamas, Mrs Killerby and Mr Maher, subject to successful appointment to the governing body at the Spring 2021 term meeting, be added to the Quality of Learning and Outcomes Committee;
- Mrs Riley to be added to the Leadership, Management and Finance Committee.

RESOLVED: a) that membership of the committees be as follows:

Behaviour and Safety Committee

Quorum: 2

Membership

Mr O Baker (Chair);
Mrs S Wightman;

Mrs M Sinclair;
Mrs R Riley;
Mr P Mountain-Wade.

Composition

The committee will be made up of at least three named members of the Governing Body including the Headteacher. The committee will elect a chair.

Quorum

Meetings of the committee will not take place unless at least two members of the committee are present plus one governor when required. (One of whom may be the Headteacher).

Leadership, Management and Finance Committee

Quorum: 3

Membership

Mr P Alderman (Chair);
Mrs M Sinclair;
Mrs S C Wightman;
Mrs R Riley
Mr P Mountain-Wade.

Quality of Learning and Outcomes Committee

Quorum: 3

Membership

Mrs D Brady (Chair);
Miss H Alcock;
Mrs M Sinclair;
Mrs S C Wightman;
Mr N E Wilson;
Dr K Varhalamas.

Headteacher's Performance Review Committee

Quorum: 2

Membership

Any three governors as requested with the exception of staff governors.

b) that the extent of delegation be as follows:

Behaviour and Safety Committee

Clerk

Each meeting must be clerked. The clerk may be a member of the committee, another Governor or an employee of the school, but not the Headteacher.

Meetings

As required in consultation with the Headteacher but at least once a term.

Terms of Reference

The following responsibilities have been delegated to this committee by the Full Governing Body:

To advise Governors on all matters relating to Behaviour and Safety, including:

- Exclusions;
 - Lateness;
 - Attendance;
 - Behaviour incidents;
 - Sanctions applied;
 - Safeguarding;
 - Well-Being (pupils and staff);
 - Awards earned.
1. To monitor the implementation and consistent delivery of robust and practical Behaviour and Safeguarding Policies.
 2. To ensure that all student disciplinary matters are dealt with fairly / consistently and appropriate strategies are applied.
 3. To review, monitor and approve relevant policies.
 4. To review and monitor relevant areas of the School Improvement Plan.
 5. To ensure that Health and safety is understood and the school held to account for incidents.
 6. To ensure that Safeguarding is robust and all necessary training and processes are followed.
 7. To monitor how the school deals with Racism and Equality issues and how they are reported.
 8. To ensure that there is a clear understanding of how school trips are run and managed and how the pupils attending are protected within these “new” environments.
 9. To Highlight and relate any financial issues to the Finance committee.
 10. To ensure governor training is up to date and compliant in the following areas:-
 - Prevent;
 - FGM;
 - Safeguarding;
 - Safer Recruitment;

Review

Terms of Reference will be reviewed annually before the Governing Body meeting of the Autumn Term.

Leadership, Management and Finance Committee

Terms of Reference

1. To review and approve all relevant policies.
2. Acts as the Finance Committee.
3. The power to amend a budget delegated to the Headteacher through virement up to a limit of £5,000, up to £10,000 the LMF Committee, and above £10,000, to the full Governing Body.
4. The power to incur expenditure on an individual item up to £5,000 be delegated to the Headteacher.
5. The Power to incur expenditure on an individual item up to £10,000 be delegated to the LMF Committee and above this limit to the full governing body.
6. The committee be authorised to approve the school budget.
7. The committee be authorised to approve the school fund account.
8. The responsibility to monitor and take corrective action to avoid overspending be delegated to the Headteacher.
9. The responsibility for compliance with financial regulations be delegated to the Headteacher and the LMF Committee.
10. Acts as the Personnel Committee.

That the delegation of staffing responsibilities be:

The responsibility for the appointment and dismissal of staff be delegated to the Headteacher and one or more governors drawn from the LMF Committee.

Any matter which may lead to an appeal be dealt with by no more than three governors.

The Headteacher determines the arrangements for the selection and appointment of all staff (teaching and non-teaching), with the exception of the Headteacher.

Forms the Head and Deputy Selection Panel.

Appoints staff.

Determines the pay policy.

Responsible for redundancy or dismissal decisions.

Forms the Disciplinary Committee.

Quality of Learning and Outcomes Committee

1. The PAT committee will monitor and evaluate:
2. the quality of pupils' engagement in learning;
3. pupils' attainment, in relation to national standards;
4. the learning and progress across year groups of different groups of pupils (Pupil Premium, SEND, LAC);
5. pupils' progress in the last three years;
6. pupils' development and application of reading, writing,

- communication and maths skills across the curriculum;
7. pupils' acquisition of skills, understanding and knowledge in a wide range of subjects;
 8. the quality of teaching in the school, including marking and feedback;
 9. the views of pupils, parents and staff on the quality of education provided by the school;
 10. the schools effectiveness in preparing pupils for life in a modern democratic Britain and a global society;
 11. how effectively the school encourages pupils' to enjoy learning, to be creative and to reflect on their experiences;
 12. how effectively the school encourages pupils to recognise right and wrong and to apply this understanding;
 13. how effectively the school develops pupils' social skills;
 14. how effectively the school encourages pupils to explore cultural and religious diversity;
 15. how effectively the school encourages pupils to explore their outdoor environment, to be aware of their surroundings and to care for the natural world and the other peoples and creatures which share it;
 16. how effectively the school promotes pupils' health and fitness and attitudes to healthy eating.

Standing Committee Agenda

- Decide terms of reference for this committee (annually in autumn term).
- Decide roles for link governors, i.e. what does this committee need to be linked to, in order to make the most effective contribution to improving the school now? (Annually in autumn term).
- Review relevant section of School Development Plan.
- Review and approve relevant policies and procedures.
- Review relevant local authority reports.
- Review relevant reports of governor visits.
- Review latest attainment and progress data.
- Review latest quality of teaching data.
- Review latest curriculum and extra-curricular information.
- Review relevant sections of School Self-Evaluation SSES, including the overall judgements.

Standard documentation required.

- Terms of reference for the committee (annual review in autumn term meeting).
- Latest School development plan / Strategic overview plan if altered/updated.
- Latest School Self-Evaluation Summary (SSES) if altered/updated.
- Any policy to be discussed.
- Any procedure to be discussed.
- Any LA report to be discussed.

- Governor visit reports relevant to that committee.
- SIP visit reports relevant to that committee.
- Records of visits / correspondence from LA /HMI /Ofsted.
- Latest attainment and progress data.
- Latest quality of teaching data.
- Latest curriculum information.
- Analysing Schools Performance (ASP) online and East Riding Data pack data in autumn term meeting.

c) that the delegation of staffing responsibilities be:

- The responsibility for the appointment and dismissal of staff be delegated to the Headteacher and one or more governors drawn from the LMF Committee;
- Any matter which may lead to an appeal be dealt with by no more than three governors;
- The Headteacher determines the arrangements for the selection and appointment of all staff (teaching and non-teaching), with the exception of the Headteacher.

3288 **ELECTION OF GOVERNORS WITH SPECIAL RESPONSIBILITIES**

- RESOLVED:
- a) that Mr Alderman be appointed as an Educational Visits, Sports Premium and Behaviour governor;
 - b) that Mr Baker be appointed as a Health and Safety and Safeguarding governor;
 - c) that Mrs Brady be appointed as a Literacy and SEND governor;
 - d) that Mrs Riley be appointed as a Safeguarding governor;
 - e) that Mr Maher be appointed as a Mathematics governor, subject to successful appointment to the governing body and completion of a Disclosure and Barring Service (DBS) check;
 - f) that Mrs Wightman be appointed as Pupil Premium governor;
 - g) that Mr Wilson be appointed as Early Years Foundation Stage governor;
 - h) that Mr Mountain-Wade be appointed as Child Protection governor;
 - i) that all governors on the Quality of Teaching & Learning Committee be responsible for monitoring the Wider Curriculum in partnership with Miss Alcock, Wider Curriculum Leader.

3289 **MINUTES**

RESOLVED: that the minutes of the meeting held via email on 23 June 2020 be confirmed and signed by the Chair at the next available opportunity in light of the current Covid-19 restrictions.

3290 **MATTERS ARISING FROM THE MINUTES**

RESOLVED: that there were no matters arising from the minutes.

3291 **COMMITTEE MINUTES**

Behaviour and Safety Committee

Minute No 9 (School Development Plan)

A governor enquired whether the survey to establish the accessibility of IT equipment in pupils' homes to access home learning had been undertaken as previously suggested. An email had been sent to parents and results showed that two families advised that they only had mobile telephones. The Headteacher stated that the school had no hardware to support families but would still be able to support families without IT devices for remote learning through paper resources.

Minute No 13 (Health and Safety)

A governor asked whether the Health and Safety inspection had been carried out. It was reported that the inspection had been undertaken with the Health and Safety Governor and that overall the school was in a good position with only one or two issues raised. Overhanging branches had been cut back to a suitable length and a tree specialist from the local authority (LA) had advised that the tree remained strong and healthy.

The Headteacher informed governors that Covid-19 risk assessments were in place and had been discussed with staff to ensure that they were understood and workable.

Leadership and Management

Governors requested an update on the Multi Use Games Area (MUGA). The Headteacher advised that there had been a lot of work going on in the background and that the school had approached the LA Legal department to guarantee the work being done was fit for purpose. The start date had been delayed until a contract could be finalised and the school would be advised by the LA.

The Chair thanked Mr Alderman and Mr Townsend for their support on the matter.

RESOLVED: a) that the minutes of the Leadership, Management and Finance Committee held on 18 September 2020 be received;

b) that the minutes of the Behaviour and Safety Committee held on 28 September 2020 be received;

c) that the minutes of the Quality of Learning and Outcomes Committee minutes held on 6 November 2020 be received.

3292 **SCHOOL FUND ACCOUNT**

It was reported that the School Fund Account was with the auditor and as such approval by governors would be deferred to the meeting to be held in the Spring term 2021.

RESOLVED: that approval of the School Fund Account be deferred to the meeting to be held in the spring term 2021.

3293 **SCHOOL FINANCIAL VALUE STANDARD**

The School Financial Value Standard (SFVS) had been scrutinised by the Leadership, Management and Financial Committee and presented to governors for approval.

RESOLVED: that the School Financial Value Standard be approved and signed for submission to the Local Authority.

3294 **REPORT OF THE HEADTEACHER**

The report of the Headteacher was considered and the following highlighted:

The Headteacher reported that the school was in a very strong position and that pupils had returned in September 2020 with an excellent attitude and enthusiasm for learning. A new curriculum had been adopted and would work on a two-year cycle. Current teaching was focused on maths, reading and writing with cross curricular teaching within these subjects.

a) Admissions

There were 89 pupils on roll including Nursery pupils. Governors were informed that seven pupils had joined the school, one in Year 2, two to the Reception class and four had joined the Nursery. There had been no leavers.

b) Attendance

Governors were advised that attendance was excellent at 98% and that the school had been fortunate not to be required to close due to the Covid-19 pandemic. A teacher was absent due to their children having tested positive, she remained unaffected to date. This teacher had planned work at home which had been delivered by HLTA support staff supported by the Headteacher. One Teaching Assistant (TA) had to self-isolate for two weeks due to a family member testing positive and another teacher was reported to be awaiting test results – this had taken three days so far and a Supply teacher had been brought in to cover. One TA had tested positive at the end of the half term break so had not yet returned to school. The Headteacher extended her gratitude to staff for their dedication and for working as a team.

c) Safeguarding

Staff had received Keeping Children Safe in Education (KCSiE) and other Safeguarding and Child Protection Policy documents and guidelines. Teachers had received Safeguarding training and this training for support staff would be undertaken as soon as possible. The training day at the start of the term had been used for First Aid training of all staff.

There had been a small number of safeguarding concerns and the Early Help and Safeguarding Hub (EHaSH) had been contacted for advice. All action by the school had been logged. The Headteacher acknowledged that the new EHaSH service had been impressive with a follow-up report sent that had been added to pupil files and provided a good evidence trail.

Governors were advised that the Behaviour Support team had been offering support with regard to the behaviour issues of one pupil. 12.5 hours TA support for 12 weeks had been received to support the pupil's access learning. This had been working well and had been extended for a further six weeks until after Christmas.

Mrs Taylor had been appointed as Deputy Designated Safeguarding Lead and was undertaking additional training.

d) Special Educational Needs and Disabilities (SEND)

It was reported that there were five pupils on the SEND register, six with additional needs and one Looked after Child (LAC). Governors could access the SEND report on the governors' portal. Governors acknowledged that the new Special Educational Needs Co-ordinator (SENCO) was halfway through the qualification and had already created strong communication links between the school and parents which enabled a good level of support.

e) Pupil Premium

The school had seven pupils eligible for funding and an allocation of £15,616.00 had been received to fund wider support and provide opportunities for these pupils with one-to-one support and an Emotional Literacy Support Assistant (ELSA). The Headteacher informed governors that the allocation would be reduced to £9,000.00 in the next financial year.

f) Data

Governors accepted that data was not available as a result of the Covid-19 pandemic, but that a baseline assessment had been completed in September 2020 which had shown pupils to be working below age related expectations (ARE). Pupils had been working hard and with the good catch-up opportunities provided, would be able to make good progress. Behaviour and attitudes to learning were excellent and progress was being seen. Governors noted that reading and writing had been highlighted as areas of focus as writing stamina had dipped. The next summative assessment would take place in December 2020 and would give a clearer picture as to where the gaps in learning lay.

Literacy co-ordinator teams had been created rather than an individual Literacy Leader, with one team concentrating on early reading and mark making and the other working together on the Key Stage 2 area. Action plans had been produced by both teams overseen by the Headteacher.

g) Finance and Premises

Governors were informed that the School Business Manager (SBM) had attended a virtual meeting with the LA finance officer. Governors received the finance update document. The budget looked tight and ways to reduce costs had been looked at and the LA finance officer had advised that no more reductions could be made. The

Headteacher stated that the school was promoting admissions, which was further discussed.

Catch-up funding had been allocated at £80.00 per pupil and a decision had yet to be made on how best to use this to support the needs of the pupil. Governors would be informed once a decision was made. Consideration was being given to using TA support to allow teachers to deliver Quality First teaching to ensure rapid progress was made.

Sports Premium Funding for the year was £16707, £5500 would be used to complete the MUGA.

h) Devolved Capital

Consideration was being given to using the devolved capital balance (£10500) to update the school kitchen.

i) School Fund

The school fund currently sat at £2335.00.

j) Sunshine Club – Before & After School Care

The Sunshine Club balance currently stood at £5,078.00. Prior to the pandemic it had been usual for the Sunshine Club to transfer approximately £21,000 a year into the school budget, £14,000 had been budgeted for the current financial year. There would be a significant hit to the school budget this year.

k) Service Level Agreements

The school would continue with the LA.

l) Budget Forecast

Governors noted that the budget would move to a negative balance over the next financial year. The school was already considering ways to make savings, and these would continue to be explored along with avenues for additional funding.

RESOLVED: that the report of the Headteacher be received.

3295 **SCHOOL IMPROVEMENT PLAN 2020/2021**

The Chair explained to new governors that the School Improvement Plan (SIP) was discussed at the individual committee meetings. The plan had been RAG (red, amber and green) rated.

Governors noted that progress had been made to ensure pupils returned to school safely and that the wellbeing of pupils had been at the forefront of the SIP along with a focus on catch up. The plan had been seen by the LA School Improvement Partner.

Governors noted that the high attendance figures were a clear indication that parents and pupils felt safe at school and were an indication of the success of the transitional plans to get pupils back into school and the ongoing effectiveness of these. Staff were to be commended for their efforts. The Headteacher thanked governors and would share these comments with the staff team.

RESOLVED: that the School Improvement Plan 2020/2021 be received.

3296 **SAFEGUARDING REPORT**

Governors were informed that there were only few changes made from the June 2020 report. **A governor asked whether the LA template was being used.** The Headteacher confirmed that the school would continue to use the LA template.

RESOLVED: that the termly safeguarding update be received.

3297 **NATIONAL GOVERNANCE ASSOCIATION (NGA) SKILLS AUDIT**

Governors agreed that the skills audit would be deferred to the spring 2021 term. There was currently one Co-opted governor vacancy and skills gaps would be considered, such as finance when recruiting a new governor.

RESOLVED: that the NGA skills audit be deferred to the meeting in the spring term 2021.

3298 **ANNUAL PARENT, CHILDREN AND STAFF SURVEY RESULTS – SPRING 2020**

The Chair shared the results of the surveys and stated that the results had been positive and encouraging and would look to repeat this exercise in the Spring term 2021 if the pandemic was over.

Parent Survey

A parent had commented on being unsure on what the curriculum was and how pupil progress was measured in relation to the curriculum. This point would be addressed through the school curriculum being added to the school website.

RESOLVED:

- a) that Key Stage 1 and 2 survey results Spring term 2020 be received;
- b) that Staff survey results Spring term 2020 be received;
- c) that Parent survey results Spring term 2020 be received;
- d) that Upper Key Stage 2 Pupil Behaviour survey results Spring term 2020 be received.

3299 **COUNTER FRAUD AND CORRUPTION AND WHISTLEBLOWING POLICIES**

RESOLVED:

- a) that the Counter Fraud and Corruption and Whistleblowing Policies be approved and adopted;
- b) that the Headteacher notify staff of the adoption of this policy.

3300 **GRIEVANCE POLICY AND PROCEDURE**

RESOLVED:

- a) that the Grievance Policy and Procedure be approved and adopted;

b) that the Headteacher notify staff of the adoption of this policy.

3301 **REVISED SCHOOL SAFEGUARDING STATUTORY GUIDANCE
KEEPING CHILDREN SAFE IN EDUCATION 2020 AND THE SCHOOL
STRATEGIC CHILD PROTECTION AND SAFEGUARDING POLICY**

RESOLVED: a) that the Revised School Safeguarding Statutory Guidance Keeping Children Safe in Education 2020 and The School Strategic Child Protection and Safeguarding Policy be approved and adopted;

b) that the Headteacher notify staff of the adoption of this policy.

3302 **RIGHT TO REQUEST FLEXIBLE WORKING PROCEDURE**

RESOLVED: a) that the Right to Request Flexible Working Procedure be approved and adopted;

b) that the Headteacher notify staff of the adoption of this policy.

3303 **SHARED PARENTAL LEAVE POLICY**

RESOLVED: a) that the Shared Parental Leave Policy be approved and adopted;

b) that the Headteacher notify staff of the adoption of this policy.

3304 **SPECIAL LEAVE POLICY**

RESOLVED: a) that the Special Leave Policy be approved and adopted;

b) that the Headteacher notify staff of the adoption of this policy.

3305 **POLICY ON SCHOOL TEACHERS PAY 1 SEPTEMBER 2020 – 31 AUGUST 2021**

RESOLVED: a) that the policy on School Teachers Pay 1 September 2020 to 31 August 2021 be approved and adopted;

b) that the Headteacher notify staff of the adoption of this policy.

3306 **GOVERNOR TRAINING AND DEVELOPMENT**

Mrs Wightman would be undertaking Safer Recruitment training with the local authority.

RESOLVED: that all training details are available on the CPD website www.hereforschools.co.uk.

3307 **GOVERNOR VISITS**

The following governor visits had taken place:

- a) Mrs S Wightman, 17 July 2020;
- b) Mrs S Wightman, 15 September 2020;
- c) Mrs S Wightman, 16 September 2020;

d) Mrs S Wightman, 21 October 2020.

RESOLVED: that the Governor Visit Reports be received.

3308 **SEND REPORT**

RESOLVED: that the SEND report be received via the Governor Secure portal.

3309 **SCHOOL EQUALITY INFORMATION STATEMENT**

The Equality Act of 2010 statement was shared with governors to be approved.

RESOLVED: a) that the Equality Information Statement be approved and adopted;

b) that the Headteacher notify staff of the adoption of the statement.

3310 **REVIEW OF ACTIONS**

RESOLVED: that the Review of Actions be confirmed and circulated to governors following the meeting.

3311 **FUTURE MEETINGS**

RESOLVED: that future meetings be held on:

Monday 15 March 2021 at 6.00pm;

Monday 21 June 2021 at 6.00pm.

NOTE that Mrs J Harrison joined the meeting. Mrs Killerby and Mr Maher left the meeting at this point.

Chair's Signature and Date

Governance Action Plan

Name of School: Newbald Primary School

Date of Governing Body Meeting: 16 November 2020

Clerk: Mrs M Catley

Agenda Item	Action Required	To be completed by
3282	Declaration of Pecuniary Interests be completed; Register of Pecuniary Interests be reviewed and updated.	All Clerk
3284	Mrs Killerby and Mr Maher be co-opted at the meeting in the spring term 2021.	Governors/Clerk
3287	Committee Structure be updated.	Clerk
3288	Governor Special Responsibilities be updated.	Clerk
3292	School Fund Account be deferred to the meeting of the spring term 2021.	Headteacher/Clerk
3293	SFVS be signed and submitted to the LA.	Headteacher
3298	NGA Skills audit to be completed and returned to the Chair. NGA Skills audit be deferred to the meeting to be held in the spring term 2021.	All Chair/Clerk
3300	The Equality Act 2010 Statement be adopted and staff to be notified.	Headteacher
3301-3307	LA policies to be adopted and staff to be notified.	Headteacher

Newbald Primary School

Leadership, Management & Finance Committee Minutes

Friday 22nd January 2021, 1.30pm

	Item	Action
	The meeting took place virtually via Google Meet due to the current pandemic and the school restricting visitors entering the school premises as much as possible.	
1	Present: Mr. Philip Alderman (Chair), Mr. Philip Mountain-Wade, Mrs. Morag Sinclair, Mrs. Sally Wightman, Mrs Rachel Riley joined the meeting at 2.45pm. Mrs Allison Rees (clerk).	
2	Apologies All present. Mrs Riley advised prior to the meeting she would be late joining due to work commitments.	
3	Minutes of last meeting Approved by the committee	
4	Matters Arising Item 7 in the previous minutes quoted £7,200 was anticipated for the Additional Catch Up premium. The amount should have been £6,640 as nursery pupils are not eligible to receive the funding.	
5	Committee Terms of Reference Mrs Wightman confirmed that Mrs Rachel Riley will be appointed a member of the Leadership, Management and Finance committee following approval at the Autumn term Full Governing Body meeting. Mr Alderman suggested a change to the current Chair of this committee. Mr Alderman plans to retire from his role of Governor within the school later in the year, the committee asked if Mr Alderman would be happy to continue with the role of Chair for a further term to support the new Head teacher when they commence their role in the Summer term. The committee suggested Mrs Riley could take on the role of Chair, if this wasn't possible, Mr Mountain-Wade would be willing to do so. Mr Alderman agreed and will support the new Chair through the transition.	SW to ask RR
6	Governance Action Plan Mrs. Wightman gave a summary of the plan and advised all committees are up to date. Governor visits have been recorded but it is unfair to ask Governors to attend school in the current situation. The school policy discourages unnecessary visits to the school in line with Local Authority procedures. The committee agreed that visits should resume as soon as it is safe to do so.	

Finance Review

The School Business Manager provided an up to date finance report detailing the following:

Budget Monitoring and Variances

The projected in-year deficit has reduced to £7,845 following the Autumn term, mid-year review. This was due to a further reduction in revenue expenditure. The School Business Manager felt it was too early to predict year end figures but was confident the deficit could be reduced further. Revenue income was cause for concern as the school is currently unable to generate income from additional activities and wrap around care.

Sports Premium

The spending plan is being monitored by the PE coordinator and School Business Manager, original plans have changed due to the current pandemic and funds are being spent as and when appropriate based on government guidance.

The School Business Manager advised the committee that the DfE have advised that funds allocated for the academic year 2019/2020 could be carried forward must be spent by 31st March 2021.

Pupil Premium

The Pupil Premium statement 2020/2021 and Review of Expenditure 2019/2020 have been completed by the designated teacher and once approved by the Head teacher, will be uploaded to the school website.

Devolved Capital

The School Business Manager provided the committee with the current balance, allocation amounts and dates when the allocations should be spent by.

School Fund Account

The School Fund Account was audited in October 2020 and approved by the committee.

Sunshine Club – Before and After School Club

The accounts for the Sunshine Club were audited in October 2020 and approved by the committee.

The Headteacher advised the Sunshine Club continues to run though the current lockdown and wrap around care is being provided in accordance with government guidance. The numbers are significantly reduced and most days only a few children attend. The impact on the school budget is significant and has resulted in £6k being paid in to the account for the financial year compared to the usual £21k per annum.

The School Business Manager advised governors that following a profit and loss exercise, the results show Sunshine Club was making a loss prior to the impact of Covid-19. A review of the provision was suggested which would include seeking both pupil and parent's views of the care on offer.

	<u>Approval of Expenditure above the Headteacher's limit</u> Spending relating to the Multi Use Games Area is detailed within section 14. <u>Funding</u> £1,495 was received from FONS as sponsorship of a target board for the new Multi Use Games Area. £575 was also received from FONS for the payment of the school pantomime in 2019 that had previously been agreed. A further £3,900 plus an estimated £900 in gift aid was initiated by FONS in a crowd funding exercise. Donations from parents and the wider community are very much appreciated and will be used to purchase new books as part of the school library renovation. The total amount of self-generated funding received in the current financial year is £14,705. <u>Service Level Agreements</u> None to approve. <u>Benchmarking</u> The School Business Manager discussed the procedure for benchmarking in accordance with the SFVS guidelines. Previously, Mrs Rees used to complete the activity with Mr Woolley, a previous governor prior to his resignation in 2019. The committee suggested it would be useful for this to be completed with a member of the committee annually and the results reported back to governors. This would be added to the Summer term agenda following the update of data by the DfE from the January census.	AR
8	Policies for Approval RESOLVED: that the following policies be received and approved: • Safeguarding addendum • Accessibility plan • Data Protection Pupil Privacy Notice • Data Protection Workforce Privacy notice • Exclusions Policy The Charging Policy would be deferred until 1.4.2021 in line with the previous year. SW asked if every child has access to online learning. The Head teacher advised they didn't, the majority were online and she wasn't aware of any pupils struggling to access the work. The school had sent out instructions on how pupils could access the internet via their Xbox and PlayStation, printed work was being provided to the families that had requested it. SW asked if this was being monitored and followed up when required. The Head teacher informed the committee that wellbeing calls were being made by teachers fortnightly and were hosting google classroom meet ups on a regular basis. Governors suggested the school looks to gain feedback from parents on the remote learning provision and associated procedures. It was agreed that this could form part of a larger pupil/parent survey, possibly via an online tool such as Survey Monkey, later in the year when the new Head teacher is in post.	

9	Staffing Update Governors received a staffing summary from the Head teacher advising the following: • The School Business Manager returned at the start of the Spring term following her absence throughout the Autumn term due to a broken leg. • Unfortunately, the school caretaker broke his ankle at the beginning of January and has been absent since. Green Commercial Cleaning have been able to fulfil the role in his absence by asking the school cleaner to work an additional 2 hours every morning to undertake some of the duties. This will be reviewed on an ongoing basis whilst the school receives updates from the caretaker in relation to his planned return to work. • The Head teacher confirmed all other staff were in school and were able to fulfil their normal roles. • The Head teacher explained all staff were now able to access CPD virtually through The National College, this is an excellent resource and allows staff to access a wide range of training. The Head teacher will set up access for governors so they are able to access the learning too. PMW suggested a focus could be set and all staff or specific groups could complete the same learning and then hold a forum to discuss how any changes could be implemented across the school. The committee thought this was an excellent idea and would look at this moving forward.	MS
10	School to School Support The Head teacher advised the committee that the Autumn term 2020 had proved very challenging at times due to staff absences whilst maintaining pupil attendance at 98%. The Headteacher is still working with the Head teachers of Leconfield and Cherry Burton Primary Schools, the three schools were supporting each other by sharing information and best practice during the Covid-19 crisis. Moderations hadn't taken place within the collaboration due to the restrictions relating to the pandemic. Regular virtual meetings continued to be held. The Market Weighton Headteacher Cluster meetings continued to be held and were a valuable support for the school and Headteacher.	
11	School Improvement Plan Governors received the Leadership & Management proposed plan for 2020 – 2021. The following Key Priorities were shared: - 1. Using the new curriculum to promote children's learning & wellbeing to ensure rapid catch-up can take place. 2. Supporting subject leaders to further develop their roles. 3. Support children's deeper learning through mentoring and assessment opportunities. 4. A focus on remote learning throughout the current lockdown. 5. Provide support for staff wellbeing. 6. To develop the role of SENCO in school. Mrs Drinnan is due to qualify in August 2021. Objectives, actions and timetables were included in the plan. Outcomes and impact had also been identified.	

	The Head teacher stressed the importance of CPD for the governing body and asked for support with this. Mr Mountain-Wade offered to conduct an audit of the Single Central Record with the School Business Manager to identify any gaps in statutory training. Governors asked for an update on staff wellbeing. Staff were positive, but their work was challenging. The subject lead role is difficult to maintain in the current situation and the focus remains on delivering remote, online learning. The Head teacher explained that she has made it clear to all staff that she is available to discuss any concerns as is the School Business Manager if required. Staff wellbeing continues to be a priority. Governors asked if long- and medium-term plans were in place for the creative curriculum. The Head teacher advised that medium plans were on going and long-term plans are in place. Governors asked if the whole school was following the same subjects The Head teacher advised they weren't as the topics were age appropriate and followed different themes within the core subject. This could demonstrate a progression of skills through the different areas and assess to identify any gaps in pupils learning. Governors asked if the school needed to show progression in knowledge or just skills The Head teacher advised both were required in relation to age related expectations. The Head teacher advised that monitoring has been difficult in the current situation so is being done differently, subject leads were supporting this.	PMW/AR
12	School Self-Evaluation Summary The Head teacher advised that a few changes had been made to the summary but she felt it would give the new Head teacher an opportunity to see the evaluation prior to the changes seen within the last year due to Covid-19. This would then give a fair reflection of the school under normal circumstances. The areas for development haven't changed and the current Head teacher will discuss with the newly appointed Head throughout the transition process. The phonics result has been added showing 89% of pupils in year 2 meeting the required pass mark. An overview of the previous years SATS has also been updated.	
13	GDPR Governors received the latest GDPR breach report and Action Plan. Governors noted that no breach had required reporting to the ICO. Staff training and guidance had been given following the breaches listed.	
14	Multi Use Games Area The School Business Manager provided an update regarding the MUGA and the plans to continue with the project. Creative Play had provided drawings completed by Mason Clark and Associates, a local Civil Engineering company approved by the Local Authority. These have been reviewed by the buildings team within the authority, Mr Watson who works in the school but has previously worked as a	

	qualified quantity surveyor and project manager, and Mr Townend who has been supporting the school in his professional capacity. The legal team with the Local Authority have continued to provide guidance in relation the contract, additional clauses were recommended and have now been added. Governors approved the spend relating to the MUGA which exceeded the Head teacher's approval limits. The SBM advised the amounts and timescale for spending, she also confirmed that no additional costs have been incurred in comparison to the original contract.	
15	Any other business None	
16	Date and time of next meeting Not arranged. To be arranged by the School Business Manager when the new Head teacher is in post.	AR

Chair's Signature

22 January 2021

Newbald Primary School

Behaviour and Safety Committee Minutes

Monday 1st February 2021, 9am.

	Item	Action
	The meeting took place virtually via Google Meet due to the current pandemic and the school restricting visitors entering the school premises as much as possible.	
1	Present: Mr Owynn Baker (Chair), Mrs Sally Wightman, Mrs Rachel Riley, Mrs Morag Sinclair. Mrs Allison Rees (clerk).	
2	Apologies Philip Mountain-Wade	
3	Minutes of last meeting Approved by the committee.	
4	Matters arising SW confirmed the wellbeing visit was still due to take place with Mrs Spencer who is currently the Wellbeing Leader. The Head teacher confirmed the Local Authority had visited the school in the Autumn term to check the stability of the tree discussed previously. The LA said the tree was healthy and suggested trimming it back slightly. This was done by GJ Landscapes who support the grounds maintenance at school.	SW
5	Whole school attendance / lateness / exclusions The Headteacher confirmed the data in relation to absence for the previous Autumn term. Whole school attendance was 98% on average. There had been a few pupils who were required to self-isolate, no positive Covid-19 cases were confirmed. One staff member did test positive but this was during the October half term break so didn't affect any colleagues. The school currently has 5 SEN children on roll; • 3 of those pupils achieved 100% attendance • 1 pupil achieved 97%	

	1 pupil achieved 95%. The school has 7 pupils on roll who are eligible for the Pupil Premium Funding, their attendance was as follows; 2 of those pupils achieved 100% 2 pupils achieved 99% 1 achieved 98% 1 achieved 97% 1 achieved 96% The Head teacher confirmed that across the whole school, only 2 pupils achieved below 95% attendance and no pupils achieved less than 90%. The committee agreed that these figures were “absolutely fantastic” and proved that parents were confident in being able to send their children to school knowing it was a safe environment. No exclusions were recorded.	
6	Behaviour and Safety Incidents The Head teacher updated the committee on the incidents that have taken place since the previous meeting. These will be discussed in further detail within Part B.	
7	School therapy dog The Head teacher advised Governors that Murphy has not been in school recently as Mrs Rees was absent throughout the Autumn term due to a broken leg. Murphy will return once Mrs Rees is able to bring him back in to school. The committee agreed that it would be useful for Mrs Rees to discuss with the new Head teacher what plans would be in place for the school therapy dog in the future, with a clear focus on how this would benefit pupils.	AR
8	School Development Plan The Head teacher updated the committee on the Behaviour and Attitudes section of the School Development Plan. The objectives remain the same, work has started on all objectives and continue on an ongoing basis throughout the current situation relating to Covid-19. Mrs Drinnan, the school SENCO, has reviewed the plan with the Head teacher and all areas relating to SENCO have been discussed. The Head teacher also discussed the objectives listed within the Personal Development section of the plan. The Wellbeing Champion has lots of activities in place which pupils can access via the remote learning. Staff are also being supported with the PSHE curriculum.	

	The Head teacher confirmed that pupils haven't accessed the PE curriculum due to the current lockdown but lessons were delivered consistently throughout the Autumn term and pupils focused on the learning aspect of keeping well and healthy. The PE coordinator has used videos from teachers to observe lessons and monitor the progression of skills.	
9	Safeguarding The Head teacher advised that Safeguarding training with staff was ongoing, this would normally have taken place on the September inset day but the majority of staff attended Pediatric first aid training instead. Training had taken place with teaching staff; support staff would be updated over the remaining term. The Governors safeguarding report will be ready to present at the Full Governing Body meeting next month. The Head teacher met with Mr Philip Mountain-Wade last term to discuss safeguarding procedures across school, this was recorded as a governor visit.	MS
10	Policies None	
11	Governance Action Plan SW advised the governor's action plan is up to date and all items were covered at the Full Governing Body meeting last term. SW asked the committee if there were any areas governors wished to look at as part of a governor visit. Mrs Riley offered to observe one of the Google Meets, the Head teacher suggested this could take place with Class 4 and focus on SMSC. The Head teacher also suggested additional visits relating to math's and literacy which would report to the Quality of Learning and Outcomes committee.	
12	Any other business The Head teacher confirmed all risk assessments are in place and guidance relating to Covid-19 was being followed. Lateral Flow testing was starting in school this week, staff could opt-in to the initiative and Mrs Rees has been appointed the coordinator. OB suggested a video be circulated to staff demonstrating how to complete the test, AR confirmed this had been done within an email sent to all staff.	

13	Date and time of next meeting Monday 10 th May 2021, 9am.	
14	Part B – confidential See attached	
15	Any other business	

Chair's Signature

1st February 2021

Newbald Primary School

Quality of Learning & Outcomes Committee Minutes

Friday 5 February 2021 9.00 am

NOTE: The meeting was held via Google Meet due to the Covid-19 Crisis

	Item	Action
1	Present: Miss Hayley Alcock, Mrs. Donna Brady (Chair), Mrs. Lucy Killerby, Mr. Ray Maher, Mrs. Rachel Riley, Mrs. Morag Sinclair, Mrs. Sally Wightman	
2	Apologies: Mrs. K Varhalamas and Mr. N Wilson - consent for absence was given.	
3	Minutes of last meeting 6 November 2020 RESOLVED: that the minutes of 6 November 2020 be approved.	
4	Matters Arising Curriculum Overview on School Website Min no 9 The Headteacher informed governors that further to the Full Governing Body meeting in the Autumn term the school did not have the Curriculum Overview available on the school website for parents/carers to refer to. Whilst the school had the curriculum plans in place the school wished to present this information on the school website as a more simplified version. Governors were informed that this would be completed before the end of term when hopefully the workload of staff had lessened, and schools had reopened after the Covid-19 crisis. Governors acknowledged that due to the remote learning that was currently being undertaken by pupils at home, parents had a greater awareness of what their children were learning, what the school curriculum was currently focused upon and what the school's expectations were.	Headteacher
5	School Development Plan (SDP) – Quality of Learning Governors received the updated and RAG rated plan for 2020 -2021 ahead of the meeting. The Headteacher highlighted the following points: -	

The focus of the Autumn term had been to settle pupils back into school, monitor their wellbeing and identify where the gaps in learning lay. Pupils had been pleased to return to school and had been enthusiastic to return to their learning. This area of the SDP remained 'Amber' rated as the school was continuing with intervention work to ensure that the gaps in learning had been addressed. Pupils knew what was expected of them and had worked hard towards a clear programme of catch-up work; progress had been made. The Staff Appraisal targets had been set and in a number of cases the targets from 2019-2020 had continued into the new academic year. Monitoring observations had not been carried out by the Headteacher however Subject Leaders had been carrying out these in a number of forms including using recordings of lessons to monitor their subject area so that 'bubbles' could remain intact. Staff meetings had been held virtually to support the monitoring and progression in Core subject areas. Subject moderation with other schools in the Cluster as well as Cherry Burton and Leconfield Primary Schools were currently on hold until schools were able to reopen. Tentative plans were in place to carry out a virtual moderation with Cherry Burton Primary and Leconfield Primary School, but this would realistically happen when teacher workloads decreased, pupils had returned to school and remote learning was no longer necessary. The school had been offered virtual moderation sessions with the local authority and staff had undertaken Key Stage 1 and Key Stage 2 Moderation training with the local authority during the Autumn term; it was unlikely that local authority moderation would now take place this academic year. Governors received the Autumn data. Governors noted the change to Scholar Pack from O Track in reporting pupil attainment and progress data for the Autumn term and asked for an explanation of the new system. The Headteacher explained that the school had switched to Scholar Pack following the school's management information and administration systems switching to this a few years ago. The system included a data management programme for progress and attainment monitoring. As part of the school's drive to effective budgeting the O Track system had been terminated at the end of the Summer term 2020. All pupils undertook a baseline assessment in September 2020 in Reading, Writing, Maths & Science and were assessed by teachers at the end of the Autumn term 2020. The assessments were judged by teachers to five assessment levels: Below – working at the level of the year group below Working Towards – entered the current year group curriculum. Secure – Working at Age Related	
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Secure + – slightly above Age Related, but without a wider knowledge of the subject.

Greater Depth – when a pupil had mastered the secure standard and was able to delve into more detail.

Working Towards would represent where pupils had a grasp of 80% of the curriculum and Secure would represent 100% of the curriculum, Secure + 110% and Greater Depth 120%.

Governors asked if there was an expectation that pupils would move steadily through the judgements throughout the academic year.

The Headteacher explained that during the first term teachers were cautious in their assessment of pupils as the curriculum for the academic year had not been covered fully. Progress was usually tracked through half termly assessments, however due to the Covid-19 crisis this had not happened in the Autumn term as the school had concentrated on settling pupils into school and focusing on behaviours for learning and wellbeing.

Governors asked if the school was confident this system would work.

The O Track system used prior to the Scholar Pack system had also used the five judgements Below to Greater Depth. This reporting had been found to work well in the past for the school and to reflect pupil outcomes in national tests.

Governors asked if any other schools were using this system.

The school's move to Scholar Pack was one of the first in the local authority. At the moment the Headteacher was not aware of any schools in the Market Weighton Cluster group who were using Scholar Pack Assessment. Most continued to use O Track.

A governor visit would be arranged to look at Scholar Pack in action once schools reopened.

The school had reviewed which assessment scheme to use and had moved to the NFER assessments during the previous academic year; teachers had liked using these as they gave more information to be able to make a professional judgement Below to Greater Depth, as well as giving a standardised approach across the school.

During the Autumn term 2020 the school had used past SATs papers and assessments found online. This had been done to make savings. Going forward the plan was to purchase NFER assessments with part of the COVID-19 Catch Up funding as these were far more informative than those used the previously.

Upskilling staff through bespoke training for each teacher and subject leader was being supported through the National College online training scheme. Webinars and courses were available to both staff and governors through this scheme. Staff had been asked to undertake a number of training modules but at the

	moment, due to their additional workloads, a time restriction had not been put on these however the contract for this service would finish at the end of the Summer term. Work on the new EYFS curriculum for September 2021 was being led by Mrs. Drinnan, assisted by Mrs. Taylor. This was an objective in their staff appraisal targets. The whole school Literacy Team had met over a number of staff meetings during the Autumn term. The EYFS and Key Stage One team were working together as were the Key Stage Two team. It was early days in the development of the English curriculum and would remain as an area of continuing focus.	
6	Standards – Covid-19 Catch-Up Plan and Attainment & Progress Data Governors received the updated Covid-19 Catch-up Premium Plan and the latest Scholar Pack Reading, Writing and Maths attainment and progress reports for each year group for the Autumn term 2020. The reporting start point was the return to school baseline assessment September 2020. The context of each cohort was shown in terms of boy/girls, Free School Meals, SEND and Additional Needs. The following points were noted: - The majority of pupils across all year groups were in the ‘Below Expected’ or ‘Working Towards’ categories at the end of the Autumn term in Reading, Writing & Maths. Pupils had worked hard during the Autumn term and good progress had been seen. The school had focused upon the wellbeing of pupils and in developing their stamina and behaviours for learning. Writing across the school had been difficult to bring back to pre-lockdown levels of quality and quantity. The current lockdown had seen the school switch to a blended approach of teaching via Google Classroom. As all staff were working in school Teaching Assistants were being used to work with pupils in school whilst teachers gave 1:1 assistance to pupils learning at home. Year One was currently the weakest cohort in the school; 90% of the cohort had been working from home since March 2020 and did not return to school until September 2020. The school had worked in a holistic way to reintroduce these pupils to the school and the EYFS teachers had supported their settling into Year One for the first 2 weeks of the Autumn term. The impact of this had been that the majority of pupils had settled in well and become used to their new environment. Three pupils in the cohort were receiving SEN support with one pupil receiving 1:1 Teaching Assistant support funded through the local authority Behaviour Support Team. This pupil continued to receive this support along with 2 ELSA	

sessions per week and that of the Educational Psychologist. During the current lockdown this pupil had continued to attend school.

The Year One cohort continued to work towards the Summer term 2021 Phonics check and would be baseline assessed at the end of the current lockdown period to find out where the gaps in learning were and where interventions were needed.

The Year Two pupils had their postponed Phonics test in November 2020 and 5 out of the 6 pupils reached the required standard. The pupil who failed to reach the required standard was attending school part time during the current lockdown and was receiving extra support with their Phonics learning.

The Year Three cohort showed that progress was being made and that the interventions put in place during the Autumn term had started to impact and move the majority of pupils' attainment into 'Working Towards' and some into 'Secure'.

The Year Four cohort data demonstrated that the older pupils in the school were picking up their learning at a faster rate. Over 70% of the cohort had made progress in Reading, Writing & Maths and 30% had moved into 'Secure' on their attainment in these subjects.

The Year Five cohort data showed that improvement had been weaker across the 5 pupils, 2 with additional needs. The Autumn term baseline assessment results had been weak with no pupils able to progress into the 'Secure' level of attainment. The Headteacher reported that these pupils were accessing and engaging in their learning during the lockdown.

The year Six cohort had achieved strong end of Key Stage One results. The impact of the lockdown could be seen however no pupils were working at the 'below' level and over 25% of pupils had moved into 'Secure' in Maths & Reading; in Writing 94% remained in the 'Working Towards' bracket. Progress had been made but not sufficiently enough to move them into 'Secure'. Pupils were focussed upon their learning via the Google Classroom platform. The class Guided Reading text was Kensuke's Kingdom which was being used to inspire discussions and pupils' writing.

Governors asked what the barriers to learning were that some pupils faced – were these physical barriers e.g. IT devices, internet access.

The Headteacher explained that the barriers were pupils' attitude to learning and their capabilities whilst learning at home. An example was given whereby a pupil who continued to learn at home part time was supported by the school SENCo and the Educational Psychologist, however their attention and working memory, with a possible dyslexia diagnosis, was difficult to manage.

Before the end of the Autumn term the school had prepared for another lockdown scenario. As part of these plans all families had been contacted to ask if pupils would have access to the internet and an IT device should the school

have to switch to remote learning. Only one family did not have access to this however the parents were Key Workers and the pupils have continued to attend school.

All Vulnerable pupils were offered a place in school along with the children of Key Workers. Where appropriate the Headteacher had used her discretion in offering places to 4 pupils where the school had concerns over safety and access to learning. At the end of January this decision had been reviewed along with parental input and 3 pupils were now learning at home on devices loaned by the school. 1 pupil remained in school due to safeguarding concerns.

The school had received 5 laptops from the DfE to support remote learning. The school continued to monitor pupils' access to their remote learning. At the present time the school had 2 laptops available to loan to families if required.

Parent Governors gave feedback on the remote learning provided by the school which was found to demonstrate a clear structure to the learning and the development of the learning was evident.

The Headteacher explained that the expectations of the DfE were much higher during this lockdown however there were concerns that the circumstances of parents/carers had not fully been taken into consideration by the government. The school had adapted the delivery of some lessons to recorded sessions so that these could be used at home flexibly at a time to suit families and the commitments around their working day. Parents were appreciative of the school's commitment to the continuance of learning and for the dedication of both teachers and teaching assistants.

Governors asked how the evaluation of the new Scholar Pack system could be carried out before the end of the current academic year to check the standardisation of the new system of recording progress and attainment.

The Headteacher explained that the school had used past SATs papers when assessing pupils at the end of each term. It was acknowledged that there would need to be a check on the standardisation of Scholar Pack. At the present time the school was concentrating on covering the Curriculum. The school had consistency in its teaching staff and their knowledge and experience of their current cohorts was good; teachers knew what the expectations were for year group to demonstrate progress and achievement. The Year One/Two teacher had previously been moderated twice by the local authority and most teachers had also taught in a number of different year groups.

Governors asked if the school had any concerns where pupils were not engaging in their learning. What were the reasons for this.

The school had a higher percentage of pupils engaged in their learning than not. The school was mindful of the work commitments of parents/carers however the school was always available for advice and support; paper packs of learning were also available to families who requested these. Only two pupils were currently of concern to the school where it was felt that their home learning

	environment was not conducive to their learning. Teachers were closely monitoring the uptake of the virtual learning; support and guidance was offered through telephone calls with parents and pupils. Google Meet sessions were also offered to pupils and their families. The school's message to all families was supportive and to 'get in touch if you need us.' Staff had reported that, following their weekly pastoral telephone calls to families, that as the lockdown continued, parents/carers were finding it harder in dealing with motivating their children and that families were ready for the half term break.	
7	Pupil Premium All Pupil Premium pupils had been invited to attend school. Three of the four pupils had now opted to learn at home with a Chromebook provided by the school. These pupils were being closely monitored for their engagement in their remote learning. Further analysis of the Autumn term progress and attainment data was required for this group of pupils.	Headteacher to report at FGB meeting 15/3/21
8	SEND Governors received the end of Autumn term SEND report. 12 pupils currently had SEN Support or Additional Needs and 6 of these pupils had required specialist assessment and support. Currently there were no pupils with an Educational Healthcare Plan in place. The new SENCo had encouraged additional dialogue and collaboration between parents and teachers especially in compiling the learning plans and targets in the Passports to Success documentation. Mrs. Drinnan would complete her SENCo qualification this academic year.	
9	Curriculum The school continued to work to the curriculum plan during the current lockdown. The simplified curriculum plan for the school website remained outstanding. The Guided Reading was supporting other areas of the curriculum and feeding into these, (The Butterfly Lion – Years 3 &4, Kensuke's Kingdom – Years 5&6)	
10	Governors' Action Plan The Chair confirmed that all Statutory actions had been completed.	

	It was usual for the Governors' Action Plan to be linked to supporting the School Development Plan and providing evidence of monitoring, evaluation and impact through Governor Visits. Governors were invited to carry out Governor Visits virtually with staff or to join in a Google Classroom session. Mrs. Riley would be joining a Year 5&6 lesson after the half term break.	
11	School Policies Governors received and reviewed the appendices updates to support the Remote Learning Policy. RESOLVED: that the following Appendices to Remote Learning Policy be approved.	
12	Date and time of next meeting Friday 14 May 2021 9:15 am	
13	Confidential Nothing to report.	
	Meeting closed 10.15am	

Chair's Signature

14 May 2021

Headteacher's Report to Governors

Monday 15th March 2021

Summary of Autumn/Spring Term 2020 - 2021

The Autumn term was a very successful return to school for all children and the atmosphere in school was very much an excited and happy school full of children. The children on the whole were very quick to return to their learning and good progress was made throughout the term both academically and emotionally. The term ended very much on a high. Returning to a new lockdown was a blow but a necessary one and the teachers were quick to respond by providing excellent home learning to all children not able to come into school. The teachers also provided excellent pastoral support to families when necessary and this lockdown demonstrated a much closer home school relationship than the last and children could access their teachers and learning from home in a much more productive and supportive way. The learning over this term has been much more progressive and hopefully will ensure an even faster return to learning when the school reopens to all pupils.

I need to highlight how hard this term has been for the teachers having to both support and teach children in school and at home and would like to say how proud I am of their dedication and commitment to our families. The teachers have worked tirelessly to provide the best learning experience for all our children and support parents in a very difficult and stressful time. During the first half of the Spring Term the recruitment process took place to find a replacement headteacher and Mr Paul Flintham was appointed, a deputy head from Bacongath School in Cottingham. Mr Flintham has been into school to start the transition process with both the Head and School Business Manager. I would like to take this opportunity to wish Mr Flintham all the very best in his new role having met him and spoken to him at length I am sure he is going to be an asset to the school and ensure a safe and secure future for everyone at Newbald.

Finally, I would like to thank everyone on the Governing Body for all your support over my time as headteacher and through all the highs and lows of the past few years. You have all been incredible and so supportive it has been a pleasure and privilege to have been able to work with such amazing professionals. It has been a joint effort to make this school such a wonderful place of learning. I am so sorry to be leaving but it is absolutely the right thing for the school. I would like to wish everyone good luck with what is going to be such an exciting new era for the school. Thank you for having me!!

Admissions

Number of Pupils currently on roll: **89 (including nursery)**

Number who have joined the school: 1 Reception

Number who have left: 1 Year 3

Attendance

(Please see Behaviour Committee Minutes)

Due to the Lockdown this has been an unusual term. Keyworker children have continued to attend school in greater numbers than before and on a very regular basis. The teachers have carefully monitored the children throughout remote learning and when they are aware of any children not accessing their learning they get in touch either via email or a phone to see if they can help in any way.

Safeguarding

(please see Behaviour and safety Committee Minutes and Safeguarding Report to Governors)

The school continues to be vigilant in all areas of safeguarding. There have been no serious incidents during the Spring term and any blue forms completed reviewed and acted upon as necessary.

An updated addendum to the Child Protection Policy sent by the LADO has been distributed to all staff to read and digest and sign.

Both Sunshine and Lunchtime staff have had updated safeguarding training.

SEN & LAC

(Please see SEN Report)

Number of pupils on the SEN register: **5**

Number of children on the Additional Needs Register: **6**

Number of LAC: **1**

Behavioural Reports

Number of fixed term exclusions	0
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Number of permanent exclusions	0
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The school is continuing to develop the use of Scholarpack to report behaviour incidents and any safeguarding concerns that are initially logged by staff. This allows for a clear evidence trail should concerns continue or deteriorate.

Class 2 still has extra support in the form of a part-time TA, who was initially funded by the Behaviour Support Team and SEN Team, for a child experiencing difficulties in behaving appropriately. This support has seen some progress and the TA is continuing until the Easter break but now funded by the catch-up grant to support both the child identified but to also support the returning children from lockdown. Year 1 has been identified as the cohort who have been the most affected by the time out of school. The identified child is also accessing twice weekly ELSA sessions to help support improvement in their behaviour. After reviewing the Online Safety Policy online incidents are logged on Scholarpack after an initial form has been completed and stored in the child's file.

Pupil Premium

Number of children currently entitled to receive	7
Amount of PPG allocation 2020 - 2021	£15,415

Summary of use:

- Funding to support wider school opportunities, music, trips etc... when we are able to return to a more normal way of operating before the end of the academic year
- TA funding for class support – small group, 1-1 support
- Funding for both ELSA support

All pupil premium children were invited to attend school during the last lockdown. When we reviewed attendance at school during Spring first half, and how these children were accessing their learning we were able to ask them to work from home with school chrome books. Their class teachers supported them during their home learning and were able to closely monitor how they were doing with their home learning and intervene to help quickly and effectively.

School Performance And Standards

(Please see Quality of Learning Minutes)

The autumn term started with a baseline to assess where the gaps were for our children after returning from their long break away from school. Good progress from starting points was recorded throughout the Autumn term and summative assessments took place at Christmas. The best progress was recorded in the older children across KS2 who settled in quicker and built up their learning stamina quicker. There are still a lot of children working towards their Age-Related Expectations as Catch up has stalled through this Lockdown. With consistent attendance and intervention support the children will continue to rapidly fill the gaps in their learning and make progress towards their final targets.

The school firmly believes in the whole child and has continued to deliver a full curriculum throughout the Autumn term including music, PE Art and Design Technology and this has proved very successful in re-igniting the children's thirst for learning and has allowed children to access all areas and succeed in their own personal and individual way. This has been very beneficial to their wellbeing at this time.

Finance and Premises

(Please see Finance Report, Leadership and Finance Committee Minutes)

The MUGA is due to be fully completed by the end of April and all works will be rectified and the MUGA and new path ready to use for the beginning of May. A pre-meeting took place on Tuesday 23rd of February where all the final details were discussed and the logistics of the work agreed upon. The School Business manager has worked incredibly hard to get this project finally completed to the high standard that we expected in the first instance and I would like to thank her for all her efforts.

Health and Safety

(please see Behaviour and Safety Committee minutes)

The school is working hard to maintain as safe and healthy an environment as possible in the face of the Covid threat. Risk assessments are in place for safe working and in EYFS and Class 2 and vulnerable staff have all completed an East Riding Risk assessment pertinent to their individual circumstances. We have had one vaccination take place for one of our vulnerable staff. All safe working practices Risk Assessments have now been completed.

A Health and Safety walk round has taken place this term by the headteacher and School Business Manager. Any issues highlighted have been addressed or are in the process of being completed.

Staffing Information

Name	Role in School	Additional Responsibilities
Mrs Louise Taylor	EYFS teacher	RE Subject Lead, Pupil Premium/ Disadvantaged Champion, Literacy Co-ordinator
Mrs Claire Drinnan	EYFS teacher	SENCO, Literacy Co-ordinator
Miss Hayley Alcock	Year 1 & 2 Teacher	PE & Science Co-ordinator, Literacy Co-ordinator
Mrs Justine Spencer	Year 3 & 4 Teacher	RHE, Art/DT, MFL Co-ordinator, Literacy Co-ordinator, Wellbeing Champion
Miss Claire Morris	Year 6 Teacher	Maths & Computing Co-ordinator, Literacy Co-ordinator

Review of Performance Management Outcomes

Appraisal meetings:

Milestone meetings for teachers are timetabled in to review how individual targets are being worked towards in this current difficult situation. These are scheduled to take place the week beginning 15th March.

TA appraisal are running late with the current school routines but will be completed by the end of this term.

The School Business Manager has not had an appraisal and this might be a good opportunity for the new headteacher to build a strong working relationship at the start of a more stable educational landscape.

The support staff normally have their appraisal with the School Business Manager and these will be in place as soon as possible now that the school is fully staffed.

Evaluation of School's Continuing Professional Development (CPD)

(please see School Development Plan)

CPD continues to be an important part of the SDP for all staff in school. The professional qualifications have extended their completion dates due to the current situation

- NASENCO – Mrs Drinnan – ongoing
- NPQML – Miss Alcock/Miss Morris – ongoing
- Psychological First Aid Training – Mrs Spencer
- EYFS Spring Updates – Mrs Taylor
- RE Update – Mrs Taylor

Parental Engagement

The autumn term was very different as we were not able to have our usual extra-curricular events but we worked hard to keep in touch with parents through parent's evenings, emails and phone calls as and when necessary. The Lockdown during spring first half was very different to last year's initial lockdown and teachers were very proactive in keeping in touch with families. The school had fortnightly pastoral phone calls to children not in school and fortnightly Google Meets which allowed children to interact with their class and teacher. Both of these proved very popular and supported families through this time. As the term progressed more and more families appeared to be struggling and a point of contact with school seemed to really help. Moving forward through the second half of the term there will still be little opportunity to have the close contact and events that we would normally have but the return to school of all the children will help our families to return to the school site where teachers will still be accessible should parents need any support.



Newbald Primary School

Children with health needs who cannot attend school Policy

Date Reviewed	February 2021
Chair of Governors	
Head	
Date to be reviewed	March 2022
Notes	Approval should be FGB
Statutory/Mandatory	YES/NO
Display on Website	Ofsted requirement

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1. Aims

This policy aims to ensure that:

Suitable education is arranged for pupils on roll who cannot attend school due to health needs

Pupils, staff and parents understand what the school is responsible for when this education is being provided by the local authority

2. Legislation and guidance

This policy reflects the requirements of the [Education Act 1996](#).

It also based on guidance provided by our local authority. This policy complies with our funding agreement and articles of association.

3. The responsibilities of the school

3.1 If the school makes arrangements

Initially, the school will attempt to make arrangements to deliver suitable education for children with health needs who cannot attend school.

- The Class Teacher will be responsible for making and monitoring learning arrangements. The Class Teacher will refer to, and follow, the school's existing Remote Learning Policy.
- Work will be sent home electronically but if a parent requires printed copies of the work school will provide these as necessary for parents to collect.
- Home school communication will take place regularly whilst the child is not in school and parents can discuss any personal needs or requirements required.
- Each family's circumstances will be unique and this will be taken into careful consideration when the pupil is ready to be reintegrated back into school. The school and parents will work together to develop a plan to phase the pupil back in to ensure as successful a return as possible.

3.2 If the local authority makes arrangements

If the school can't make suitable arrangements, East Riding of Yorkshire Council will become responsible for arranging suitable education for these children.

The East Riding Tuition Service provides temporary educational support for pupils who are unable to attend school for medical reasons. The purpose is to minimise disruption to education for children who are physically ill, injured or have mental health difficulties. The service aims to provide as full as possible curriculum access to enable these pupils to return smoothly to school as soon as their health permits.

In cases where the local authority makes arrangements, the school will:

Work constructively with the local authority, providers, relevant agencies and parents to ensure the best outcomes for the pupil

Share information with the local authority and relevant health services as required

Help make sure that the provision offered to the pupil is as effective as possible and that the child can be reintegrated back into school successfully

When reintegration is anticipated, work with the local authority to:

- Plan for consistent provision during and after the period of education outside the school, allowing the pupil to access the same curriculum and materials that they would have used in school as far as possible
- Enable the pupil to stay in touch with school life (e.g. through newsletters, emails, invitations to school events or internet links to lessons from their school)
- Create individually tailored reintegration plans for each child returning to school
- Consider whether any reasonable adjustments need to be made

4. Monitoring arrangements

This policy will be reviewed annually by the Headteacher. At every review, it will be approved by the full governing board.

5. Links to other policies

This policy links to the following policies:

- Accessibility plan
- Supporting pupils with medical conditions
- SEND Policy
- Remote Learning Policy

Newbald Primary School

Designated teacher (looked-after & previously looked-after children) policy

Date Reviewed	22/02/2021
Chair of Governors	
Head	
Date to be reviewed	March 2022
Notes	Approval should be FGB/ review annually <i>Headteacher & Named Teacher included</i>
Statutory/Mandatory	YES/NO
Display on Website	No

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1. Aims

The school aims to ensure that:

- A suitable member of staff is appointed as the designated teacher for looked-after and previously looked-after children
- The designated teacher promotes the educational achievement of looked-after and previously looked-after children, and supports other staff members to do this too
- Staff, parents, carers and guardians are aware of the identity of the designated teacher, how to contact them and what they are responsible for

2. Legislation and statutory guidance

This policy is based on the Department for Education's [statutory guidance on the designated teacher for looked-after and previously looked-after children](#).

It also takes into account [section 20](#) and [section 20A](#) of the Child and Young Persons Act 2008.

3. Definitions

Looked-after children are registered pupils that are:

- In the care of a local authority, or
- Provided with accommodation by a local authority in the exercise of its social services functions, for a continuous period of more than 24 hours

Previously looked-after children are registered pupils that fall into either of these categories:

- They were looked after by a local authority but ceased to be as a result of any of the following:
 - A child arrangements order, which includes arrangements relating to who the child lives with and when they are to live with them
 - A special guardianship order
 - An adoption order
- They appear to the governing board to have:
 - Been in state care in a place outside of England and Wales because they would not have otherwise been cared for adequately, and
 - Ceased to be in that state care as a result of being adopted

Personal education plan (PEP) is part of a looked-after child's care plan that is developed with the school. It forms a record of what needs to happen and who will make it happen to ensure the child reaches their full potential.

Virtual school head (VSH) is a local authority officer responsible for promoting the educational achievement of their authority's looked-after children, working across schools to monitor and support these pupils as if they were in a single school. The VSH is also responsible for providing information and advice to schools, parents and guardians in respect of previously looked-after children.

4. Identity of our designated teacher

Our designated teacher is Mrs Taylor.

You can contact them by ringing school direct and asking to speak to her on 01430 827612 or emailing Mrs Taylor direct on ltaylor@newbaldprimary.co.uk.

Our designated teacher takes lead responsibility for promoting the educational achievement of looked-after and previously looked-after children at our school. They are your initial point of contact for any of the matters set out in the section below.

Alternatively please contact Mrs Sinclair direct by ringing the school number above and asking to speak with her or emailing her direct on msinclair@newbaldprimary.co.uk. Mrs Sinclair is the head teacher of the school and also the safeguarding lead.

5. Role of the designated teacher

5.1 Leadership responsibilities

The designated teacher will:

- Act as a central point of initial contact within the school for any matters involving looked-after and previously looked-after children
- Promote the educational achievement of every looked-after and previously looked-after child on roll by:
 - Working with VSHs
 - Promoting a whole school culture where the needs of these pupils matter and are prioritised
- Take lead responsibility for ensuring school staff understand:
 - The things which can affect how looked-after and previously looked-after children learn and achieve
 - How the whole school supports the educational achievement of these pupils
- Contribute to the development and review of whole school policies to ensure they consider the needs of looked-after and previously looked-after children
- Promote a culture in which looked-after and previously looked-after children are encouraged and supported to engage with their education and other school activities
- Act as a source of advice for teachers about working with looked-after and previously looked-after children
- Work directly with looked-after and previously looked-after children and their carers, parents and guardians to promote good home-school links, support progress and encourage high aspirations
- Have lead responsibility for the development and implementation of looked-after children's PEPs where necessary
- Work closely with the school's designated safeguarding lead to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to
- Involve parents and guardians of previously looked-after children in decisions affecting their child's education

5.2 Supporting looked-after children

The designated teacher will:

- Make sure looked-after children's PEPs meet their needs by working closely with other teachers to assess each child's specific educational needs
- Have overall responsibility for leading the process of target-setting in PEPs
- Monitor and track how looked-after children's attainment progresses under their PEPs
- If a child is not on track to meet their targets, be instrumental in agreeing the best way forward with them in order to make progress, and ensure that this is reflected in their PEP
- Ensure the identified actions of PEPs are put in place
- During the development and review of PEPs, help the school and relevant local authority decide what arrangements work best for pupils
- Ensure that:
 - A looked-after child's PEP is reviewed before the statutory review of their care plan – this includes making sure the PEP is up to date and contains any new information since the last PEP review, including whether agreed provision is being delivered
 - PEPs are clear about what has or has not been taken forward, noting what resources may be required to further support the child and from where these may be sourced
 - The updated PEP is passed to the child's social worker and VSH ahead of the statutory review of their care plan
- Transfer a looked-after child's PEP to their next school or college, making sure it is up to date and that the local authority responsible for looking after them has the most recent version

5.3 Supporting both looked-after children and previously looked-after children

The designated teacher will:

- Ensure the specific needs of looked-after and previously looked-after children are understood by staff and reflected in how the school uses pupil premium funding
- Work with VSHs to agree how pupil premium funding for looked-after children can most effectively be used to improve their attainment
- Help raise the awareness of parents and guardians of previously looked-after children about pupil premium funding and other support for these children
- Play a key part in decisions on how pupil premium funding is used to support previously looked-after children
- Encourage parents' and guardians' involvement in deciding how pupil premium funding is used to support their child, and be the main contact for queries about its use
- Ensure teachers have awareness and understanding of the specific needs of looked-after and previously looked-after children in areas like attendance, homework, behaviour and future career planning
- Be aware of the special educational needs (SEN) of looked-after and previously looked-after children, and make sure teachers also have awareness and understanding of this
- Ensure the [SEND code of practice](#), as it relates to looked-after children, is followed
- Make sure PEPs work in harmony with any education, health and care (EHC) plans that a looked-after child may have
- Ensure that, with the help of VSHs, they have the skills to identify signs of potential SEN issues in looked-after and previously looked-after children, and know how to access further assessment and support where necessary

- Ensure that they and other staff can identify signs of potential mental health issues in looked-after and previously looked-after children and understand where the school can draw on specialist services
- Put in place robust arrangements to have strengths and difficulties questionnaires (SDQs) completed for looked-after children, and use the results of these SDQs to inform PEPs
- Put in place mechanisms for understanding the emotional and behavioural needs of previously looked-after children

5.4 Relationships beyond the school

The designated teacher will:

- Proactively engage with social workers and other professionals to enable the school to respond effectively to the needs of looked-after and previously looked-after children
- Discuss with social workers how the school should engage with birth parents, and ensure the school is clear about who has parental responsibility and what information can be shared with whom
- Be open and accessible to parents and guardians of previously looked-after children and encourage them to be actively involved in their children's education
- Proactively build relationships with local authority professionals, such as VSHs and SEN departments
- Consider how the school works with others outside of the school to maximise the stability of education for looked-after children, such as:
 - Finding ways of making sure the latest information about educational progress is available to contribute to the statutory review of care plans
 - Ensuring mechanisms are in place to inform VSHs when looked-after children are absent without authorisation and work with the responsible authority to take appropriate safeguarding action
 - Talking to the child's social worker and/or other relevant parties in the local authority regarding any decisions about changes in care placements which will disrupt the child's education, providing advice about the likely impact and what the local authority should do to minimise disruption
 - Making sure that, if a looked-after child moves school, their new designated teacher receives any information needed to help the transition process
- Seek advice from VSHs about meeting the needs of individual previously looked-after children, but only with the agreement of their parents or guardians
- Make sure that for each looked-after child:
 - There's an agreed process for how the school works in partnership with the child's carer and other professionals, such as their social worker, in order to review and develop educational progress
 - School policies are communicated to their carer and social worker and, where appropriate, birth parents
 - Teachers know the most appropriate person to contact where necessary, such as who has the authority to sign permission slips
- Where a looked-after child is at risk of exclusion:
 - Contact the VSH as soon as possible so they can help the school decide how to support the child to improve their behaviour and avoid exclusion becoming necessary
 - Working with the VSH and child's carers, consider what additional assessment and support needs to be put in place to address the causes of the child's behaviour
- Where a previously looked-after child is at risk of exclusion, talk to the child's parents or guardians before seeking advice from the VSH on avoiding exclusion

6. Monitoring arrangements

This policy will be reviewed annually by the CLA coordinator and the head teacher. At every review, it will be approved by the full governing board.

7. Links with other policies

This policy links to the following policies and procedures:

- Behaviour
- Child protection and safeguarding
- Exclusions
- SEN
- Supporting pupils with medical needs

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1. Aims

The school aims to:

- Run an NQT induction programme that meets all the statutory requirements
- Provide NQTs with a supportive environment that develops them and equips them with the tools to be effective and successful teachers
- Ensure all staff understand their role in the induction programme

2. Legislation and statutory guidance

This policy is based on:

- The Department for Education's (DfE's) statutory guidance [Induction for Newly Qualified Teachers \(England\)](#), and [Induction for newly qualified teachers during the coronavirus outbreak](#)
- [The Education \(Induction Arrangements for School Teachers\) \(England\) Regulations 2012](#)

The 'relevant standards' referred to below are the [Teachers' Standards](#).

3. The induction programme

For a full-time NQT, the induction programme will typically last for a single academic year. Part-time NQTs will serve a full-time equivalent.

The programme is quality assured by East Riding of Yorkshire Council, our 'appropriate body'.

3.1 Posts for induction

Each NQT will:

- Be provided with the necessary employment tasks, experience and support to enable them to demonstrate satisfactory performance against the relevant standards throughout, and by the end of, the induction period
- Have an appointed induction tutor, who will have qualified teacher status (QTS)
- Have a reduced timetable to allow them to undertake activities in their induction programme, with no more than 90% of the timetable of our existing teachers on the main pay range
- Regularly teach the same class or classes

- Take part in similar planning, teaching and assessment processes to other teachers working in similar posts
- Not be given additional non-teaching responsibilities without appropriate preparation and support
- Not have unreasonable demands made upon them
- Not normally teach outside the age range and/or subjects they have been employed to teach
- Not be presented with unreasonably demanding pupil discipline problems on a day-to-day basis

3.2 Support for NQTs

We support NQTs with:

- Their designated induction tutor, who will provide day-to-day monitoring and support, and co-ordinate their assessments
- Observations of their teaching at regular intervals, and follow-up discussions with prompt and constructive feedback
- Regular professional reviews of their progress, to take place monthly, at which we will review their objectives and revise them in relation to the relevant standards and their current needs and strengths
- Chances to observe experienced teachers, either within the school or at another school with effective practice

3.3 Assessments of NQT performance

Formal assessment meetings will take place termly, carried out by the induction tutor.

These meetings will be informed by clear and transparent evidence gathered during the preceding assessment period, and drawn from the NQT's work as a teacher and from their induction programme. Copies of the evidence relied on will be provided to the NQT and the appropriate body.

After these meetings, formal assessment reports will be completed that clearly show how the NQT is performing against the relevant standards.

At the end of the programme, NQTs will take part in a final formal assessment meeting. The outcomes of this meeting will be used by the headteacher to decide whether the NQT's performance is satisfactory against the relevant standards. The decision will be written up in a final assessment form.

The NQT can add their own comments to this final form.

The form will then be sent to the appropriate body, who will make the final decision on whether the NQT has passed their induction period.

3.4 At-risk procedures

If it becomes clear the NQT is not making sufficient progress, additional monitoring and support measures must be put in place immediately, meaning:

- Areas in which improvement is needed are identified
- Appropriate objectives are set to guide the NQT towards satisfactory performance
- An effective support programme is put in place to help the NQT improve their performance

If there are still concerns about the NQT's progress at their next formal assessment, so long as it is not the final assessment, the headteacher will discuss this with the NQT, updating objectives as necessary and giving details of the improvement plan for the next assessment period.

4. Roles and responsibilities

4.1 Role of the NQT

The NQT will:

- › Provide evidence that they have QTS and are eligible to start induction
- › Meet with their induction tutor at the start of the programme to discuss and agree priorities, and keep these under review
- › Agree with their induction tutor how best to use their reduced timetable allowance
- › Provide evidence of their progress against the relevant standards
- › Participate fully in the monitoring and development programme
- › Participate in scheduled classroom observations, progress reviews and formal assessment meetings
- › Agree with their induction tutor the start and end dates of the induction period, and the dates of any absences from work during the period (noting that up until 1 September 2021, any absences due to coronavirus – in the form of school closure, sickness or self-isolation – will not count towards the 30-day absence limit that would extend their NQT induction)
- › Keep copies of all assessment forms

When the NQT has any concerns, they will:

- › Raise these with their induction tutor as soon as they can
- › Consult with their contact at the appropriate body at an early stage if there are difficulties in resolving issues with their tutor or within the school

4.2 Role of the headteacher

The headteacher will:

- › Check that the NQT has been awarded QTS and whether they need to serve an induction period
- › Agree, in advance of the NQT starting, who will act as the appropriate body
- › Notify the appropriate body when an NQT is taking up a post and undertaking induction
- › Make sure the NQT's post is suitable according to statutory guidance (see section 3.1 above)
- › Ensure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively
- › Ensure the NQT's progress is reviewed regularly, including through observations and feedback of their teaching
- › Ensure that formal assessments are carried out and reports completed and sent to the appropriate body
- › Maintain and keep accurate records of employment that will count towards the induction period (noting that up until 1 September 2021, any absences due to coronavirus – in the form of school closure, sickness or self-isolation – will not count towards the 30-day absence limit that would extend the NQT's induction)
- › Make the governing board aware of the support arrangements in place for the NQT
- › Make a recommendation to the appropriate body on whether the NQT's performance against the relevant standards is satisfactory
- › Participate in the appropriate body's quality assurance procedures of the induction programmes
- › Keep all relevant documentation, evidence and forms on file for 6 years

4.3 Role of the induction tutor

The induction tutor will:

- › Provide guidance and effective support to the NQT, including coaching and mentoring

- Carry out regular progress reviews throughout the induction period
- Undertake formal assessment meetings during the induction period, coordinating input from other colleagues as appropriate
- Inform the NQT during the assessment meeting of the judgements to be recorded on their formal assessment record and invite the NQT to add their own comments
- Ensure that the NQT's teaching is observed and feedback is provided
- Ensure the NQT is aware of how they can raise concerns about their induction programme or their personal progress, both within and outside of the school
- Take prompt, appropriate action if the NQT appears to be having difficulties

4.4 Role of the governing board

The governing board will:

- Ensure the school complies with statutory guidance
- Be satisfied that the school has the capacity to support the NQT
- Ensure the headteacher is fulfilling their responsibility to meet the requirements of a suitable induction post
- Investigate concerns raised by the NQT as part of the school's grievance procedure
- If it wishes, seek guidance from the appropriate body on the quality of the induction arrangements and the roles and responsibilities of staff involved in the process
- If it wishes, request general reports on the progress of the NQT

5. Monitoring arrangements

This policy will be reviewed **annually** by the Headteacher. At every review, it will be approved by the full governing board.

6. Links with other policies

This policy links to the following policies and procedures:

- Appraisal
- Grievance
- Pay

Newbald Primary School

Online Safety Policy

Date Reviewed	25/02/2021
Chair of Governors	
Head	
Date to be reviewed	March 2022
Notes	Annual review HT – B&S Com
Statutory/Mandatory	YES/NO
Display on Website	Ofsted requirement

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1. Aims

Our school aims to:

- Have robust processes in place to ensure the online safety of pupils, staff, volunteers and governors
- Deliver an effective approach to online safety, which empowers us to protect and educate the whole school community in its use of technology
- Establish clear mechanisms to identify, intervene and escalate an incident, where appropriate

2. Legislation and guidance

This policy is based on the Department for Education's (DfE) statutory safeguarding guidance, [Keeping Children Safe in Education](#), and its advice for schools on:

- [Teaching online safety in schools](#)
- [Preventing and tackling bullying](#) and [cyber-bullying: advice for headteachers and school staff](#)
- [Relationships and sex education](#)
- [Searching, screening and confiscation](#)

It also refers to the DfE's guidance on [protecting children from radicalisation](#).

It reflects existing legislation, including but not limited to the [Education Act 1996](#) (as amended), the [Education and Inspections Act 2006](#) and the [Equality Act 2010](#). In addition, it reflects the [Education Act 2011](#), which has given teachers stronger powers to tackle cyber-bullying by, if necessary, searching for and deleting inappropriate images or files on pupils' electronic devices where they believe there is a 'good reason' to do so.

The policy also takes into account the National Curriculum computing programmes of study.

3. Roles and responsibilities

3.1 The governing board

The governing board has overall responsibility for monitoring this policy and holding the headteacher to account for its implementation.

The governing board will co-ordinate regular meetings with appropriate staff to discuss online safety, and monitor online safety logs as provided by the designated safeguarding lead (DSL).

All governors will:

- Ensure that they have read and understand this policy
- Agree and adhere to the terms on acceptable use of the school's ICT systems and the internet (appendix 3)

3.2 The headteacher

The headteacher is responsible for ensuring that staff understand this policy, and that it is being implemented consistently throughout the school.

3.3 The designated safeguarding lead

Details of the school's DSL and deputies are set out in our child protection and safeguarding policy as well as relevant job descriptions.

The DSL takes lead responsibility for online safety in school, in particular:

- In ensuring that staff understand this policy and that it is being implemented consistently throughout the school
- Working with the ICT co-ordinator and the deputy safeguarding leads and other staff, as necessary, to address any online safety issues or incidents
- Ensuring that any online safety incidents are logged (see appendix 5) and dealt with appropriately in line with this policy
- Ensuring that any incidents of cyber-bullying are logged and dealt with appropriately in line with the school behaviour policy
- Updating and delivering staff training on online safety (appendix 4 contains a self-audit for staff on online safety training needs)
- Liaising with other agencies and/or external services if necessary
- Providing regular reports on online safety in school to the headteacher and/or governing board

This list is not intended to be exhaustive.

3.4 The ICT Provider

The ICT Provider, working with the ICT Co-ordinator, Headteacher and School Business Manager are responsible for:

- Putting in place appropriate filtering and monitoring systems, which are updated on a regular basis and keep pupils safe from potentially harmful and inappropriate content and contact online while at school, including terrorist and extremist material
- Ensuring that the school's ICT systems are secure and protected against viruses and malware, and that such safety mechanisms are updated regularly
- Conducting a full security check and monitoring the school's ICT systems on a regular basis
- Blocking access to potentially dangerous sites and, where possible, preventing the downloading of potentially dangerous files

- Ensuring that any online safety incidents are logged (see appendix 5) and dealt with appropriately in line with this policy
- Ensuring that any incidents of cyber-bullying are dealt with appropriately in line with the school behaviour policy

This list is not intended to be exhaustive.

3.5 All staff and volunteers

All staff, including contractors and agency staff, and volunteers are responsible for:

- Maintaining an understanding of this policy
- Implementing this policy consistently
- Agreeing and adhering to the terms on acceptable use of the school's ICT systems and the internet (appendix 3), and ensuring that pupils follow the school's terms on acceptable use (appendices 1 and 2)
- Working with the DSL to ensure that any online safety incidents are logged directly on to the ScholarPack school system and dealt with appropriately in line with this policy
- Ensuring that any incidents of cyber-bullying are dealt with appropriately in line with the school behaviour policy

This list is not intended to be exhaustive.

3.6 Parents

Parents are expected to:

- Notify a member of staff or the headteacher of any concerns or queries regarding this policy
- Ensure their child has read, understood and agreed to the terms on acceptable use of the school's ICT systems and internet (appendices 1 and 2)

Parents can seek further guidance on keeping children safe online from the following organisations and websites:

- What are the issues? - [UK Safer Internet Centre](#)
- Hot topics - [Childnet International](#)
- Parent factsheet - [Childnet International](#)
- Healthy relationships – [Disrespect Nobody](#)

3.7 Visitors and members of the community

Visitors and members of the community who use the school's ICT systems or internet will be made aware of this policy, when relevant, and expected to read and follow it. If appropriate, they will be expected to agree to the terms on acceptable use (appendix 3).

4. Educating pupils about online safety

Pupils will be taught about online safety as part of the curriculum:

The text below is taken from the [National Curriculum computing programmes of study](#).

Under the new requirement, **all** schools will have to teach:

- [Relationships education and health education](#) in primary schools
- [Relationships and sex education and health education](#) in secondary schools

In **Key Stage 1**, pupils will be taught to:

- Use technology safely and respectfully, keeping personal information private

- Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

Pupils in **Key Stage 2** will be taught to:

- Use technology safely, respectfully and responsibly
- Recognise acceptable and unacceptable behaviour
- Identify a range of ways to report concerns about content and contact

By the **end of primary school**, pupils will know:

- That people sometimes behave differently online, including by pretending to be someone they are not
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- How information and data is shared and used online
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know

The safe use of social media and the internet will also be covered in other subjects where relevant.

The school will use assemblies to raise pupils' awareness of the dangers that can be encountered online and may also invite speakers in to school to talk to the pupils about this.

5. Educating parents about online safety

The school will raise parents' awareness of internet safety in letters or other communications home, and in information via our website. This policy will also be shared with parents.

If parents have any queries or concerns in relation to online safety, these should be raised in the first instance with the headteacher, class teacher or Deputy DSL.

Concerns or queries about this policy can be raised with any member of staff or the headteacher.

6. Cyber-bullying

6.1 Definition

Cyber-bullying takes place online, such as through social networking sites, messaging apps or gaming sites. Like other forms of bullying, it is the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. (See also the school behaviour policy.)

6.2 Preventing and addressing cyber-bullying

To help prevent cyber-bullying, we will ensure that pupils understand what it is and what to do if they become aware of it happening to them or others. We will ensure that pupils know how they can report any incidents and are encouraged to do so, including where they are a witness rather than the victim.

The school will actively discuss cyber-bullying with pupils, explaining the reasons why it occurs, the forms it may take and what the consequences can be. Class teachers will discuss cyber-bullying with their class.

Teaching staff are also encouraged to find opportunities to use aspects of the curriculum to cover cyber-bullying. This includes personal, social, health and economic (PSHE) education, and other subjects where appropriate.

All staff, governors and volunteers (where appropriate) receive training on cyber-bullying, its impact and ways to support pupils, as part of safeguarding training (see section 11 for more detail).

The school also sends information/leaflets on cyber-bullying to parents so that they are aware of the signs, how to report it and how they can support children who may be affected.

In relation to a specific incident of cyber-bullying, the school will follow the processes set out in the school behaviour policy. Where illegal, inappropriate or harmful material has been spread among pupils, the school will use all reasonable endeavours to ensure the incident is contained.

The DSL will consider whether the incident should be reported to the police if it involves illegal material, and will work with external services if it is deemed necessary to do so.

6.3 Examining electronic devices

School staff have the specific power under the Education and Inspections Act 2006 (which has been increased by the Education Act 2011) to search for and, if necessary, delete inappropriate images or files on pupils' electronic devices, including mobile phones, iPads and other tablet devices, where they believe there is a 'good reason' to do so.

When deciding whether there is a good reason to examine or erase data or files on an electronic device, staff must reasonably suspect that the data or file in question has been, or could be, used to:

- Cause harm, and/or
- Disrupt teaching, and/or
- Break any of the school rules

If inappropriate material is found on the device, it is up to the staff member in conjunction with the DSL or other member of the senior leadership team to decide whether they should:

- Delete that material, or
- Retain it as evidence (of a criminal offence or a breach of school discipline), and/or
- Report it to the police

Any searching of pupils will be carried out in line with the DfE's latest guidance on [screening, searching and confiscation](#) and the school's COVID-19 risk assessment.

Any complaints about searching for or deleting inappropriate images or files on pupils' electronic devices will be dealt with through the school complaints procedure.

7. Acceptable use of the internet in school

All pupils, parents, staff, volunteers and governors are expected to sign an agreement regarding the acceptable use of the school's ICT systems and the internet (appendices 1-3). Visitors will be expected to read and agree to the school's terms on acceptable use if relevant.

Use of the school's internet must be for educational purposes only, or for the purpose of fulfilling the duties of an individual's role.

We will monitor the websites visited by pupils, staff, volunteers, governors and visitors (where relevant) to ensure they comply with the above.

More information is set out in the acceptable use agreements in appendices 1, 2 and 3.

8. Pupils using mobile devices in school

Pupils may bring mobile devices into school, but are not permitted to use them during:

- Lessons
- Class time
- Clubs before or after school, or any other activities organised by the school

Any mobile device brought in to school by a pupil must be handed in to the school office on arrival at school and collected at the end of the school day.

Any use of mobile devices in school by pupils must be in line with the acceptable use agreement (see appendices 1 and 2).

Any breach of the acceptable use agreement by a pupil may trigger disciplinary action in line with the school behaviour policy, which may result in the confiscation of their device.

9. Staff using work devices outside school

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol)
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends

Staff members must not use the device in any way which would violate the school's terms of acceptable use, as set out in appendix 3.

Work devices must be used solely for work activities.

If staff have any concerns over the security of their device, they must seek advice from the ICT Co-ordinator of Provider.

10. How the school will respond to issues of misuse

Where a pupil misuses the school's ICT systems or internet, we will follow the procedures set out in our policies on behaviour and ICT and internet acceptable use. The action taken will depend on the individual circumstances, nature and seriousness of the specific incident, and will be proportionate.

Where a staff member misuses the school's ICT systems or the internet, or misuses a personal device where the action constitutes misconduct, the matter will be dealt with in accordance with the staff disciplinary procedures/staff code of conduct. The action taken will depend on the individual circumstances, nature and seriousness of the specific incident.

The school will consider whether incidents which involve illegal activity or content, or otherwise serious incidents, should be reported to the police.

11. Training

All new staff members will receive training, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying and the risks of online radicalisation.

All staff members will receive refresher training at least once each academic year as part of safeguarding training, as well as relevant updates as required (for example through emails, e-bulletins and staff meetings).

The DSL and deputies will undertake child protection and safeguarding training, which will include online safety, at least every 2 years. They will also update their knowledge and skills on the subject of online safety at regular intervals, and at least annually.

Governors will receive training on safe internet use and online safeguarding issues as part of their safeguarding training.

Volunteers will receive appropriate training and updates, if applicable.

More information about safeguarding training is set out in our child protection and safeguarding policy.

12. Monitoring arrangements

The DSL or ICT Co-ordinator will log behaviour and safeguarding issues related to online safety directly on to the school's Scholarpack.

This policy will be reviewed annually by the Headteacher and Behaviour and Safety Committee. At every review, the policy will be shared with the governing board.

13. Links with other policies

This online safety policy is linked to our:

- Child protection and safeguarding policy
- Behaviour policy
- Staff disciplinary procedures
- Data protection policy and privacy notices
- Complaints procedure
- ICT and internet acceptable use policy

Appendix 1: EYFS and KS1 acceptable use agreement (pupils and parents/carers)

ACCEPTABLE USE OF THE SCHOOL'S ICT SYSTEMS AND INTERNET: AGREEMENT FOR PUPILS AND PARENTS/CARERS

Name of pupil:

When I use the school's ICT systems (like computers) and get onto the internet in school I will:

- Ask a teacher or adult if I can do so before using them
- Only use websites that a teacher or adult has told me or allowed me to use
- Tell my teacher immediately if:
 - I click on a website by mistake
 - I receive messages from people I don't know
 - I find anything that may upset or harm me or my friends
- Use school computers for school work only
- I will be kind to others and not upset or be rude to them
- Look after the school ICT equipment and tell a teacher straight away if something is broken or not working properly
- Only use the username and password I have been given
- Try my hardest to remember my username and password
- Never share my password with anyone, including my friends.
- Never give my personal information (my name, address or telephone numbers) to anyone without the permission of my teacher or parent/carer
- Save my work on the school network
- Check with my teacher before I print anything
- Log off or shut down a computer when I have finished using it

I agree that the school will monitor the websites I visit and that there will be consequences if I don't follow the rules.

Signed (pupil):

Date:

Parent/carer agreement: I agree that my child can use the school's ICT systems and internet when appropriately supervised by a member of school staff. I agree to the conditions set out above for pupils using the school's ICT systems and internet, and for using personal electronic devices in school, and will make sure my child understands these.

Signed (parent/carer):

Date:

Appendix 2: KS2, KS3 and KS4 acceptable use agreement (pupils and parents/carers)

ACCEPTABLE USE OF THE SCHOOL'S ICT SYSTEMS AND INTERNET: AGREEMENT FOR PUPILS AND PARENTS/CARERS

Name of pupil:

I will read and follow the rules in the acceptable use agreement policy

When I use the school's ICT systems (like computers) and get onto the internet in school I will:

- Always use the school's ICT systems and the internet responsibly and for educational purposes only
- Only use them when a teacher is present, or with a teacher's permission
- Keep my username and passwords safe and not share these with others
- Keep my private information safe at all times and not give my name, address or telephone number to anyone without the permission of my teacher or parent/carers
- Tell a teacher (or sensible adult) immediately if I find any material which might upset, distress or harm me or others
- Always log off or shut down a computer when I'm finished working on it

I will not:

- Access any inappropriate websites including: social networking sites, chat rooms and gaming sites unless my teacher has expressly allowed this as part of a learning activity
- Open any attachments in emails, or follow any links in emails, without first checking with a teacher
- Use any inappropriate language when communicating online, including in emails
- Log in to the school's network using someone else's details
- Arrange to meet anyone offline without first consulting my parent/carers, or without adult supervision

If I bring a personal mobile phone or other personal electronic device into school:

- I will not use it during lessons, tutor group time, clubs or other activities organised by the school, without a teacher's permission
- I will use it responsibly, and will not access any inappropriate websites or other inappropriate material or use inappropriate language when communicating online

I agree that the school will monitor the websites I visit and that there will be consequences if I don't follow the rules.

Signed (pupil):

Date:

Parent/carers' agreement: I agree that my child can use the school's ICT systems and internet when appropriately supervised by a member of school staff. I agree to the conditions set out above for pupils using the school's ICT systems and internet, and for using personal electronic devices in school, and will make sure my child understands these.

Signed (parent/carers):

Date:

Appendix 3: acceptable use agreement (staff, governors, volunteers and visitors)

ACCEPTABLE USE OF THE SCHOOL'S ICT SYSTEMS AND INTERNET: AGREEMENT FOR STAFF, GOVERNORS, VOLUNTEERS AND VISITORS

Name of staff member/governor/volunteer/visitor:

When using the school's ICT systems and accessing the internet in school, or outside school on a work device (if applicable), I will not:

- Access, or attempt to access inappropriate material, including but not limited to material of a violent, criminal or pornographic nature (or create, share, link to or send such material)
- Use them in any way which could harm the school's reputation
- Access social networking sites or chat rooms
- Use any improper language when communicating online, including in emails or other messaging services
- Install any unauthorised software, or connect unauthorised hardware or devices to the school's network
- Share my password with others or log in to the school's network using someone else's details
- Take photographs of pupils without checking with teachers first
- Share confidential information about the school, its pupils or staff, or other members of the community
- Access, modify or share data I'm not authorised to access, modify or share
- Promote private businesses, unless that business is directly related to the school

I will only use the school's ICT systems and access the internet in school, or outside school on a work device, for educational purposes or for the purpose of fulfilling the duties of my role.

I agree that the school will monitor the websites I visit and my use of the school's ICT facilities and systems.

I will take all reasonable steps to ensure that work devices are secure and password-protected when using them outside school, and keep all data securely stored in accordance with this policy and the school's data protection policy.

I will let the designated safeguarding lead (DSL) and ICT manager know if a pupil informs me they have found any material which might upset, distress or harm them or others, and will also do so if I encounter any such material.

I will always use the school's ICT systems and internet responsibly, and ensure that pupils in my care do so too.

Signed (staff member/governor/volunteer/visitor):

Date:

Appendix 4: online safety training needs – self audit for staff

ONLINE SAFETY TRAINING NEEDS AUDIT	
Name of staff member/volunteer:	Date:
Question	Yes/No (add comments if necessary)
Do you know the name of the person who has lead responsibility for online safety in school?	
Do you know what you must do if a pupil approaches you with a concern or issue?	
Are you familiar with the school's acceptable use agreement for staff, volunteers, governors and visitors?	
Are you familiar with the school's acceptable use agreement for pupils and parents?	
Do you regularly change your password for accessing the school's ICT systems?	
Are you familiar with the school's approach to tackling cyber-bullying?	
Are there any areas of online safety in which you would like training/further training?	



Newbald Primary School

Pupil Premium Policy

Date Reviewed	March 2021
Chair of Governors	
Head	
Date to be reviewed	March 2022
Notes	Approval can go to committee (LM&F)
Statutory/Mandatory	YES/NO
Display on Website	recommended

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1. Aims

This policy aims to:

- Provide background information about the pupil premium grant so that all members of the school community understand its purpose and which pupils are eligible
- Set out how the school will make decisions on pupil premium spending
- Summarise the roles and responsibilities of those involved in managing the pupil premium in school

2. Legislation and guidance

This policy is based on the [pupil premium conditions of grant guidance \(2017-18\)](#), published by the Education and Skills Funding Agency. It is also based on guidance from the Department for Education (DfE) on [virtual school heads' responsibilities concerning the pupil premium](#), and the [service premium](#). In addition, this policy refers to the DfE's information on [what maintained schools must publish online](#).

3. Purpose of the grant

The pupil premium grant is additional funding allocated to publicly funded schools to raise the attainment of disadvantaged pupils and support pupils with parents in the armed forces.

The school will use the grant to support these groups, which comprise pupils with a range of different abilities, to narrow any achievement gaps between them and their peers.

We also recognise that not all pupils eligible for pupil premium funding will have lower attainment than their peers. In such cases, the grant will be used to help improve pupils' progress and attainment so that they can reach their full potential.

4. Use of the grant

At Newbald Primary School we have a below average number of pupils eligible for the pupil premium funding. We ensure that teaching and learning opportunities meet the needs of all the pupils and in doing so have a variety of initiatives which are deployed to support children to "bridge the gap" in performance.

Our work through pupil premium is aimed at accelerating progress and moving pupils entitled to PPF to at least in line with the children in the cohort, prioritising Reading, Writing and Maths. We are committed to "Narrowing the Gap" and pupil premium funding forms a vital part of the process.

For those pupils who are at least in line with Age Related Expectations, we aim to provide opportunities to enrich and enhance their learning experiences to provide cultural capital further supporting their extended learning.

Some examples of how the school may use the grant include, but are not limited to:

- *Providing extra one-to-one or small-group support*
- *Funding educational trips and visits*
- *Providing opportunities to learn a musical instrument*

We will publish our strategy on the school's use of the pupil premium in each academic year on the school website, in line the DfE's requirements on what maintained schools must publish online.

Our pupil premium strategy and information on how the school uses the pupil premium is available here: [Newbald Primary School Pupil Premium](#)

5. Eligible pupils

The pupil premium is allocated to the school based on the number of eligible pupils in reception and year 6.

Eligible pupils fall into the categories explained below.

5.1 Ever 6 free school meals

Pupils recorded in the most recent January school census who are known to have been eligible for free school meals at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance).

This includes pupils first known to be eligible for free school meals in the most recent January census.

It does not include pupils who received universal infant free school meals but would not have otherwise received free lunches.

5.2 Looked after children

Pupils who are in the care of, or provided with accommodation by, a local authority in England or Wales.

5.3 Post-looked after children

Pupils recorded in the most recent January census and alternative provision census who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order.

5.4 Ever 6 service children

Pupils:

- With a parent serving in the regular armed forces
- Who have been registered as a 'service child' in the school census at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance), including those first recorded as such in the most recent January census
- In receipt of a child pension from the Ministry of Defence because one of their parents died while serving in the armed forces

6. Roles and responsibilities

6.1 Headteacher and senior leadership team

The Headteacher and senior leadership team are responsible for:

- Keeping this policy up to date, and ensuring that it is implemented across the school
- Ensuring that all school staff are aware of their role in raising the attainment of disadvantaged pupils and supporting pupils with parents in the armed forces

- Planning pupil premium spending and keeping this under constant review, using an evidence-based approach and working with virtual school heads where appropriate
- Monitoring the attainment and progress of pupils eligible for the pupil premium to assess the impact of the school's use of the funding
- Reporting on the impact of pupil premium spending to the governing board on an ongoing basis
- Publishing the school's pupil premium strategy on the school website each academic year, as required by the DfE
- Providing relevant training for staff, as necessary, on supporting disadvantaged pupils and raising attainment

6.2 Governors

The governing board is responsible for:

- Holding the Headteacher to account for the implementation of this policy
- Ensuring the school is using pupil premium funding appropriately, in line with the rules set out in the conditions of grant
- Monitoring the attainment and progress of pupils eligible for the pupil premium, in conjunction with the Headteacher, to assess the impact and effectiveness of the school's use of the funding
- Monitoring whether the school is ensuring value for money in its use of the pupil premium
- Challenging the Headteacher to use the pupil premium in the most effective way
- Setting the school's ethos and values around supporting disadvantaged members of the school community

6.3 Other school staff

All school staff are responsible for:

- Implementing this policy on a day-to-day basis
- Setting high expectations for all pupils, including those eligible for the pupil premium
- Identifying pupils whose attainment is not improving in response to interventions funded by the pupil premium, and highlighting these individuals to the senior leadership team
- Sharing insights into effective practice with other school staff

6.4 Virtual school heads

Virtual school heads are responsible for managing pupil premium funding for children looked after by a local authority, and allocating it to schools. Their responsibilities include, but are not limited to:

- Identifying the eligible looked after children and informing the local authority
- Making sure methods for allocating and spending ensure that looked after children benefit without delay
- Working with each looked after child's educational setting to put together a personal education plan, agree how pupil premium funding will be spent to meet the need identified in this plan, and ensure the funding is spent in this way
- Demonstrating how pupil premium funding is raising the achievement of looked after children

Virtual school heads are in charge of promoting the educational achievement of all the children looked after by the local authority they work for.

7. Monitoring arrangements

This policy will be reviewed annually by the Headteacher. At every review, the policy will be shared with the governing board.

SEND POLICY

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4. Definitions
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7. Allocation of resources for SEND
8. Identification of SEND
9. Consulting & involving pupils and parents
10. Assessing & reviewing pupils progress towards outcomes
11. Training of staff
12. Complaints about SEND
13. Links with other policies & documents
14. Document Control

1. Purpose & Aims

Purpose

To set out how our school will support and make provision for pupils with special educational needs and/or disabilities (SEND)

To explain the roles and responsibilities of everyone involved in providing for pupils with SEND

Aims

To ensure that all pupils have access to a broad and balanced curriculum

To provide a differentiated curriculum appropriate to the individual child's needs and ability

To ensure the identification of pupils special educational needs as early as possible

To ensure that ALL pupils are included fully and feel a valued part of the school community

To ensure that we work in partnership with parents/carers in order that we develop the best provision for their child

To ensure that SEND pupils are involved, where practicable, in decisions affecting their future SEND provision

2. Educational Inclusion

Newbald School aims to offer excellence and choice to all children, whatever their ability or needs. There are high expectations of all children. This is achieved through the removal of barriers to learning and participation.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

Teachers respond to children's needs by:

- providing support for children who need help in any area of the curriculum
- planning to develop children's understanding through the use of all their senses and of varied experiences
- planning for children's full participation in learning and in physical and practical activities
- helping children to manage their behaviour and to take part in learning effectively and safely
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning

3. Legislation & Guidance

This policy is based on the statutory [Special Educational Needs and Disability Code of Practice: 0 to 25 years](#), and the following legislation:

[Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
[The Special Educational Needs and Disabilities Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEND Information Report

4. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

There are 4 primary areas of special educational needs: Communication and Interaction, Cognition and Learning, Social, Mental & Emotional Health, Sensory and/or Physical development.

5. Roles & responsibilities

4.1 The SENCO

The SENCO is Mrs Claire Drinnan.

She will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEND Governor

The SEND governor is Mrs Donna Brady.

She will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision

in the school

4.3 The Headteacher

The headteacher is Mrs Morag Sinclair.

She will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND

4.4 The Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

6. Our SEND Information Report

Our SEND report has been produced as a separate document and should be looked at in conjunction with this policy. It can be found at https://newbaldprimary.org.uk/school_information/send/send.html

7. Allocation of resources for SEND

The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school. The SENCO and Headteacher inform the governing body of how any funding allocated to support special educational needs has been employed. The SENCO has a leadership role so can agree on allocation of funding in school to include SEND. The Governing Body ensures that resources are allocated to support appropriate provision for all pupils requiring it, and in meeting the objectives set out in this policy.

8. Identification of SEND

We assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and schools, where appropriate. Class teachers make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

9. Consulting & involving pupils and parents

At Newbald Primary School we firmly believe in developing a strong partnership with parents and that this will enable children with SEND to achieve their potential. The school recognises that parents have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership. We will have an early discussion with parents and, where appropriate, pupils when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' views or concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will formally notify parents when it is decided that a pupil will receive SEND support. Parents and pupils will be consulted at each SEND review point, at least termly, or earlier if necessary.

10. Assessing & reviewing pupil progress towards outcomes

We will follow the graduated approach and the four-part cycle of assess, plan, do, review. The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress, attainment and behaviour
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The SEND Process

1. Placing children on our 'Monitoring Concerns' list.

Where a pupils' attainment or progress is cause for concern teachers will share their concern with the child's parents and the SENCO. The quality of teaching and learning these children receive will be monitored and they may be offered some additional support (through the school's Provision Mapping process). Their progress will be closely monitored.

2. Placing children on the school's SEND Provision Map

Where there is concern that core quality teaching is not enough to support their needs there is a discussion with relevant staff, parents/carers and the child as appropriate. If it is decided that additional provision is required specific learning programmes (in addition to those usually on offer in the classroom) are drawn up. The provision is recorded on the school Provision Map and the child's progress is carefully monitored.

Individual Education Plans (IEPs)

If, despite receiving differentiated learning opportunities, a child:

- makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness;

We would consider looking to meet the child's Additional Needs (AN) which may require more individualised interventions and these would be recorded on an IEP, or as they are known in our school, Passport to Success (PTS). See APPENDIX 1.

If, despite receiving more individualised intervention, a child:

- makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness;
- shows signs of difficulty in developing English or mathematical skills, which result in poor attainment in some curriculum areas;
- persistent emotional or behavioural difficulties, which are not met by the behavioural management techniques usually employed in the school;

- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment;
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum;

there is often the need for greater involvement of external agencies. Pupils will probably need further individualised intervention programmes and these will be recorded on a PTS. Where schools seek the help of external support services, those services will need to see the child's records in order to establish which strategies have already been employed and which targets have been set and achieved. They can then advise on new and appropriate targets for the child's PTS and on accompanying strategies. A child's SEN may be identified and this would result in them being added to the schools SEN register. The SENCO, class teacher, and external specialists, should consider a range of different teaching approaches and appropriate equipment and teaching materials. The external specialist may act in an advisory capacity, provide additional specialist assessment or be involved in teaching the child directly. The delivery of the interventions recorded in the PTS continues to be the responsibility of the class teacher.

3. Application for an Education, Health & Care (EHC) Plan

Where a child's needs are considerable and there is little progress following interventions and support from professional agencies the decision may be taken to request an EHC Plan. This process will involve presenting to the local authority detailed records of our provision and its impact for their consideration. Parents and carers will be fully involved in the process and have the opportunity to contribute to the reports. The assessment will be reviewed regularly.

11. Training of staff

The SENCO, is currently undertaking the National Award for Special Educational Needs Co-ordination which, if successful, will be awarded in 2021. The Headteacher is a fully qualified SENCO. Many of our teaching assistants have undertaken specialised training in areas of need or strategies/intervention programmes to support children with SEND. Our ELSA Support is provided by specialised staff. All staff have access to continual professional development relating to SEND should it be required to enable them to support our children. The SENCO attends local SENCO Forums, conferences and cluster meetings in order to stay up to date with the latest guidance and best practice. Part of the SENCO's role in school-based INSET is to develop awareness of resources and practical teaching procedures for use with SEND pupils. As a routine part of staff development, INSET requirements in SEND will be assessed. The Governing Body will undertake a similar review of training needs. Support Staff requirements in supporting pupils' needs will be considered frequently. NQTs and staff new to the school will be given training on the school's SEND policy as part of their induction.

12. Complaints about SEND

Complaints about SEND provision in our school should be made to the SENCO in the first instance. They will be dealt with in accordance with the school's complaints policy. The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

13. Links with other policies and documents

Below is a list of documents (with links) available on the school website which are linked to this policy.

SEND Information Report

ERYC Local SEND Offer

https://newbaldprimary.org.uk/school_information/send/send.html

Safeguarding Information

https://newbaldprimary.org.uk/school_information/safeguarding/safeguarding.html

Accessibility Plan

Equality Information

Anti-bullying Policy

https://newbaldprimary.org.uk/school_information/policies/policies_guidance.html (access the relevant policy from the list)

Health & Safety Policy

Available from the school office upon request

14. Document Control

This policy and the SEND Information Report will be reviewed by Mrs Claire Drinnan every year. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

Date Written: **June 2020**

Date Approved:

Review Frequency: **Annually**

Review Date Due: **June 2021**

APPENDIX 1 Newbald Primary School PTS Format

My Passport to Success					(insert photo of child)
Name:	DOB:	Status:	AN/SEN register/EHC Plan		
Today's Date:	Review Date:	Class Teacher:	Class/Year:		
Pen Portrait:					
Things I am good at:					
					
Things I find difficult?	My targets	What do I need to do?	Who's Coming to help me and when?	How did I do?	
Interventions / Access					

Safeguarding in Education



Strategic School Child Protection & Safeguarding Policy

Revised & Updated Sept 2020

All staff need '**Child Protection Procedures Staff reference guide**' which needs to be adapted for individual school use.

This policy should be read in conjunction with:

- School Safeguarding Whistle Blowing guidance
- Annual Safeguarding / Child protection report to governors
- Keeping Children Safe In Education Statutory Guidance Sept 2020
- School Staff Code of Conduct
- Inspecting Safeguarding in Early years, Education and Skills Settings, Ofsted Sept 2019
- Staff Child Protection Guidance
- The Current School Covid 19 arrangements and Risk assessments

For the purpose of this policy:

- **'staff'** refers to all paid adults, volunteers or students on placement, working in any capacity in the school or in activities organised by the school, which brings them into contact with pupils of the school.
- **DSL** Designated Safeguarding Lead*
- **DDSL** Deputy DSL
- **DSG** Designated Safeguarding Governor
- **LADO** Local Authority Designated Officer
- **ERSCP** East Riding Safeguarding Children Partnership
- **CST** Locality Children Safeguarding Teams
- **SaPH** Safeguarding & Partnership Hub (ERLA)
- **EHLH** Early Help Locality Hub (ER LA)
- **DBS** Disclosure & Barring Service
- **KCSiE** Keeping Children Safe in Education **2020** Statutory Guidance
- **EWO/S** Education Welfare Officer/Service
- **YFS** Youth & Family Support
- **PET** Prevention & Education Team
- **GDPR** General Data Protection Regulation
- **Child Protection** - Refers to the multi agency arrangements to identify and protect children who are, or may be, at risk of Significant Harm
- **Safeguarding** - Refers to the protection, safety and promotion of the welfare of all pupils including when in offsite provision or activities and using IT. This includes the building of resilience and awareness of risk through the formal and informal curriculum.

See Ofsted definition and scope of Safeguarding (Appendix M)

- **Child** - Any pupil under the age of 18 is legally a child.
- **Pupils 18 or over** - If there is a concern about the welfare of a pupil aged 18+ DSL's are advised to seek advice in the same way as for children e.g. EHASH may sign post to Adult Services or refer to YFS. See also sec 22 in respect of staff pupil relationships.

*The DSL has to be a member of the SLT. In most schools the DSL fulfils the strategic and operational Child Protection role. In others, usually larger schools, other designated staff carry out the operational aspects of Child Protection. This policy needs to make clear (and **all staff** need to know) who internal referrals are made to.

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L	Request for Service form

Newbald School Child Protection & Safeguarding Advice and contact list September 2020

(For notice board display. This list should be made available to all staff)

Role / Agency	Name & role	Contact details
School Designated Safeguarding Lead/ Child Protection Coordinator	Morag Sinclair	msinclair@newbaldprimary.co.uk
Deputy DSL/Child Protection Coordinator	Louise Taylor	ltaylor@newbaldprimary.co.uk
Child Protection/ Safeguarding Governor	Philip Wade	philipwade@riseacademyhull.co.uk
Chair of Governors	Sally Wightman	sallycwightman@googlemail.com
Looked After Children Designated Teacher	Louise Taylor	ltaylor@newbaldprimary.co.uk
E Safety Coordinator	Claire Morris	cmorris@newbaldprimary.co.uk
Safeguarding & Partnership Hub	CP initial referral Support & Advice: Intensive & Specialist Safeguarding support 1. Urgent C P concerns 2. Consultation with Social Worker	Mon to Thu 8:30am – 5:00pm Fri 8:30am – 4:30pm 01482-395500 Request for service forms to: safeguardingchildrenshub@eastriding.gov.uk
Out of Hours		01482-393939
Early Help Locality Hub	Early Help Additional Support for children & families initial consultation	Consultation 01482 391700 Request for Service form <i>to the Hub nearest to where the child lives</i> ehp.beverley@eastriding.gov.uk
Local ER Children Safeguarding Team	Wolds & Dale Safeguarding Team	01482 395470/5471
Local ER Children Safeguarding Team Manager	Claire Hammerton	@eastriding.gov.uk 01482 395481 07970 405832
ER School Safeguarding Adviser	Tony Marsh General strategic and operational School Safeguarding & CP advice	01482-392139 07813007237 tony.marsh@eastriding.gov.uk .
ERSCB LADO	Lorraine Wilson Siobhan Bath Referral of possible allegations against staff & volunteers.	01482-396999 lorraine.wilson@eastriding.gov.uk siobhan.bath@eastriding.gov.uk
School critical incident, bomb threats Etc & Educational Visits Emergencies (not Child Protection)	24 hour Guidance & support	01482- 392999
Humberside Police	ER Protecting Vulnerable People Unit	01482 220809
Humberside Police	Hate Crime / incident reporting	101 https://www.reportingcrime.uk/HPhatecrime/

ER Safeguarding Children Partnership	General strategic and operational Safeguarding & CP advice and multiagency training	www.erscb.org.uk (not yet www.ERSCP) 01482-396994 erscb.training@eastriding.gov.uk
ER Safeguarding Children Partnership Training	Training Admin & Information	
Hull North Yorks North Lincs North East Lincs	Children's Social Care	01482- 448879 EDT 01482- 300304 01609- 780780 EDT 01609- 780780 01724- 296500 EDT 01724- 296500 01472- 326292 EDT 01472- 326292
Prevent Referral	Humberside Police ERY LA	101 prevent@humberside.pnn.police.uk prevent@eastriding.gov.uk

Introduction

Covid 19

This policy is written whilst the school is dealing with the unprecedented situation of the Covid 19 pandemic. It should be read in conjunction with the additional arrangements we have put in place at each stage of the 'Lock Down' and subsequent wider re-opening of the school. The policy provides the framework for the specific C19 additional and applied aspects of the school Health & Safety and safeguarding related aspects of the current situation. These arrangements will be regularly reviewed and developed as the crisis and the impact upon the life of the school and community changes over time.

Core Principles

- Our School Community fully recognises our responsibility to safeguard and promote the welfare of all of our pupils.
- We believe that not only is this a moral and statutory responsibility but we know that children who feel safe and secure at school are more likely to achieve their full potential.
- We understand that the standards for positive and appropriate behaviour and mutual respect are set by example by our staff.
- Vulnerable children and those with additional needs are supported.
- We accept and carry out our responsibility to act on any suspicion, disclosure or belief that a child is suffering or at risk of suffering harm.

1. Related legislation & guidance

- Working Together to Safeguard Children (2018).
- ER LA Safer Recruitment Guidance (or equivalent).
- [Effective support for children, young people and families in the ER of Y Sept 2020](#)
- Keeping Children Safe in Education (KCSiE) (DfE Sept2020) includes Safer Recruitment & Managing Allegations against Staff.
- Reasonable Force (DfE July13).
- [Searching, Screening & Confiscation \(DfE Jan 18\)](#).
- Safer working Practice for Adults who work with Children & Young People in Education Settings (October 15 Safer Recruitment Consortium).
- ERSCB / ERLA School Staff Code of Conduct ([Sept 2020](#)).
- Information sharing advice for practitioners providing safeguarding services to children (HM Govt 2018).
- General Data Protection Regulation (ICO 2018)
- School Whistle Blowing (Safeguarding) and Allegation procedures (ERSCPSep 2019).
- Inspecting safeguarding in early years, education and skills settings ([Ofsted Sept 2019](#)).
- The Prevent Duty -advice for schools and childcare providers (DfE 2015).
- Female Genital Mutilation: Multi-Agency Practice Guidelines (HM Govt 2015.)
- What to do if you're worried a child is being abused (HM Govt 2015).
- School Attendance – Guidance for maintained schools, academies, Independent schools & LAs (DfE Nov 16).
- Exclusion from maintained schools, Academies and pupil referral units in England (DfE Sept 17).
- LA Education Visit Guidance and Procedures or equivalent.
- The designated teacher for looked-after and previously Looked After Children Feb 2018
- Sexual violence & sexual harassment between children in schools & colleges May 18
- Disqualification under the Childcare Act 2006 Statutory guidance for Local Authorities, maintained schools, academies and free schools DfE Aug 2018

2 Other Safeguarding related school policies

The school has a duty to ensure that safeguarding permeates all activities and functions. This policy therefore complements and supports a range of other policies, for example:

- Behaviour, Anti-Bullying / harassment policies
- Safe Handling policy
- Special Educational Needs policy
- Educational Visits policy
- Health and Safety policy
- Sex and Relationships Education policy

- Online Safety policy
- Allegation & Whistle Blowing guidance
- Safe & Appropriate Working / Code of Conduct
- Safer Recruitment
- Site Security

The above list is not exclusive but when undertaking policy development the school will consider Child Protection and other safeguarding matters within each appropriate policy or guideline. See *Ofsted Definition & Scope of Safeguarding (Appendix J)*.

3 The policy

There are four main elements to our Child & Protection Safeguarding Policy:

- **Prevention** (e.g. positive school atmosphere, pastoral support to pupils, the SMSC & PSHE elements in the formal and informal curriculum, safer recruitment procedures and safe & appropriate working practice by staff. Wider safeguarding policies and procedures in place to establish and maintain a safe and secure school environment).
- **Protection** (by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to Child Protection and other safeguarding concerns and that there are clear systems of internal information sharing and record keeping).
- **Support** (to all pupils and school staff and to children who may have been [abused, neglected, exploited](#) or are in other ways vulnerable).
- **Collaboration** with children & Young People, parents and other agencies to promote Safeguarding & Wellbeing for all of our children and Young People.

This policy applies to all staff, governors and visitors to the school. We recognise that [Child Protection and Safeguarding](#) are the responsibility of all staff within our school. We will ensure that all parents and other working partners are made aware of our child protection policy and procedures. All staff new to the school will be made aware of the school safeguarding procedures as part of their initial induction process.

4. School commitment

The school adopts an open and accepting attitude towards children as part of its responsibility for pastoral care. Staff strive to ensure that children and parents will feel free to talk about any concerns and will see school as a safe place when there are other difficulties in their lives. Pupils' worries and fears will be taken seriously and children are encouraged to seek help from, or confide in, members of staff.

Our school will therefore:

- Establish and maintain an ethos where pupils feel secure and are encouraged to talk, and are listened to.

- Ensure that pupils know that there are adults in the school whom they can approach if they are worried or are in difficulty.
- Include in the curriculum activities and opportunities for which equip children with the skills they need to stay safe from abuse and develop resilience and an awareness of possible grooming or influence by violent extremist ideas and the dangers and consequences in engaging in inappropriate behaviour online.
- Ensure that all forms of bullying and harassment including allegations of child on child abuse and sexual harassment, hate incidents and online bullying & abusive behaviour are dealt with at the appropriate level and in line with national and local guidance and procedures and not dismissed as immature behaviour or banter.
- Ensure every effort is made to establish effective working relationships with parents and colleagues from other agencies.
- Ensure that staff have an understanding of when to make referrals to the DSL when there are indicators or concerns of possible Neglect, Sexual, Physical or Emotional harm and indicators of possible Child Sexual & Criminal Exploitation, Female Genital Mutilation, Radicalisation, School attendance concerns and Forced Marriage and that they have access to additional advice and support.
- Operate safe recruitment procedures and make sure that all appropriate checks are carried out on new staff and volunteers who will work with children.
- Ensure that staff are aware of how and when to act on concerns that they have and work in a safe and appropriate manner at all times. They are aware that they are in a Position of Trust and what the implications are of that for their working practice and out of school conduct and that their conduct towards pupils must remain beyond reasonable reproach.
- Fulfil the 'Duty of Care' towards staff by providing appropriate safeguarding guidance, induction and continuing training and support as required by KCSiE.

5 Multi Agency Safeguarding Arrangements

As a 'Relevant Agency' under the 2019 Multi agency safeguarding arrangements the school recognises its statutory duty to co-operate with the East Riding Safeguarding Partnership arrangements. The school understands and supports the ERSCP expectation of active engagement with the partnership, appropriate sharing of information and contributing to interagency plans, early help and support for children subject to Child Protection Plans. We understand and support the partnership arrangements for the auditing and assurance of our school's Child Protection & Safeguarding arrangements.

6. Confidentiality

We recognise that all matters relating to Child Protection are highly confidential and the DSLs will share that information on a '**need to know, what and when' basis.**

Staff are made aware that these concerns or other matters relating to pupils should never be discussed elsewhere, inside or outside the school unless in confidential meetings organised for that purpose. This includes the passing of written information or verbal discussion in any media including Social Networking sites.

Staff are also aware that such breaches of confidentiality and data protection may result in disciplinary action as such breaches place vulnerable children at risk. In addition such breaches would bring the school into disrepute and under GDPR legislation potential heavy fines.

7.1 Roles and responsibilities, Early Help and Contextual Safeguarding

All staff have received training / briefing; had time allocated to read and the opportunity to seek advice or clarification; about the current:

- Keeping Children Safe in Education – Part 1 information for all School & College staff.
- *School Staff Code of Conduct.*
- Staff Child Protection Policy & Procedures.
- School Behaviour & Attendance policies - and understand the safeguarding context of both.
- (this policy)
- The role and identity of the DSL, DDSL & DSG.

All staff have access to the current:

- Keeping Children Safe in Education Full guidance.
- School Strategic Child Protection & Safeguarding Policy. ([this policy](#))
- What to do if you are worried a child is being abused.

7.2 All staff in school [understand that they have](#) a professional, moral and legal responsibility to safeguard and promote the welfare of children. This includes a responsibility to be alert to indicators of abuse, neglect, exploitation, violent extremist radicalisation and to record and report concerns immediately to staff identified with child protection responsibilities within the school.

7.3 Early Help

All staff are particularly alert to the potential need for Early Help for children at risk as in 7.1 and also a child who:

- is disabled and has specific additional needs.
- has special educational needs (whether or not they have an EHCP).
- is a young carer.
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups.
- is frequently missing/goes missing from care or from home.
- is misusing drugs or alcohol themselves.
- is at risk of modern slavery, trafficking or exploitation.
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse.

- has returned home to their family from care.
- is showing early signs of abuse and/or neglect.
- is at risk of being radicalised or exploited.
- is a privately fostered child.

(KCSiE 2020 para 18)

7.4 The **School DSL/ Deputy DSL***

The DSL or Dep DSL (or another appropriately trained senior member of staff) will be available on site when the school is open to advise staff or respond to urgent Child Protection matters.

The DSL and Deputy DSL are designated to take the lead responsibility for Child Protection. This includes:

- providing advice and support and information to staff as appropriate
- liaising with the LA and other agencies including the involvement in Early Help Assessments and plans
- obtaining, maintaining and transferring CP records for individual pupils and liaising with previous and receiving schools
- ensuring the preparation of appropriate reports for and attendance at Case Conferences, Core Groups and other multi agency meetings
- arranging appropriate induction and continuing training for all staff.
- liaising with the headteacher and Designated Child Protection/ Safeguarding Governor
- encouraging a culture in staff of listening to pupils and taking account of their wishes and feelings and supporting measures and plans put in place to support or protect them.
- Ensuring that any educational or safeguarding assessments of children consider the **wider contextual environmental factors** present in the child's life outside the school or family and inform the development of support for learning, attendance, behaviour and mental and emotional health

The DSL must keep individual members of staff appropriately aware of the actions taken in response to concerns that they have referred to the DSL. If the member of staff feels that the actions taken are inappropriate, ineffective or that the situation of concern is continuing they should raise concerns with the DSL or Senior Member of staff and press for reconsideration or discussion. If there is still a concern by the member of staff or they feel the situation is urgent they can refer to Children's Social Care or the LADO.

* For detailed Role of the Designated Safeguarding Lead see Annex B [KCSiE 2020](#)

7.5 Management and leadership by the Headteacher and Governors ensures that the time, resources and training are adequate to ensure that the DSL responsibilities, as outlined in KCSiE, are carried out and that all strategic Child Protection and safeguarding arrangements are in place and effective.

7.6 The Governing Body has the responsibility to monitor and ensure that all CP arrangements, procedures, policies and training are in place and effective. Safeguarding is an agenda item on every full governing body meeting, and any relevant reports on the working of the CP policy are reported to governors in this way.

The Governing Body fully recognises its responsibilities with regard to Child Protection and to safeguarding and promoting the welfare of children as outlined in Section 2 of KCSiE

The Governing Body will:

- Designate a governor (DSG) for Child Protection & Safeguarding who will monitor the school's Child Protection policy in operation, training and procedures and report to the full Governing Body.
- Ensure a written report is presented to each Governing Body meeting on the Child Protection/safeguarding work of the school and that the previous school year annual report is presented to the Autumn Term meeting.
- Ensure that the annual report is forwarded to the [ERSCP](#).
- Ensure that this policy is revised and updated annually and in doing so will seek the views of parents and pupils and the views and experience of staff.
- Remedy any identified weaknesses in the policy or application of the policy immediately.
- Ensure all Governors Complete [ERSCP](#) online Child Protection training.
- Make opportunities available for Governors to complete [ERSCP](#):
 - Safer Recruitment training.
 - Governor's Safeguarding Roles & Responsibilities training.

The DSG acts as a 'Champion' for Child Protection and liaises with the Head & DSL in order to report to, update and advise the full Governing Body on the strategic and operational aspects of safeguarding.

Governors do not have access to details of individual Child Protection Cases and understand the requirement for confidentiality.

8. Records and monitoring

1. It is essential to keep detailed, accurate and accessible records in order to protect children effectively. At all times Information Sharing guidance and GDPR (2018) will be followed.
2. All staff are made aware of the need to record and report concerns about a child or children within our school immediately to the DSL

3. All reports of concern and other entries on a child's Child Protection file must include a record of actions taken by the internal referrer or DSL.
4. All staff should record such concerns or disclosures on a 'Record of Concern' sheet (Appendix B) and if needed a Body Map (Appendix C).
5. The DSL is responsible for such records and for deciding at what point these records should be shared with, or transferred to other agencies or schools, in consultation with the Headteacher or appropriate Senior Manager.
6. Each individual Child's file of concern or official documentation will contain a 'Cover & Summary Sheet **Appendix D** and a Chronology sheet **Appendix E** which will detail and reference any concerns, contact with parents and other agencies, information shared, case conferences and other meetings or events. Any subsequent actions will be recorded clearly on the chronology sheet. The file will also contain all other relevant information but be separate from the child's other school records.
7. Separate child or if appropriate, family CP files are stored in a locked and secure location in the office. Only the DSLs, Headteacher and other appropriate Senior or Pastoral Staff have access to these files.
8. The information in these files may be shared with other agencies as appropriate and in some cases used as evidence by other agencies in line with current Information Sharing guidance and GDPR (2018).
9. Only factual verified information is recorded as such. Information 'reported' by outside individuals is clearly indicated as such.
10. Parents may request to read their child's file under Subject Access Request or GDPR. School will [seek legal or safeguarding advice](#) from if such a request is made in order to ensure that only appropriate information is disclosed depending on the circumstances and any '3rd party' information that will need to be redacted.
11. The DSL will decide what information needs to be shared within school with whom and when on a case by case basis. Confidentiality is essential but staff working with children can only provide effective support and monitor concerns if they are made aware that there are concerns or at the least that individual children are being monitored.
12. Child protection records are reviewed each term to check whether any action, advice or updating is needed.

8.1 Transferring and retaining Records

Records are transferred to receiving schools when children transfer at normal phase transition and at any other time, including to the FE or other settings before the age of 18.

Copies of records will be made if siblings attend the school and the records are relevant to them.

When children transfer schools at normal phase transition Child Protection and other safeguarding concerns will be discussed between DSL and the appropriate pastoral staff or DSL at the receiving school.

If there are concerns about children changing schools at other times the DSL will contact the receiving school to alert the DSL of the concerns and records in transit.

Records are sent or if possible handed to the receiving school separately from other records and marked 'Private & Confidential for the attention of the DSL'.

If sending by post records will be (1) sealed in an envelope and marked as above and (2) sealed in an addressed envelope before sending by recorded delivery.

Written receipt of records will be obtained from the receiving school.

When admitting children at times other than the normal phase transition checks with the previous school will be made to establish if there is Child Protection information in respect of the child or children.

The current early years, education or skills setting is regarded as the 'Custodian of the records'. Records should be retained by the setting they attended at 18 up to the 25th birthday of the pupil and then destroyed at the earliest convenience.

9. Concerns.

9.1 Recognising concerns

School staff are particularly well placed to observe, and should be alert to, outward signs of abuse or risk taking behaviour, changes in behaviour or poor or irregular attendance.

The DSL and Safeguarding Governor ensure that all staff have received and been given the time to read KCSiE Part One and have access to the full guidance on '*What to do if you are worried a child is being abused*' Mar 2015, which contain detailed information about forms of abuse and related issues.

9.2 Contextual Safeguarding

All staff will be made aware of the need to consider that wider aspects of the child's life beyond the family situation may place their safety and welfare at risk.

9.3 Sexual, Physical, Emotional Abuse & Neglect

All staff are aware of the possible indicators of abuse and neglect and how to respond to disclosures and other concerns.

9.4 Child Criminal Exploitation –

Child Sexual Exploitation (CSE)

Staff are made aware of the possible indicators of CSE and the need to refer these concerns to the DSL. These will be referred to the EHaSH in order that the LA can consider this information.

County Lines

Staff are aware that the exploitation of children to be used to carry drugs and money from urban to suburban, rural, market and seaside towns is a growing problem and that the East Riding is an area that may be targeted.

We are aware that this is based on violent coercion or other threats to the young people and that pupils or their siblings may be at risk of such abuse. We are aware of possible indicators including poor or irregular attendance, signs of physical injury or neglect.

9.5 Female Genital Mutilation (FGM) and Forced Marriage

All Staff are reminded of the need to be aware of the possibility of such abuse at Early Years, Primary and Secondary school age as outlined in Annex A of KCSiE 2018 and that they have a statutory duty and responsibility to report concerns related to FGM.

The following reporting procedures in line with ERSCB / Humberside Police agreed arrangements should be followed in case of possible or disclosed FGM. However if there is a suspicion that a girl is at immediate risk of such abuse police should be contacted via 999.

Reporting Concerns

- a) If a member of staff **suspects** that a girl has suffered or may be at risk of suffering FGM or subject to Forced Marriage they must discuss these concerns with the DSL immediately. The DSL will follow ERSCB procedures and contact EHaSH by phone.
- b) The DSL or Teacher will follow advice from the EHaSH before discussing such concerns with parents or carers.
- c) If a member of staff **discovers** by disclosure by the victim, or peer, or physical evidence (which is highly unlikely for a member of school staff) that FGM has taken place. The DSL must be informed immediately and a referral to EHaSH, **which is effectively a referral to the police** made initially by phone.

In this case if the member of staff is a teacher (or employed to carry out teaching duties) the referral to EHaSH will be made by this teacher with the guidance and support of the DSL. For other staff such a referral will be made by the DSL but this will need to identify the member of staff and the information they have reported.

(This is in line with the legal responsibilities placed upon schools in respect of reporting procedure)

- d) The referral will be made at the latest by the close of the next working day but ideally immediately and on the same day if a school holiday or weekend following the next day
- e) If the DSL or Deputy DSL is not available within this timescale the member of staff should contact EHaSH and update the DSL.
- f) A written 'Confirmation of Referral' form should be forwarded to EHaSH in

line with ERSCB safeguarding procedures.

9.6 Possible Violent Extremist Radicalisation & Hate Incidents

Staff are made aware that concerns about the possible radicalisation of, or influence on children by violent extremist political or religious groups should be referred to Senior Staff or the DSL.

If after consideration it is felt that there are concerns about possible radicalisation to encourage violent extremism, including online, or concerns about the behaviour of parents or other family members a referral will be made to the police & LA Prevent sections.

(Appendix I)

If there is an immediate concern of risk or emergency the school will call 999.

In cases of possible hate crime a separate referral will be made to the Humberside police Hate Crime reporting system via 101 or online at the ERYC Web site. This will not prevent or delay the school in following our own internal disciplinary procedures in such cases.

The school ensures that controversial issues are discussed and covered within the curriculum and that these are not avoided but dealt with appropriately within the planned and informal curriculum.

Following an assessment of the levels of risk within the school and wider community appropriate levels of training will be given to DSL, Senior staff and other staff.

The PSHE/SMSC curriculum will ensure that issues such as **tolerance, respect, democracy and individual liberty** are covered in age appropriate ways.

Visiting speakers and organisations will be checked to assess the suitability in respect of the above elements of PSHE /SMSC activities within school.

9.7 Children Missing from or Missing Out on Education (CME & CMOE) & Children absconding from school

Emergency contacts

- We will endeavour to obtain and maintain at least 2 emergency contact phone numbers for each pupil and make all reasonable efforts to ensure that parents are reminded to update the school on number or contact changes. Parents who have not provided 2 contact numbers or update school will be contacted and asked to provide the contacts. All such attempts to obtain this information will be recorded.
- The school will phone parents on the first day of absence. If the parents cannot be contacted other emergency contacts will be called and if the school still cannot trace the child follow up texts will be made. This procedure will be continued the following day.
- The school will only remove children from the register if the statutory grounds for doing so are met and will inform the LA of the intention to do so. In the

case of CME school will make all reasonable efforts to locate the child/ren as required by the guidance.

- The school will inform the LA EWS if any pupil fails to attend without permission for a continuous period of 10 days or more and will refer children whose attendance has fallen below the agreed level to the EWS.
- If a child, who is the subject of a Child Protection Plan or is otherwise open to the CST, does not attend school without a verified valid reason the DSL will contact the assigned social worker or CST duty desk if unavailable.
- If a child not open to CSC that the school has concerns about, does not attend school the school will contact, EHASH, the EWS and / or the police depending on the circumstances.
- If a child absconds from the site the school will make an initial search and contact the parent / carer or other emergency contact (**and Social Worker if open to CSC**). If after that search the child is not located the school will contact the police within 20 minutes of the alert **or sooner in extreme circumstances**.

9.8 Serious Violence

All staff are aware of indicators or signs and symptoms that a child may be at risk or have suffered serious violence or be involved in such behaviour possibly related to gang type activities or Criminal exploitation.

9.9 Private Fostering & Direct Payments

If the school is made aware that a child under the age of 16 (under 18 if disabled), is or may be cared for by someone who is not their parent or a 'close relative'*; in a private arrangement made between a parent and a carer; for 28 days or more, a referral to the SaPH will be made.

*(Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or marriage/affinity))

If we are made aware that a direct payments worker is engaged by parents for overnight supervision of children EHASH will be notified if the school has concerns about such arrangements.

9.9 Domestic Abuse

The school is involved in the Humberside Police / ER LA Operation Encompass Domestic Abuse alert system and supports pupils appropriately when alerts are received. All staff are aware of the need to be alert to the possible indicators of Domestic abuse including coercive control and refer concerns to the DSL.

10. Responding to concerns.

Staff physically log the details of the concern on a blue log form which is held confidentially in the pupils file. A log is made on the Scholarpack system to confirm a concern has been made but no details of the concern are recorded.

'Never Do Nothing – Do the basic things well - It can happen here'

- All staff have a responsibility to respond to disclosures by children or other concerns and pass these concerns on to the DSL **immediately** as outlined in (Appendix A).
- Staff do not need 'proof' of abuse and should not 'investigate' concerns.
- This information must be recorded on the 'Record of Concern Form'. (Appendix B).
- Concerns relating to marks or injuries must also be recorded on a 'Body Map' which should be attached to the 'Record of Concern Form'. (Appendix C)
- If using a body map injuries or marks must be described, in addition to locating on the body map.
- Photographs must not be taken of any marks or injuries.

Staff are issued with the School CP procedures and regularly reminded to maintain an 'It could happen here' attitude and **not to:**

- dismiss concerns or disclosures as insignificant, they may provide a vital link to other information.
- keep such concerns to themselves.
- investigate or seek proof.
- **promise secrecy** to children or adults making disclosures but reassure them that information will be shared appropriately and confidentially.
- ask closed questions that lead a child into a particular answer but if they need to clarify aspects of a disclosure by or about a child use only 'TED' type questions i.e.;
 Tell me...., Explain...., Describe...
- **delay** recording or passing concerns to the DSL.
- Discuss with parents or carers.

Staff are made aware that it is unacceptable legally, professionally and morally for any member of staff to keep such concerns to themselves, including concerns about the conduct of another member of staff. (See Sec 20) and that any such failures will be regarded as potential disciplinary matters.

Each case will be considered by the DSL who will decide what information to share with which staff.

11. 1 Child Protection & Early Help

Children suffering or at risk of significant harm

- If it is considered that a pupil may have suffered or may be at risk of suffering significant harm the parent / carers will be made aware that the school will need to discuss the matter with the S&PH.
- However if it is thought that:
 - *Informing parents/ carers might place the child at continued or increased risk.*
 - *There is a possibility that a crime may have been committed.*
 - *In cases of suspected fabricated illness, radicalisation, FGM or Forced marriage.*
 - *Informing parents/ carers might place staff at risk.*
- *Where a delay in obtaining consent may put a child at risk.*

a contact to the S&PH will be made before discussing the matter with parents or carers.
- In either case this will be done **as soon as possible after the information or concern emerges** to ensure that the CST and in some cases the police are able to respond within the school day.
- After a telephone contact to the S&PH the DSL or other delegated member of staff will email a completed **Request for Service Form (appendix L)- ideally immediately after initial telephone referral** and at the latest within 24 hours to support informed decision making.
- If the child is already 'Open' to CSC an initial contact will be made with the Social Worker or if unavailable the 'Duty' team member at CST
- In the case of a child open to a 0-25 team Social Worker the school will contact her/ him. If open to another 0-25 worker the SaPH will be contacted
- After consultation with the S&PH the DSL may advise that the situation will be monitored and inform the appropriate staff.
- In all cases records of discussions with the S&PH and other professionals will be recorded in the Child's file.

11.2 Early Help Support

- If it is felt that a child or family may require additional Early Help support that cannot be provided by the universal services available in or to the school consent from parent / carers will be sought for a contact will be made to the Early Help Locality Hub in whose area the child or family live.
- If after initial consultation it is thought that additional support may be appropriate the school will submit a 'Request for Service' form to the Locality Hub and support the development of an Early Help Support Plan.
- If consent is not given the DSL will consider if a consultation with the SaPH is needed to discuss the refusal by parent / carers to share information and seek additional support for the child.

11.3 Feedback & Escalating concerns about individual cases

When requests for support are made if the school does not receive written feedback on the decision reached by the SaPH or EHLH within 24 (or sooner in urgent cases) or 48 hours respectively we will contact the appropriate manager or duty worker to seek advice.

If the DSL feels that advice or action after discussion with the S&PH, the EHLH or the CST is inappropriate, that the child's circumstances are not improving or that there are delays in the case management, the DSL will insist on discussion with the appropriate team manager and if the concerns persist escalate this further to the next line manager.

Records of all such discussions and responses must be retained in the pupil's chronology.

The DSL will ensure that a record of all information is collected and any subsequent decisions and action taken, including details of other persons involved in the decision-making. This will include recording reasons not to refer the concerns to other agencies or not to seek advice if that was the course of action.

The DSL will update the school referrer as soon as possible on a 'Need to know' and 'case by case' basis. If the member of staff feels that the actions taken are inappropriate, ineffective or that the concern is continuing they should raise concerns with the DSL or Senior Member of staff and press for reconsideration or discussion.

If there is still a concern by the member of staff or they feel the situation is urgent s/he can refer to the S&PH, the allocated Social Worker or the LADO them self

12. Vulnerable children & Children with SEN, disabilities or Mental & Emotional Health concerns.

1. Children may be vulnerable because, for example, they have additional or Special Educational Needs, are Looked After, have experienced or are experiencing a form of neglect, abuse or complex or adverse family circumstances. We will seek to provide such children with the necessary support and to build their self-esteem and confidence.
2. Staff in contact with such children will be made appropriately aware of the child's needs and circumstances in order to maximise the effectiveness of support.
3. Information from the DSL or other pastoral staff will inform the development of support in respect of attendance, learning, behaviour and mental & emotional health.
4. The school will arrange support for children with Emotional & Mental Health issues by in school and accessing universal services. If additional support is needed advice and support will be requested at the Early Help or Specialist level in line with the LA Effective support model.

5. Staff are reminded that **Children with SEN, disabilities, communication or behaviour** problems are at greater risk of abuse, neglect and bullying than other children. They may not be identified as being at risk of harm as indicators of possible abuse such as behaviour, mood, and injury may be assumed to be related to disability or SEN rather than possible abuse, neglect or bullying and communication of abuse may be difficult. Staff specifically supporting such children and other staff will be alert to these factors.
6. The Designated Teacher who supports and promotes the educational achievement of Looked After Children(LAC) and previously LAC, will liaise with the DSL and staff involved with the child to ensure that support is provided and ensure that the needs identified in the child's Personal Education Plan are supported by staff involved with the child.
7. Safeguarding implications will be considered when individual support plans are reviewed in the case of children who require, for example, medication, some form of intimate care, and help with changing or physical support or physical intervention.
8. If a child, who is the subject of a Child Protection Plan, or is otherwise open to the CST, does not attend school without a verified valid reason, the DSL will contact the assigned social worker or CST duty desk if unavailable.
9. If a child not open to CSC that the school has concerns about, does not attend school the school will contact: the [S&PH](#), the EWS and / or the police depending on the circumstances.

13. Peer on Peer abuse, sexual violence and harassment

All staff are aware that children are capable of abusing their peers and that any allegations, disclosures or concerns about such behaviour are treated as potential abuse and referred to the DSL. This includes incidents or behaviours that may have occurred outside of the school that staff become aware of.

Peer on peer abuse can take the same forms as adult on child abuse and include online behaviour such as sexting and bullying in addition to sexual or physical abuse and emotional abuse in forms such as homophobic, transphobic, disability hate, racist and other discriminatory behaviour.

It is important that staff do not regard behaviour such as pupils suffering sexual touching as 'part of growing up' or verbal abuse or harassment as 'banter' and are aware of the guidance in [KCSIE 20](#) Annex A & Part 5.

The DSL and other senior and pastoral staff are aware of and will be guided by: 'Sexual violence & sexual harassment between children in schools & colleges DfE 2018' and [S&PH](#) advice.

If there is a concern that the level of possible abuse may reach a threshold for Police and or Social Care involvement or that either the alleged victim or perpetrator should be offered support or intervention from the Locality Early Help Hub appropriate referrals will be made.

In cases of possible hate crime a separate referral will be made to the Humberside police Hate Crime reporting system via 101 or [online at the ERYC web site](#). This will not prevent or delay the school in following our own internal disciplinary procedures in such cases.

If an incident has occurred during session time or is occurring that is clearly an urgent criminal matter 999 will be called.

[If the behaviour does not reach a threshold for referral to the S&PH or the Locality Support Hub or the school is advised that the behaviour should be dealt with by school appropriate action will be taken under the behaviour policy.](#)

In either case if any child involved is open to the CST the Social Worker or other involved worker or Lead Professional will be informed.

If allegations of such abuse are investigated by Police or Social Care the school will take advice from these agencies as to internal investigation and supervision of the pupils involved. School will make every effort to ensure that during such investigations all pupils involved are treated fairly and consistently and that appropriate supervision and support is in place. Parents will be made aware of any specific arrangements that are put in place.

Whilst it is important that the school does not make an assumption of guilt without clear evidence or direction from other agencies it is important to ensure that the victim or alleged victim is fully protected and supported in throughout the process.

In circumstances where a pupil may present a risk to peers or staff appropriate Risk Management plans will be developed with appropriate advice from other agencies. These plans will be discussed with staff on a need to know basis and the child and parents/ carers.

[Staff are aware that 'up skirting' behaviour is now a criminal offence and must be reported as such to senior staff as a form of sexual harassment](#)

14. Joint working with other agencies & Early Help

The school recognises that inter-agency working is essential if children are to receive effective targeted support as early as possible. In this way we hope to ensure that barriers to learning and social inclusion are minimised for vulnerable children.

[We are therefore committed to initiating where appropriate and supporting other professional initiated inter-agency work such as:](#)

- Early Help Plans & Team Around the Family meetings (TAF)
- CP Case Conferences, core groups and other multi-agency meetings.
- Joint working with EWS.
- Health & CAMHS intervention & assessment.
- The school also works in partnership with Humberside Police as part of the Domestic Abuse alert system **Operation Encompass**

15. Case Conferences, Core Group, TAF & Strategy Meetings

1. The DSL & Headteacher will ensure that the appropriate member(s) of staff attend Initial & Review Child Protection Case Conferences and subsequent Core Groups and that written reports are prepared for each Case Conference.
2. Reports will be compiled using the 'Signs of Safety' report templates after discussion with relevant staff involved with the child.
3. Reports will be discussed if possible with parents before forwarding to the Case Conference Chair 3 days before an Initial and 5 days before a Review Conference.
4. We will attempt to ensure representation at other meetings and where possible and practical host such meetings.
5. Feedback following Conferences & meetings will be given to school staff under the 'Need to know' principle on a case-by-case basis.

16. Information sharing

In cases involving possible child abuse or neglect the school has a duty and the legal right to share information.

The DSL/headteacher will ensure that the sharing of information is in line with the GDPR and following principles as outlined in: '*Information sharing advice for practitioners providing safeguarding services to children 2018*' that it is:

- Necessary, proportionate, relevant, adequate, accurate, timely and secure.
- Information shared is necessary for the purpose for which it is shared.
- It is shared only with those individuals who need to have it.
- It is accurate and up-to-date.
- It is shared in a timely fashion.
- It is shared securely.

17. Childrens' Concerns

The School recognises that listening to children/young people is an important and essential part of safeguarding them against abuse and neglect. We will seek to develop resilience in the children and ensure that they are aware that they can seek help and support.

1. Children will be made aware of the opportunities available to them to seek advice and support within the formal and informal curriculum. (Appendix F). **This includes the teaching of the appropriate Relationship & Health Education (Primary) Relationship, Sex and Health Education (Secondary) from September 2020**
2. Safe school procedures including Child Protection matters will be discussed by the School Council and through school surveys etc to gather children's opinions about the support systems in place.

18. Vetting, Recruitment and selection of staff

1. The school complies fully with Statutory Guidance 'Keeping Children Safe in Education Part 3 Safer Recruitment' and the ERLA Safer Recruitment (or other HR Provider) supporting guidance.
2. The school ensures that DBS checks on all staff, Governors and volunteers who are engaged in Regulated Activity are carried out as required by the Statutory Guidance.
3. Any staff or volunteers not in regulated activity are continually supervised by staff.
4. A Single Central Register for all staff, visiting staff, volunteers and governors is maintained using LA & Statutory guidance.
5. The Head and at least one Governor complete the appropriate Safer Recruitment training which is updated every 5 years. All appointment panels will have at least one member who has completed this training in the last 5 years.

6. **All staff that are covered by the:**

'Disqualification under the Childcare Act 2006 Statutory guidance for local authorities, maintained schools, academies and free schools Aug 2018' requirements are aware of their responsibilities to disclose any possible matters that need to be considered under this act. If such disclosures are made the headteacher will seek advice from the LA HR service (or other HR provider) who will liaise with the LADO.

If other organisations provide services or activities on our site, on our behalf, including Agency Supply staff, we will obtain written assurances that these organisations have appropriate safeguarding, safer recruitment and vetting procedures in place.

See sec 28 for further guidance on contractors, visitors etc.

19. Induction

When new staff start at the school they are briefed on the school CP and Safe Working procedures and given time to read and discuss the following:

- Keeping Children Safe in Education – Part 1 information for all School & College staff.
- *School Staff Code of Conduct.*
- Staff Child protection Policy & Procedures.
- School Behaviour & Attendance policies - and understand the safeguarding context of both.
- The role and identity of the DSL, DDSL & DSG

All staff have received training / briefing about and had time allocated to read and the opportunity to seek advice or clarification about the current:

- Keeping Children Safe in Education – Part 1 information for all School & College staff.
- *School Staff Code of Conduct.*
- Staff Child protection Policy & Procedures.

- School Behaviour & Attendance policies - and understand the safeguarding context of both.
- The role and identity of the DSL, DDSL & DSG.

All staff have access to the current:

- Keeping Children Safe in Education Full guidance.
- School Strategic Child Protection & Safeguarding Policy.
- What to do if you are worried a child is being abused.
- The School safeguarding whistle blowing guidance.

Other short term or visiting staff and volunteers are made aware of the CP reporting procedures within the school and the School Code of Conduct.

20. Staff Safeguarding Training and awareness

All staff have received, had time allocated to read and have the opportunity to seek advice or clarification about the current:

- Keeping Children Safe in Education – Part 1 information for all school & College staff.
- The School Staff Code of Conduct.
- The school Child Protection procedures.

And have access to the current:

- Keeping Children Safe in Education Full guidance.
- School Strategic Child Protection & Safeguarding Policy.
- What to do if you are worried a child is being abused.
- The School safeguarding whistle blowing guidance.

- ✓ All staff (teaching and non-teaching) are reminded of the policy and procedures at the start of each school year and receive regular and topical updates as appropriate through the school year.
- ✓ All teaching and teaching assistant and pastoral staff and DSG complete the ERSCP online training 'Safeguarding in Education' or 'Awareness of Child Abuse & Neglect'.
- ✓ Other staff and Governors complete the ERSCP 'Awareness of Child Abuse & Neglect' module.
- ✓ All Staff will complete ERSCP refresher training every 3 years thereafter.
 - ✓ The appropriate staff will complete online Prevent and FGM training following a risk assessment which will be regularly reviewed.

21. DSL training

The DSL & Deputy DSL complete the following ERSCB training as a minimum.

This training will be enhanced by other ERSCB training on topics relevant to the school's specific needs.

- ✓ Annual ERSCB/ LA School DSL dedicated update and refresher training.
- ✓ Safeguarding in Education (Online).
- ✓ Prevent Online Training
- ✓ **FGM online training.**

Please note

As a result of the cancellation of ERSCP face to face training during the C19 crisis. The ERSCP is developing a programme of virtual safeguarding training modules including DSL specific training. The programme for this modular training will be circulated to DSL and will be added to this section of the policy template as soon as possible.

22. Reasonable Force

- ✓ Staff will ensure that the school policy on physical intervention is followed.
- ✓ All incidents requiring such action will be logged with the headteacher or appropriate senior manager, and parents informed on the same day.
- ✓ Incident reports by all staff involved or witnessing the incident will be completed as soon as possible after the incident on the same day, unless in exceptional circumstances.
- ✓ Staff must only use physical intervention as a last resort to protect the safety of children or adults after appropriate de-escalation strategies have been used or in the event of serious situations where this is not possible. The decision to use reasonable force will be based on professional judgement and depend on individual circumstances and dynamic risk assessment.
- ✓ If required we plan positive behaviour plans for individual children, agreeing them with parents and training appropriate staff and thereby attempt to reduce the need for reasonable force.
- ✓ Restorative methods will be considered after each such incident and the pupil's views on the incident sought.
- ✓ Support will be offered to staff involved and incidents will be reviewed by senior staff not involved directly and any aspect that could be improved or avoided in future will inform the planning process

23. Online Safety & Acceptable Use policies

The School's E safety and AUP explains how we try to keep pupils safe in school and protect and educate them in the safe and appropriate use of technology. Behaviour such as cyberbullying and sexting will be managed through the anti-bullying procedures or Child Protection or CSE procedures if more serious.

Filtering systems are managed by Primary Tech services but we are fully aware that these filters are not infallible and staff are aware that effective monitoring by staff is essential.

We understand that this situation has a level of risk but at the same time that an 'over blocking' system would prevent effective teaching of online safety and

resilience. In the same way that we could not attempt to teach children to swim without taking them to the pool.

24. Safe & Appropriate working

All staff are made aware and regularly reminded:

- That they are in a Position of Trust and what the implications of that are.
- Of the requirements of the school Code of Conduct and related policies.
- If at any time staff are concerned that an action or comment made may be misinterpreted or that a child behaves or makes a comment in a way that causes concern in this respect, they should log your concerns immediately with the appropriate senior member of staff and seek advice.
- That failure to adhere to the Code of Conduct including carrying out their safeguarding responsibilities may result in disciplinary action against them and in some cases allegations of inappropriate or abusive behaviour and Child Protection investigation.
- That their conduct towards pupils must remain beyond reasonable reproach.
- That any sexual 'relationship' consensual or otherwise with pupils up to 18 would constitute a criminal offence. Any such behaviour with pupils 18 or over would be regarded as a serious disciplinary matter.

25. Allegations against staff & Whistle Blowing

1. All staff have access to:
 - a. The School Whistle Blowing (Safeguarding) policy.
 - b. Statutory Guidance – Allegations of Abuse made against Teachers & other Staff (sec 4 KCSiE).
 - c. Contact details of the Chair of Governors and LADO.
 - d. The school Code of Conduct
2. All staff are made aware of their responsibilities and procedure to follow in the strictest confidence.
3. However, it must be appreciated that in the case of a Whistle Blowing situation an investigation process may reveal the source of the information and a statement by the referrer might be required.
4. All staff are made aware that if they receive an allegation of inappropriate or abusive behaviour about a colleague, or feel required to make such an allegation, they should pass the information, without delay, to the Headteacher.
5. If the allegation concerns the Headteacher the referrer should contact the Chair of Governors, a senior Member of staff or the LADO immediately. **It is unacceptable for any member of staff not to refer such concerns.**

6. The head teacher (or other in 5) will, on the same day, contact the LADO and follow the statutory guidance Keeping Children Safe in Education [2020](#) Sec 4.
7. **All involved will attempt to ensure that any allegation is dealt with fairly, quickly, proportionately and consistently, in a way that provides effective protection for the child and at the same time supports the person who is subject to the allegation.**
8. If the member of staff feels that that the actions taken are inappropriate, ineffective or that the situation of concern is continuing they should raise concerns with the Headteacher (or other in 5) and press for reconsideration or discussion. If the concern persists and they feel the situation is urgent they can refer to Children's Social Care or the LADO.
9. Staff are aware that an allegation may be made in respect of behaviour that: may have harmed a child, involve a crime, is inappropriate behaviour towards a child either in their professional or private life or behaviour in their private life or the community not involving a child but that may suggest that they could present a risk to children.

26. Extended School and Offsite provision + Educational / Residential Visits

Where extended school activities are provided and managed by the school, our own Child Protection and Safeguarding policy and procedures will apply.

When pupils attend off-site activities and provision including day, residential, work related learning placements and other alternative provision we will ensure that we obtain the same written assurances.

We will ensure that attendance at alternative or off site provision for pupils that remain on the school role is monitored in the same way as other pupils.

If vulnerable pupils or pupils that may present a level of risk to them or others are allocated alternative or other off site provision the school will discuss these issues with the provider to ensure that appropriate safeguarding measures and liaison between settings is effective.

In the same way the DSL will discuss such concerns with Educational Visits Coordinators and visit leaders at the visit planning stage.

The school will follow the appropriate LA planning and Risk assessment procedures for all educational visits and activities.

27. Volunteers

School will undertake a risk assessment informed by professional judgement when deciding whether or not to obtain an enhanced DBS certificate for any volunteer not involved in regulated activity as outlined in part 3 of Keeping Children Safe in Education. If it is decided that in certain circumstances that a DBS check is not required for specific events or volunteers the volunteers and supervising staff are made fully aware of the expectations and responsibilities involved in such arrangements to ensure that there are no situations where such volunteers are in unsupervised contact with children.

28. Visitors, Supply and Agency staff & Contractors

Visitors to the school including contractors and volunteers are asked to sign in and are given a badge to confirm that they have permission to be on site.

Visitors and contractors engaged in regulated activity must be subject to enhanced DBS checks. If not engaged in regulated activity the school will ensure that appropriate supervision is in place.

School Admin will always check the identity of contractors and their staff on arrival at the school by inspecting photo ID.

If other organisations provide services or activities on our site on our behalf including Agency Supply staff and ITT trainees we will obtain written assurances that these organisations have appropriate safeguarding, safer recruitment and DBS / vetting procedures in place.

If Supply Staff are engaged directly by the school the appropriate checks must be carried out by the school.

The school will follow KCSiE statutory Guidance part 3 in such cases.

The Single Central Record using the LA template (or equivalent) is maintained to ensure that all appropriate staff, volunteers, Governors agency and contracted staff in Regulated Activity are entered on it.

Any organisations or individuals booking the school site or parts of it will be checked as far as possible for suitability including possible extremist activities and recruitment.

29. Site Security Health & Safety and emergency procedures.

1. There is a School Specific H & S policy in place.
2. Daily visual site inspections are carried out before school.
3. Termly H & S inspections are carried out.
4. Annual Governors H & S and environmental audits & inspections are carried out.
5. All staff are aware of their responsibilities for procedures for reporting H & S concerns and there is a clear system for staff and pupils to report and log H& S concern.
6. LA generic H & S Risk Assessments '**On Site Security**' and '**Managing Violence & Aggression**' are adapted & used as appropriate.

Fire practices are held regularly at varying times of day and week and any deficiencies corrected

Communication systems are in place and understood by all staff and volunteers to ensure appropriate and safe responses in the event of critical incidents.

This includes:

- the need to evacuate in the event of a bomb scare or fire.
- Or the need to initiate a complete or partial 'lock down'.

30. Parents & carers

1. We believe that our Safeguarding and Child Protection work will be more effective if it is carried out in partnership with parents and carers and that preventative and supportive strategies such as the [Early Help Plans](#) and intervention by [Early Help Support Services](#).
2. However we ensure that parents are aware that we may in rare circumstances need to make Child Protection referrals or seek advice from Children's Social Care without their consent or knowledge. (Appendix G & Section 9 above).
3. Parents are also made aware that this policy is available from the school. The name and contact details (via school) of the DSG is publicised should parents wish to raise any suggestions or queries about the policy or specific issues. Any such concerns will be taken into account when the policy is reviewed and responded to by the DSL, DSG or Headteacher.
4. If staff are concerned that a parent collecting a child is incapable of doing so safely they should refer to guidance Appendix N and follow normal safeguarding procedures.

31. Policy review

The staff and Governors will review this policy each year, and if any changes are suggested or required they will be discussed by governors. The views of the children, parents, and staff will be sought and taken into account in this review. If at any time any deficiencies or weaknesses in the Child Protection policy and procedures are identified they will be addressed by the governing body and staff and immediately remedied.

APPENDIX A

Newbald School Child Protection Policy

Responding to Concerns - Disclosures

- React calmly promise CONFIDENTIALITY **not** SECRECY
- Be aware of your non-verbal messages
- Keep responses short, simple, slow and gentle
- Do not stop a child or parent who is talking freely about what has happened
- Observe and listen but only ask open ended questions if you need to clarify but this may be better left to the DSL or others.

The use of 'TED' questioning may be appropriate

Tell me what happened

Explain what you mean

Describe how it made you feel

Or other open ended type questions e.g.

What happened?

Where were you?

When did this happen?

Who was there?

How did it make you feel?

- If you have difficulty in understanding the child or parent's communication method, reassure them that you will find someone who can help.
- Tell the child or parent they have done the right thing by telling you.
- Avoid making comments or judgements about what is shared.
- Tell the child or parent what will happen next, and be honest.
- Make a written note on a 'Record of Concern sheet':
 - What is said
 - What , if any questions you asked and the responses
 - Who is present
 - Anything else that happens after the child discloses
 - Ensure legibility, full dates & clear signature
 - Maintain strict confidentiality
 - If you see or are shown marks or injuries describe them and record on a body map (App C)
 - Pass the information to the DSL immediately

Newbald School Child Protection Policy

Complete and pass to one of schools CP Coordinators as soon as possible on the same day.

This form to be filed in pupils CP file and noted on CP chronology

Appendix C

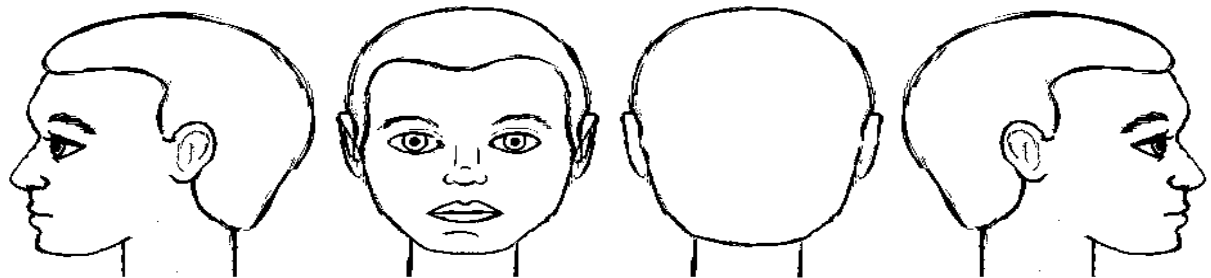
Newbald School CP Policy

Child Protection Record of Concern - Body Map (Attach to Record of Concern Form)

Name of Child:

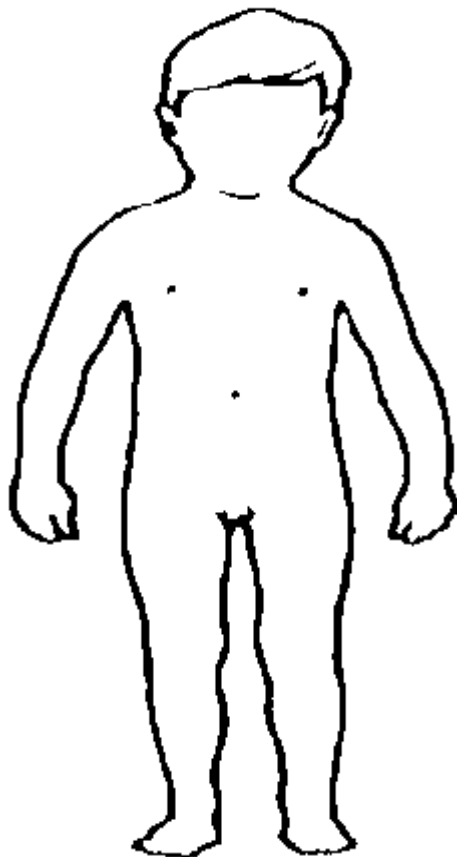
Date

Date of Birth

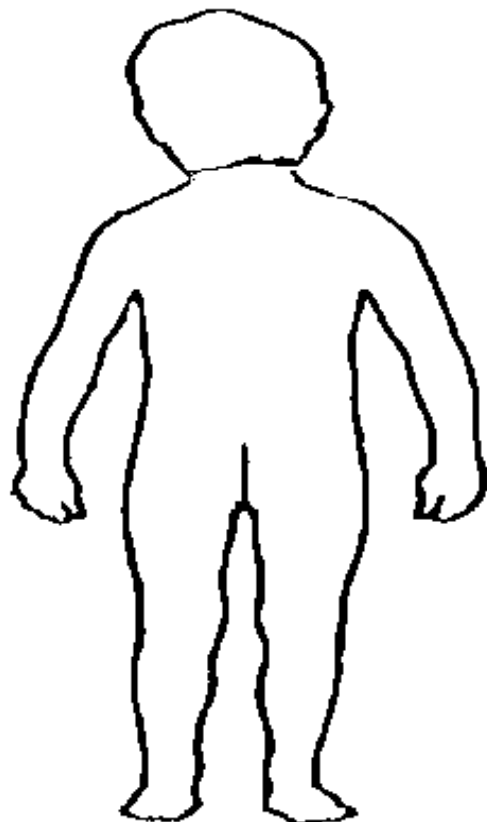


Left Side

Right Side



Front



Back

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Right Hand



Left Foot

APPENDIX D Newbald School Child Protection Policy

CHILD PROTECTION COVER SHEET & SUMMARY RECORD

Name of Child				DoB			
Date record opened:				Completed by: Title:			
Date Enrolled				Previous School			

Siblings in School		
Name	Gender	Age

SEN	YES/NO	Disability	YES/NO
EAL	YES/NO	Other	YES/NO

If Yes record brief details:

--

Current involvement of other Agencies and Contacts. e.g.: CP Plan, CIN, CAMHS, Children's Centre, SAL			
Date:	Agency:	Contact details :	End Date
Current involvement of other Agencies and Contacts.			

e.g.: CP Plan, CIN, CAMHS, Children's Centre, SAL

Continuation Sheet:

Name Of Child:

Date:	Agency:	Contact:	End Date

APPENDIX E Newbald School Child Protection

[illegible]

APPENDIX F

Newbald School Child Protection Policy

Example of Advice for Children

If someone is hurting or upsetting you or making you feel scared you, it is not your fault.

You are not alone, there are people who can help you and stop people from making you feel scared or hurt.

You may be frightened of the person hurting you or your friends, but there are things you can do to get help and make it better.

This include someone who may be frightening you on the Internet or on your mobile

You should:

- Tell someone you trust. Such as your friends, teachers, parents, grandparents. Other people at school may be able to help.
- Let people help to make things better by stopping the person from hurting you or your friends

You shouldn't:

- Feel embarrassed or alone.
- Feel that it is your fault or that you are to blame for someone hurting, frightening or touching you. Anyone who tells you that is a liar
- Keep it a secret.
- Feel you have no one to turn to – people are there to help

Other help

www.nspcc.org.uk

www.childline.org.uk 0800 1111

www.barnardos.org.uk

www.saferinternet.org.uk

www.thinkuknow.co.uk

www.childline.org.uk

APPENDIX G

Newbald School Child Protection Policy

Information for parents

"At Newbald School, we recognise that your child is our responsibility and concern. We want to work in partnership with you, and discuss with you, any concerns we may have or that you may have.

It is a priority to inform and involve you at every stage in your child's time at the school.

Since the first priority is your child's welfare, there may be rare occasions when our concern about your child means that we have to consult other agencies even before we contact you.

The ER Safeguarding Children Partnership has laid down the procedures we follow, and the school has adopted a Child Protection Policy in line with this for the safety of all.

If you want to know more about our procedures or the policy, please speak to the Headteacher or your child's class teacher. Or Phillip Wade, who is the Governor with responsibility for Child Protection

APPENDIX H

Newbald School Child Protection Policy

Safeguarding Children; Information for visitors, supply staff and volunteers.

This school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. This means that we have a Child Protection Policy and procedures in place.

All people in the school community have a responsibility to act on any concerns that they have about a child's wellbeing.

If you are concerned about a child's welfare, please record your concerns, and any observations or conversation heard, and report this as soon as possible the same day.

'Record of Concern' forms are available from reception. Complete this form and pass it to Morag Sinclair or Louise Taylor.

If the form is not available ensure that the full details are recorded including date, time, child's name, your name and a factual account of what was said or observed.

Do NOT conduct your own investigation. Keep all concerns or information confidential.

You might be concerned if:

- You see an injury.
- Another person may express concerns.
- Something else raises concerns or worries.
- A pupil tells you something.

If a pupil tells you something that needs to be passed on:

- Promise confidentiality not secrecy.
- Reassure the child that they have done the right thing.
- Listen but do not ask leading questions.
- Record and pass on your concerns.

Your help in supporting our safeguarding work is appreciated by the school and most importantly by the children and young people.

PREVENT

SAFEGUARDING REFERRAL FORM

Once completed please send this form to following email addresses:

prevent@eastriding.gov.uk

prevent@humberside.pnn.police.uk

This form is designed to help articulate a safeguarding concern under Prevent – where you are worried that an individual is at risk from Radicalisation.

Complete as much of the form as you are able; doing so will help you assess the level of risk, and start to identify the correct response as required.

However if you feel the risk is high and time critical, you may wish to refer your concern immediately to your Prevent Lead.

Please Note:

This form is designed to be a start-point for referral sharing across all public sectors. Please check whether you already have a form or process in place.

This form is not intended to replace any existing forms or procedures, but may be useful to help to refresh what may be currently available to you. Please also be aware of local or sector-specific guidelines for the sharing of information where appropriate.

1. Your Details

the person passing on the concern

NAME:

AGENCY/TEAM:

ROLE/JOB TITLE

EMAIL:

PHONE NUMBER:

DATE:

2. Details of individual BELIEVED TO BE AT RISK

Complete where able and

appropriate

FULL NAME:

D.O.B.

GENDER:

ETHNICITY

NATIONALITY:

FIRST LANGUAGE:

RELIGION:

OCCUPATION, OR NAME:
OF EDUCATIONAL ESTABLISHMENT

SOCIAL MEDIA NAME:

CONTACT DETAILS

NAME OF NEXT OF KIN:

NEXT OF KIN CONTACT:

3. PLEASE DESCRIBE YOUR RELATIONSHIP TO THE INDIVIDUAL

4. PLEASE SUMMARISE YOUR CONCERN(S)

5. WHAT INSTANCE OR CIRCUMSTANCE HAS LED TO YOU SHARING THIS CONCERN?

6. DOES THE INDIVIDUAL KNOW YOU ARE SHARING THIS CONCERN? Please tick where applicable

YES

NO

7. WHAT IS THE TIME FRAME FROM CONCERN BEING RAISED TO COMPLETING THIS FORM? Please tick where applicable

Less than a week 1-2 weeks 2-4 weeks Over 1 month 3 months or more

8. PLEASE SELECT REASON(S) WHY YOU ARE SHARING THIS CONCERN please tick where applicable ✓

I want to speak to the individual(s) concerned and am logging my reasons for doing this

I want to check my concern with a colleague to see if it is justified

I want to refer my concern so a colleague can help check some context around it

I want to start safeguarding proceedings for this individual using internal resources

I'd like this concern to be immediately shared with partner agencies

Recommendation of a CP review.

9. PLEASE SELECT CONCERNING BEHAVIOURS YOU HAVE NOTICED Please tick where applicable ✓

ABUSE	USE OF INFLAMMATORY LANGUAGE online	FIXATED ON A TOPIC	SELF HARM	CONFRONTATIONAL	
CLOSED TO CHALLENGE	ABSENTEEISM	CHANGE IN APPEARANCE	LEGITIMISING USE OF VIOLENCE	DRUG USE	APPEARANCE/ USE OF SYMBOLISM
DESIRE TO TRAVEL TO CONFLICT	ALCOHOL USE	EXPRESSION OF EXTREMIST VIEWS	QUICK TO ANGER	HONOUR BASED VIOLENCE	SEEKING TO RECRUIT TO IDEOLOGY
BECOMING SOCIALLY ISOLATED	ANTI SOCIAL BEHAVIOUR	INTERNET USE	THEM AND US LANGUAGE		

PLEASE USE THIS SPACE TO ELABORATE ON ANY OF THE ABOVE OR DESCRIBE A BEHAVIOUR NOT LISTED:

10. PLEASE SELECT IF ANY OF THE FOLLOWING CIRCUMSTANCES ARE APPLICABLE

Please tick where applicable ✓

FAMILY BREAKDOWN	MENTAL HEALTH	UNEMPLOYMENT	LEARNING DISABILITY	FAMILY DISPUTE	PREVIOUS DOMESTIC ABUSE
SEXUAL ABUSE	FINANCIAL SUPPORT	ILLNESS	DISABILITY	HOMELESS	SOCIALLY EXCLUDED
ADOLSCENCE OR PERIOD OF TRANSITION	TRAUMA FROM CONFLICT	VICTIM OF CRIME	VICTIM OF HATE CRIME	LINKS TO CRIMINALITY	GANG/GROUP MEMBERSHIP
UNEXPLAINED TRAVEL	EXTREMIST MATERIAL	LOSS/ BEREAVEMENT			

PLEASE USE THIS SPACE TO ELABORATE ON ANY OF THE ABOVE OR DESCRIBE A BEHAVIOUR NOT LISTED:

11. DETAILS OF PERSON YOU ARE SHARING YOUR CONCERN WITH

NAME:

ROLE/JOB TITLE

EMAIL:

PHONE NUMBER:

12. PLEASE USE THE SPACE BELOW TO LOG WHAT YOU WOULD LIKE TO SEE HAPPEN NEXT OR SUPPORT YOU REQUIRE

Once completed please send this form to following email addresses:

prevent@eastriding.gov.uk

prevent@humberside.pnn.police.uk

Appendix J Newbald School Child Protection Policy

Definition of safeguarding *'Inspecting Safeguarding in early years, education & skills settings (Ofsted Sept 2019)*

Definition of safeguarding

In relation to children and young people, safeguarding and promoting their welfare is defined in 'Working together to safeguard children' 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
- taking action to enable all children to have the best outcomes

There is a different legislative and policy base for responding to adults' safeguarding needs. The Care Act 2014 provides a legal framework for how local authorities and other parts of the health and care system should protect adults at risk of abuse or neglect. However, most of the principles and procedures that apply are the same as those for safeguarding children and young people.

Safeguarding action may be needed to protect children and learners from:

- neglect
- physical abuse
- sexual abuse
- emotional abuse
- bullying, including online bullying and prejudice-based bullying
- racist, disability and homophobic or transphobic abuse
- gender-based violence/violence against women and girls
- peer-on-peer abuse, such as sexual violence and harassment

- radicalisation and/or extremist behaviour
- child sexual exploitation and trafficking
- child criminal exploitation, including [county lines](#)
- serious violent crime
- risks linked to using technology and social media, including online bullying; the risks of being groomed online for exploitation or radicalisation; and risks of accessing and generating inappropriate content, for example 'sexting'
- teenage relationship abuse
- upskirting (a criminal offence; see [dictionary definition](#) for explanation)
- substance misuse
- issues that may be specific to a local area or population, for example gang activity and youth violence
- domestic abuse
- female genital mutilation
- forced marriage
- fabricated or induced illness
- poor parenting
- homelessness
- so-called honour-based violence
- other issues not listed here but that pose a risk to children, learners and vulnerable adults

Safeguarding is not just about protecting children, learners and vulnerable adults from deliberate harm, neglect and failure to act. It relates to broader aspects of care and education, including:

- children's and learners' health and safety and well-being, including their mental health
- meeting the needs of children who have special educational needs and/or disabilities
- the use of reasonable force
- meeting the needs of children and learners with medical conditions
- providing first aid
- educational visits
- intimate care and emotional well-being

- online safety, including issues associated with technology and a user's access to content, contact with others and behavioural issues
- appropriate arrangements to ensure children's and learners' security, taking into account the local context

Appendix K Newbald School Child Protection Policy

Advice if there are concerns about the capacity of parent / carer collecting children

If the school has concerns that a parent, carer or person authorised to collect a child appears to be:

- drunk.
- under the influence of other drugs whether prescription or not.
- behaving in an irrational, aggressive or concerning way.

Which suggests they are not able to offer safe care to the child or not fit to drive, the school should take appropriate steps to avoid releasing the children to the carer.

Whilst the school cannot legally refuse ultimately to withhold the child there is a safeguarding and moral responsibility to attempt to clarify the situation and take steps to protect the child as much as possible in such circumstances.

If there is clear evidence or a judgement taken in good faith by staff that if the parent takes charge of the child it will be at immediate risk of harm:

- 1) Staff concerned will alert senior staff and keep the child separate if possible.
- 2) Staff will talk to the adult and re - assess their ability to keep the child safe.
- 3) Consider contacting other authorised carers.
- 4) If not appropriate or not available and there is a perceived risk we will explain to the adult that CSC and the police are being contacted for advice and ask s/he to be patient & calm. The child will be supervised elsewhere in school if possible.
- 5) If it is not possible to avoid the adult taking the child and there are concerns for their safety and that of staff and others 999 will be called and the [SaPH notified](#).



Request for Service

Requests for **Early Help** or **Safeguarding Services** should be made using this inter-agency request for service form. The form is in line with the requirements of Working Together to Safeguard Children and local procedures.

Before completing this form please refer to the East Riding Safeguarding Children Partnership Threshold Guidance and (if available) seek advice from your organisational safeguarding lead or safeguarding professional.

*However If you are concerned a child has suffered or is likely to suffer significant harm and is at immediate risk call the **Children's Safeguarding Hub** on (01482) 395500 or ring **999** (asking for the Police). In these circumstances please complete this form to confirm your referral **within 24 hours**.*

CONSULTATION OFFER

If you are considering a request for additional needs you are welcome to contact an Early Help practitioner on 01482 391700 to discuss prior to making the request.

If you are requesting intensive, targeted or specialist support please consider contacting the Safeguarding Hub for a consultation with a Social Worker before completing.

Section A – Referrer's Details

Date of referral:		Time of referral:		☐ Referral is a follow up to a telephone call	☐ This is a new referral
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Name of referrer:		Role / relationship to child:	
Organisation:		Address of referrer:	
Contact number		Postcode:	
		E-mail:	

Section B – Consent to make a request for service

Consent should always be sought from an adult with parental responsibility for the child / young person (Or from the child themselves if they are competent) before passing information about them to either Children's Safeguarding or Early Help community Hub. If a practitioner believes a child is at risk of significant harm, they have a duty to inform- this does not require consent, but it is good practice to inform an adult with parental responsibility that the request for service is being made, UNLESS doing so would place the child at risk of significant harm or may lead to the loss of evidence

Have you obtained consent to make the request for service?	☐ No	☐ Yes	Date obtained:
---	-----------------------------	------------------------------	-----------------------

If yes, what is the parent / carer and child's view of the request for service

If no, explain the immediate risk of significant harm that has prevented you from obtaining consent:

Section C – Why are you making this request today?

(e.g. has something happened, have your concerns increased?)

Has the child suffered or likely to suffer significant harm?

Yes/No

If yes please contact the safeguarding hub immediately and before completing this form.

Is this child at risk of exploitation

Yes/No

Is this child at risk of radicalisation

Yes /No

Section D: The Child's Details

Surname:		First name(s):	
-----------------	--	-----------------------	--

D.O.B or expected date of delivery:		Gender:	☐ Male ☐ Female ☐ Unborn ☐ Trans-gender ☐ Prefers not to say
School / early years setting		GP surgery and NHS number:	
Name of person with parental responsibility			
Child's home address:		Postcode:	
		Telephone:	
Current address (if different from above):		Postcode:	
		Telephone:	
Child's ethnicity:			
White ☐ White British ☐ White Irish ☐ White any other background	Black or Black British ☐ Caribbean ☐ African ☐ Any other black background	Mixed ☐ White and black Caribbean ☐ White and black African ☐ Any other mixed background	Asian or Asian British ☐ Indian ☐ Pakistani ☐ Bangladeshi ☐ Any other Asian
Other Ethnic Groups ☐ Chinese ☐ Any other ethnic Group			

			background	☐ NOT KNOWN
Child's first language or preferred means of communication:			Is an interpreter or signer required?	☐ No ☐ Yes Details:
Child's religion	☐ Buddhist ☐ C of E / Anglican ☐ ☐ Eastern religion ☐ Jehovah's witness ☐ ☐ Hindu ☐ Jewish ☐ ☐ Methodist ☐ Mormon ☐ ☐ Muslim ☐ Not known ☐ No religion ☐ ☐ Other ☐ Other Protestant ☐ Pentecostal Christian ☐ ☐ Roman Catholic		Has an Early Help Assessment (EHA) been completed?	☐ No ☐ Yes Details:
Does the child have a Special Educational Need or Disability?	☐ No ☐ Yes Details: ☐ Autistic spectrum disorder ☐ Hearing impairment ☐ Moderate learning difficulty ☐ Multi-sensory impairment ☐ Other difficulty / disability ☐ Physical disability ☐ Profound and multiple learning difficulty		Does the child have an Education Health and Care Plan?	☐ No ☐ Yes ☐ Not known

	☐ Severe learning difficulty ☐ Social, emotional or mental health ☐ Specific learning difficulty ☐ Speech, language and communication ☐ Visual impairment		
--	--	--	--

Section E – Residing Household Details

If you are also referring a sibling of the child in Section A who is under the age of 18 years, please list them in this section and indicate that you are also referring them. Please also list the names and details of all children (under 18) and adults who are currently residing in the home.

Surname	First name	DOB	Age	Relationship to the child in section A	First language or preferred means of communication	Also referring
						☐ Yes
						☐ Yes
						☐ Yes
						☐ Yes

Section F – Non-Residing Family Details

Please also list the names and details of all children (under 18) and adults who are family members that do not reside in the home (i.e.

separated parents, half-siblings).

Surname	First name	DOB	Age	Relationship to the child in section A	First language or preferred means of communication	Address and contact details	Also referring
							☐ Yes
							☐ Yes
							☐ Yes
							☐ Yes

Section G -Details of your /concerns, request for support

On a scale of 0 – 10, **how safe is the child right now?**

(0 = so worried the child is certain to get harmed or harmed again. 10 = not worried, the child is safe)

Scaling:

Please describe the reason for your scaling

How does the current situation impact on the child?

How does the parent / carer and child feel about your concerns, request for support?

What needs to change to make things better or safer for this child and family?

Has the child suffered any harm and how do you know?

If yes, how often has this happened and what are the triggers?

Section H – What is working?

What is going well for this child and family?

What has already been done to address any concerns and how has this helped?

What resources / services are currently in place?

What additional assessments or chronologies can you submit to support your referral?

Section I – What needs to Change?

What would the family like to change?

What change do you think needs to happen?

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Section J – Services Already Working with the Family

Role	Full Name	Telephone	Email Address	Address and Postcode

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If the child is at urgent and significant risk of serious harm the Safeguarding Hub should be contacted by telephone and followed up in writing within 24 hours.

This form should be sent to one of the following Hubs dependent upon identified need

Early Help Locality Hubs

Bridlington: ehp.bridlington@eastriding.gov.uk

Beverley: ehp.beverley@eastriding.gov.uk

Goole: ehp.goole@eastriding.gov.uk

Anlaby: ehp.haltemprice@eastriding.gov.uk

Hedon: ehp.holderness@eastriding.gov.uk

Driffield: ehp.wolds@eastriding.gov.uk

(Send request form to the Hub nearest to where the child lives)

Safeguarding Children Hub

safeguardingchildrenshub@eastriding.gov.uk

EAST RIDING OF YORKSHIRE COUNCIL

Report to: Governing Bodies of All Schools

Date: Spring Term 2021

Title: Business Car User Scheme

Report of the Director of Corporate Resources

1. Background

- 1.1 The Business Car User Scheme provides recompense to employees who use their private vehicle in performing their duties.
- 1.2 A minimum of 5,000 business miles must be incurred per annum for an employee to access the scheme, however for those on grade 6 or below this is reduced to 2,500 business miles per annum.
- 1.3 The annual business mileage is based on a three year average.
- 1.4 The allowance has two elements:
 - A monthly Lump Sum payment
 - The Council's standard mileage rate
- 1.5 It has been found that the 6 month minimum qualifying criteria was preventing employees from accessing the scheme immediately and this was having a particularly detrimental effect on those in lower paid jobs who required a car to carry out their duties.

2. Changes to the Policy and procedure

- 2.1 The scheme has been updated to allow Heads of Service discretion to approve payment of the Business Car User Allowance immediately, where it is anticipated that the post holder will meet the eligibility criteria. A specific reference to the requirement for a 3 year mileage figure to be used to determine eligibility for postholders to new or vacant posts has been removed, as has the requirement to be in post 6 months prior to applying for the allowance. This reflects changes made to the Lease Car Scheme which has also been recently reviewed.
- 2.3 The requirement to complete the Business Car User application remains in place and includes a section for the Head of Service to confirm eligibility in the above circumstances.

- 2.4 An annual review of eligibility will be undertaken and if the qualifying mileage level is not reached the allowance will be withdrawn.

3. Consultation with Trade Unions

- 3.1 Trade unions have been consulted on the revised scheme and have agreed the changes without further comment.

- 2.1 The policy was approved by CMT on 7 September 2020.

4. Corporate Priorities 2016-2021

Growing the Economy
Helping Children and Young People Achieve
Promoting Healthy Lifestyles
Protecting the Vulnerable
Valuing the Environment

5. Recommendation

- (a) Consider the Business Car User Scheme which is available on the Governors Section of the Corporate Website;
- (b) Formally approve the adoption of the scheme;
- (c) When adopted, notify all staff that a revised Business Car User Scheme is to be operated within the school.

Darren Stevens
Director of Corporate Resources

Contact Officer
Marie Smawfield
Senior Human Resources Officer
01482 391144

EAST RIDING OF YORKSHIRE COUNCIL

Report to: Governing Bodies of All Schools

Date: Spring Term 2021

Title: Car Salary Sacrifice Scheme

Report of the Director of Corporate Resources

1. Background

- 1.1 The Council's Car Salary Sacrifice Scheme allows employees to give up part of their salary (under the terms and conditions of their employment) in return for the employer's agreement to provide them with a non-cash benefit.
- 1.2 Teachers are exempt from the scheme by the nature of their terms and conditions. Where a non teaching employee applies to sacrifice their salary under the scheme, Head teachers are consulted about the individual request.
- 1.3 Employees can find full details of the terms and conditions of the scheme on the bespoke Tusker website and are sent handbooks and contracts with their responsibilities explained.
- 1.4 The Policy has been reviewed in line with the rolling programme of Human Resources policy review.

2. Changes to the Policy and procedure

- 2.1 Changes include a reminder that a car received under the scheme is classed as a company car and Benefit in Kind (BIK) tax is payable on the value on the car. An additional section on tax implications has been added at Section 7 and at Appendix 1 an example of a car quote showing tax implications is provided.
- 2.2 Additions have been made to the policy that:
 - Employees who already participate in the Lease Car Scheme or the Assisted Car Purchase Scheme will not be allowed to participate in the Car Salary Sacrifice Scheme.
 - In exceptional cases consideration will be given to requests from new employees to transfer an existing salary sacrifice car upon commencement of their employment. This will only be permitted if the employee agrees to meet any early termination charges which may arise in the first 6 months of employment. Thereafter the normal terms of the scheme apply.
 - How to access the scheme.

- National Minimum Wage checks will be carried out should employees change roles, salary or terms and conditions.

2.3 It is made clear that the Council leases the car but that all costs associated with the lease are passed onto the employee and that they are responsible for liaising with Tusker to return the car before they leave.

3. Consultation with Trade Unions

3.1 The Car Salary Sacrifice Scheme has been reviewed in consultation with Trade Unions. There were no comments.

3.2 The policy was approved by CMT on 29 June 2020.

4. Corporate Priorities 2016-2021

Growing the Economy
Helping Children and Young People Achieve
Promoting Healthy Lifestyles
Protecting the Vulnerable
Valuing the Environment

5. Recommendation

- (a) Consider the Car Salary Sacrifice Scheme which is available on the Governors Section of the Corporate Website;
- (b) Formally approve the adoption of the Policy;
- (c) When adopted, notify all staff that a revised Car Salary Sacrifice Scheme is to be operated within the school.

Darren Stevens
Director of Corporate Resources

Contact Officer
Alison Fairfoot
Senior Human Resources Officer
01482 391143

Report to: Governing Bodies of All Schools

Date: Spring Term 2021

Title: Driving for Work Policy

Report of the Director of Corporate Resources

1. Background

- 1.1 The Driving for Work Policy was developed to ensure that managers and employees were clear on their responsibilities under Health and Safety legislation, the Road Traffic Act (supported by the Highway Code) and Council policies for managing risk associated with driving at work.
- 1.2 The Policy has been reviewed in line with the rolling programme of Human Resources policy review.

2. Changes to the Policy and procedure

- 2.1 It was felt that the policy duplicated advice to managers and employees and the policy has been rewritten to reduce this duplication.
- 2.2 The entitlement to drive certain vehicles on specific driving licences was previously within the text of the document. This has been removed and a table has been created at Appendix 2 for reference.
- 2.3 Revisions have been made for clarification on the sections where employees must inform their line manager at the earliest opportunity of:
 - a) any driving bans, convictions or endorsements
 - b) and/or medical conditions that they would be required to notify to the DVLA or any other medical concerns which may affect their ability to drive on Council business.
- 2.4 Should either of these circumstances apply, managers must consider the effect of the ban, conviction or medical condition on the employee's ability to undertake their duties. The revised policy explains that this can include reasonable adjustments, alternative duties, possibly on a temporary basis, and redeployment. Where these adjustments cannot be accommodated, consideration will need to be given as to whether the employee's employment can be sustained.

- 2.5 Where a driving ban or conviction has been due to the conduct of the employee, whether during the course of carrying out their duties, or outside of work, an investigation would be undertaken under the Council's Disciplinary Policy.
- 2.6 The revised policy also makes it clear that line managers must ensure that the Insurance Section are advised of any issues affecting an employee's ability to drive for work purposes, so that they can consider the effect upon the Council's Insurance Policy.

3. Consultation with Trade Unions

- 3.1 Trade unions have been consulted on the revised policy and procedure and agreed the minor changes.
- 3.2 The policy was approved by CMT on 3 August 2020.

4. Corporate Priorities 2016-2021

Growing the Economy
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5. Recommendation

- (a) Consider the Driving for Work Policy which is available on the Governors Section of the Corporate Website;
- (b) Formally approve the adoption of the Policy;
- (c) When adopted, notify all staff that a revised Driving for Work Policy is to be operated within the school.

Darren Stevens
Director of Corporate Resources

Contact Officer
Alison Fairfoot
Senior Human Resources Officer
01482 391143

Report to: Governing Bodies of All Schools

Date: Spring Term 2021

Title: Equality in Employment Policy and Guidelines

Report of the Director of Corporate Resources

1. Background

- 1.1 The Council's policy complies with the Equality Act 2000 in terms of covering the legally protected characteristics, but it also goes beyond the law in also seeking to protect other vulnerable groups to ensure that all employees are given fair treatment.
- 1.2 The policy has been reviewed in line with the programme of reviews and is still considered to be appropriate. Minor amendments have been made.

2. Changes to the Policy and procedure

- 2.1 The policy statement has been simplified and updated to demonstrate that the Council is committed to providing equality of opportunity in employment and to avoiding unlawful discrimination. This reflects the statement on the Council's recruitment website.

The policy now clearly states the two main purposes of the Equality Act; that is it:

- a) Unlawful to discriminate directly or indirectly in recruitment or employment on the basis of 'protected characteristics' as detailed in the Equality Act 2010. The protected characteristics are
 - Age
 - Disability
 - Gender reassignment
 - Marriage and Civil Partnerships
 - Pregnancy and Maternity
 - Race (including colour, nationality, ethnic or national origins)
 - Religion or Belief
 - Sex (Gender)
 - Sexual Orientation
- b) Unlawful for an employer to fail to make reasonable adjustments to its requirements, working practices or the physical features of the workplace where

these put a job applicant or employee with a disability at a substantial disadvantage.

- 2.2 Particular emphasis has been made of the fact that employees must be aware that discriminatory action taken by them outside of work or when socialising with colleagues may be a breach of the policy.

3. Consultation with Trade Unions

- 3.1 Trade unions have been consulted on the revised policy and procedure and agreed the minor changes.
- 3.2 The policy was approved by CMT on 17 August 2020.

4. Corporate Priorities 2016-2021

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5. Recommendation

- (a) Consider the Equality in Employment Policy and Guidelines which is available on the Governors Section of the Corporate Website;
- (b) Formally approve the adoption of the Policy;
- (c) When adopted, notify all staff that a revised Equality in Employment Policy and Guidelines is to be operated within the school.

Darren Stevens
Director of Corporate Resources

Contact Officer
Alison Fairfoot
Senior Human Resources Officer
01482 391143

Report to: Governing Bodies of All Schools

Date: Spring Term 2021

Title: Job Share Policy & Procedure (Schools)

Report of the Director of Corporate Resources

1. Background

- 1.1 The Job Share Policy and Procedure (Schools) recognises the needs for employees to balance their work life and domestic responsibilities by enabling them to have differing work patterns subject to the needs of the school, which should also assist with attracting and retaining employees.
- 1.1 The policy has been reviewed in line with the programme of reviews and minor amendments made.

2. Changes to the Policy and procedure

- 2.1 On page 1, section 4, on both policies, the paragraph referring to consultation in 2015 has been removed for clarity.
- 2.2 In line with all policies, an addition has been made on page 1 of both policies to include links to other policies.
- 2.3 On page 3, section 4, an addition has been made to include 'and fulfil the needs of the service/school'.
- 2.4 Reference to the Flexi-time scheme has been added at section 7 on page 4 of the policy, this has not been added to the Schools policy as flexi-time is not an option for school based employees.

3. Consultation with Trade Unions

- 3.1 Trade unions have been consulted on the revised policy and procedure and agreed the minor changes..
- 2.1 The policy was approved by CMT on 24 August 2020.

4. Corporate Priorities 2016-2021

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5. Recommendation

- (a) Consider the Job Share Policy and Procedure (Schools) which is available on the Governors Section of the Corporate Website;
- (b) Formally approve the adoption of the Policy and Procedure;
- (c) When adopted, notify all staff that a revised Job Share Policy and Procedure (Schools) is to be operated within the school.

Darren Stevens
Director of Corporate Resources

Contact Officer
Marie Smawfield
Senior Human Resources Officer
01482 391144

Report to: Governing Bodies of All Schools

Date: Spring Term 2021

Title: Mobile Device Policy and Procedure

Report of the Director of Corporate Resources

1. Background

- 1.1 For the purpose of efficiently and safely carrying out their duties, some employees may be required to use a mobile device for communication. This Policy advises upon the circumstances when it might be considered appropriate to issue a mobile phone to an employee.
- 1.2 The review of the Mobile Device Policy and Procedure has been aligned with the completion of the mobile device refresh project.
- 1.3 Although the Council currently deducted £2.50 for the personal use of work mobile devices, HMRC Regulations state that an employee is allowed to use a work allocated mobile device for personal use with no tax implications where the employee is provided with only one mobile phone and the phone contract is between the Council and the supplier.
- 1.4 The Policy has been reviewed in line with the rolling programme of Human Resources policy review.

2. Changes to the Policy and procedure

- 2.1 The revised Policy recognises that a greater number of employees routinely use mobile devices in carrying out their duties and working agile and that such devices extend beyond telephone use to devices to communicate and transfer data.
- 2.2 The proposed changes to the Policy and Procedure include:
 - a) The criteria for the allocation of a mobile device or allowance for personal use has been reviewed to reflect that managers can decide for a range of business reasons to allocate a device or an allowance.
 - b) The responsibilities of employees have been updated to ensure that they are aware of relevant policies for ICT security, social media and driving whilst using their device.
 - c) Arrangements for assigning/disposing of telephones has been changed to reflect that this will be done through the IT Asset Register.
 - d) An additional section has been added to ensure that the use of personal Apps does not put the Council at any reputational, legal or financial risk.

- e) Specific advice is included that high data usage Apps will be prohibited. The Council will monitor usage and provide monthly reports to Heads of Service detailing data usage.

2.3 Consideration was given to the £2.50 deduction which was made for some employees who elect to use the work allocated mobile device for personal use and this was removed as it was not reflective of the value associated with a contract where (limited) mobile data is accessible and there was an administrative cost associated with it.

3. Consultation with Trade Unions

3.1 The Mobile Device Policy and Procedure has been reviewed in consultation with Trade Unions. There were no comments.

3.2 The policy was approved by CMT on 22 June 2020.

4. Corporate Priorities 2016-2021

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5. Recommendation

- (a) Consider the Mobile Device Policy and Procedure which is available on the Governors Section of the Corporate Website;
- (b) Formally approve the adoption of the Policy;
- (c) When adopted, notify all staff that a revised Mobile Device Policy and Procedure is to be operated within the school.

Darren Stevens
Director of Corporate Resources

Contact Officer
Alison Fairfoot
Senior Human Resources Officer
01482 391143

EAST RIDING OF YORKSHIRE COUNCIL

Report to: Governing Bodies of All Schools

Date: Spring Term 2021

Title: Relocation Scheme (Schools)

Report of the Director of Corporate Resources

1. Background

- 1.1 The current relocation scheme (schools) allows for relocation expenses to be paid up to a maximum of £10,916 on the understanding the employee relocates to within an area designated by the school.
- 1.2 The payments are made in stages. Stage 1 is a payment of £7,313 towards all costs (i.e. selling or terminating a lease of a home, travel to and/or lodging costs in the East Riding. If there is no home to sell the amount payable is £5,592.
- 1.3 Stage 2 is a payment of £3,601 towards the costs of purchasing a home within the East Riding area, and is based on specific costs, i.e. estate agent's fees, legal fees, survey fees, etc.
- 1.4 A further discretionary payment can be made on written request to the Director of Corporate Resources, to a maximum of £1,817.
- 1.5 It is a requirement of the scheme that original invoices and/or receipts will be submitted by the new employee in order to claim reimbursement.

2. Proposed Changes to the Policies

- 2.1 In section 2 (b) wording has been amended to state newly appointed employees moving to within the school area.
- 2.2 The maximum payment available will be £8,000 where the employee has a property to sell. Where an employee does not have a property to sell and is only intending to buy a property, the maximum amount eligible to be claimed has been capped at £5,000.
- 2.3 A list of qualifying expenses has been provided at section 8 to aid the employee and Headteacher to determine what can be claimed, and are exempt for income tax and national insurance purposes.
- 2.4 It has been made clear that should expenses be approved that do not come under qualifying expenses the employee will be liable for income tax in the normal way.

- 2.5 The facility for further special payments to be made over and above £8,000 via the Governing Body has been removed.

3.0 Tax Implications

Income Tax

- 3.1 Payments made under the scheme are exempt from income tax up to a maximum of £8,000 for qualifying expenses. It should be noted that there are income tax implications for employees where payments are made over £8,000 and are not qualifying expenses. Employees can find further information on the HMRC website.

VAT

- 3.2 On enquiring about the need for employees to provide or keep invoices/receipts for the purposes of claiming VAT, finance colleagues have confirmed that we do not currently claim VAT on payments made to employees under this scheme.
- 3.3 With this in mind, the requirement to provide invoices/receipts when making a claim has been removed and employees are advised to retain these for 6 years should they be required for audit purposes.

4. Trade Union Consultation

- 4.1 There were no comments from the unions when the review of the corporate scheme was considered, and all amendments were agreed. As the changes to the schools policy mirror those of the Corporate Scheme it is considered appropriate to progress to CMT without further TU consultation.

5. Corporate Priorities 2016-2021

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6. Recommendation

- (a) Consider the amendments to the Relocation Scheme (Schools)
- (b) Formally approve and adopt the amendments
- (c) Notify all staff that a revised Relocation Scheme (Schools) is to be operated within the school.

Darren Stevens
Director of Corporate Resources

Contact Officer

Marie Smawfield

Senior Human Resources Officer

01482 391144

Report to: Governing Bodies of All Schools

Date: Spring Term 2021

Title: The Right to Request Time off for Study or Training Procedure (Schools)

Report of the Director of Corporate Resources

1. Background

- 1.1 The Right to Request Time off for Study or Training Procedure (Schools) is in place to support employees to undertake study or training which supports them in fulfilling their duties. There is no right for this to be approved or for approved time off to be paid.
- 1.2 The procedure is in place to ensure Schools meet their obligations under the Employment Rights Act 1996 and Employee Study and Training Regulations 2010.
- 1.3 The policy has been reviewed in line with the programme of reviews and amendments made.

2. Changes to the Policy and procedure

- 2.1 The wording in sections 1 and 2 has been amended with a reduction of paragraphs in some instances, and paragraphs moved to provide a clear and logical flow, ie: the paragraph confirming the employee has a right to request time off not a right for the request to be granted has been moved and the paragraph stating there is no right to paid time off now follows on from it.
- 2.2 Section 1 includes confirmation that the procedure does not apply to Apprentices as time off for study/training forms part of their apprenticeship.
- 2.3 Throughout the procedures reference to a Training Co-ordinator has been removed as these no longer exist following the review of Support Services.
- 2.4 Within the procedures any reference to a minimum number of days has been amended to state working days, ie 14 calendar days now states 10 working days.
- 2.5 In section 10, the final paragraph has been removed as this also appears under Section 3 on page 2.

3. Consultation with Trade Unions

- 3.1 Trade unions have been consulted and agree the amendments to the procedure without further comment
- 2.1 The policy was approved by CMT on 2 November 2020.

4. Corporate Priorities 2016-2021

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5. Recommendation

- (a) Consider the Right to Request Time off for Study or Training Procedure (Schools) which is available on the Governors Section of the Corporate Website;
- (b) Formally approve the adoption of the Procedure;
- (c) When adopted, notify all staff that a revised Right to Request Time off for Study or Training Procedure (Schools) is to be operated within the school.

Darren Stevens
Director of Corporate Resources

Contact Officer
Marie Smawfield
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**NEWBALD PRIMARY SCHOOL
GOVERNOR VISITS REPORT FORM**



Name of Governor: Philip Mountain Wade	Date of Visit:
Purpose of Visit: Safeguarding Visit	15/12/2020
Link with the current School Development Plan:	
Activity: Review of the terms safeguarding processes and actions	

OBSERVATIONS AND COMMENTS

On arrival at the school it was evident that safeguarding procedures for visitors were clearly in place. I was greeted at the main reception and asked to sign in. My identification was checked and the schools safeguarding processes and designated personnel are displayed on the reception walls. Although I wasn't handed a coloured lanyard to distinguish me as a visitor I was escorted around the building by a member of school staff at all times.

The purpose of the visit was to explore the demographic of the schools population, identifying vulnerable groups and understanding the associated support in place. It was more than apparent in the data and knowledge that the Head held about specific cohorts and individuals that the Head/DSL had a strong understanding of the school's needs.

The Head had prepared a document that is shared termly with the LA. This quantifies the schools proactive response towards safeguarding. The Head has commissioned online training for all staff and has made specific investment into the practice of key personnel in school. For example Team Teach and NASENCO

All staff have signed that they have read and understood key policies and national legislation (KCSiE) and the school routinely review and retrain staff with updates and changes. The Head/DSL accesses support from the LA's LADO who hosts an annual network meeting where local and national themes are explored.

The Head/DSL has experienced real benefit from the LA's new Hub model and has been able to utilise this support when needing to seek advice. The Head was impressed with the service and felt supported by the external agency response.

The school has no CLA but does have one adopted child. This child is supported with the PPG and their progress is tracked closely. The school currently does not have any children supported by a Child Protection Plan. Over the last two terms the school has been notified about an operation encompass and although they have not recognised any concerns in school this child is being monitored and supported emotionally.

The schools ethos is very clearly child centred and the practice demonstrated by staff is conducive with happy secure children. The atmosphere in the school was welcoming and when taken for a learning walk into a classroom (after school) all staff were courteous and welcoming.

CONCLUSION

It was comforting to hear that the school had little to report relating to their need to implement their safeguarding processes. Children presented in school with good attendance and sound parental support. The school does have a clear mechanism for recording, tracking and evaluating any CP concerns and while this is a paper based system, the demand for electronic investment in a system such as CPOMs cannot be justified for the very little incidents the school requires to log/action. The school does link their 'blue forms' to their 'scholarpack system' as a pastoral intervention to ensure that these are documented and linked to a child's electronic profile. This would therefore allow for any logged incidents to be transferred if a child moves school.

The safeguarding /CP policy is in place and fit for purpose. Staff understand it and recognise who their DSL is in school. The main body of the policy is created by the LA and personalised by the school. Other linked documents appear to dovetail into this for example the health and safety, whistle blowing and safer recruitment.

In summary the school has strong relationships with its children, their families and the community. It is very clear that while the correct practices, training and expertise are present the frequency of implementing these processes is thankfully not as demanding. This must be perceived as a positive although should not negate the staffs vigilance in identifying the signs and symptoms of harm.

The school climate, set by the Head, embraces diversity and sets a real warmth felt by any visitor coming into the school. It was a pleasure to be invited in.

Please extend thanks to all the staff that I met during my governor visit; especially for Miss Alcock for looking after my own children after school hours while this meeting took place.

ACTION

KCSiE training for link governors – Health and Safety Governor to complete (Governor Team to request governor completion)

Termly LA report (explored in the meeting) to be shared with Philip Mountain Wade prior to publishing to the LGB

Visitors to be clearly identifiable to school staff and children – lanyard, badge etc

FOLLOW UP

Governor visit to be shared at next LGB

**NEWBALD PRIMARY SCHOOL
GOVERNOR VISITS REPORT FORM**



Name of Governor: Sally Wightman	Date of Visit: 24 February 2021
Purpose of Visit:	Plans for reopening of school post lockdown-8 March 21
Link with the current School Development Plan:	Leadership & Management – H&S
Activity:	Telephone call with Headteacher to review plans

OBSERVATIONS AND COMMENTS

A telephone conversation was held rather than a visit as lockdown restrictions remained in place.

Following the government announcement that schools would reopen fully on 8 March 2021 reopening plans were discussed to ensure the safety and wellbeing of all stakeholders.

The plans to be put in place mirrored those that were successfully implemented in September 2020 through to December 2020.

Two 'bubbles' would operate – EYFS, Year 1& 2 and Years 3,4,5 & 6. Social distancing would remain in place and adults would wear masks in corridors.

A letter reminding parents/carers of the procedures in place would be sent this week.

Whilst wellbeing would continue to be a focus the school wished to get back into a routine as quickly as possible – hopefully within the first few days.

Remote Learning had ensured that contact had been kept with teachers and teaching assistants and the intention was to pick up the teaching, working to the same lesson plans – with a timetable of progressive learning in place.

The staff meeting tonight would concentrate on these plans along with a focus on Subject Leader roles, intervention plans and if possible, the medium-term plans for after the Easter break.

To date there had been no Covid-19 outbreaks in the school community and staff were routinely doing their Lateral Flow testing (twice weekly). One member of staff had received their Covid-19 vaccination.

CONCLUSION

Reopening plans in place and both staff and the wider school community would be reminded of the protocols in place.

Pupil wellbeing to remain a focus but the priority was to re-establish school routines and learning as quickly as possible before the Easter break.

ACTION
Regular updates to be received from Headteacher.
FOLLOW UP
Headteacher report – FGB meeting 15 March 2021.