Highfield Priory
Independent Day School
and Nursery

Safeguarding and Child Protection Policy 2020/21

Named staff/personnel with specific responsibility for Safeguarding Child Protection

Academic Year	Designated Safeguarding Lead & 'Back-Up' or Deputy DSL	Prevent Lead Governor	Safeguarding Governor
20/21	Alison Halstead DSL (School and EYFS) Jeremy Duke Deputy DSL Emma Elstone DSL (Holiday time) Nicola Hayes and Carla Shallcross Deputy DSL (Holiday time)	Judy Nairn Contact via the school office	Judy Nairn

Safer Recruitment Training in line with KCSiE September 2020 and The School Staffing (England) Regulations 2009 require governing bodies of maintained schools to ensure that at least one person on any appointment panel has undertaken safer recruitment training. (LCC recommends this is updated every 5 years)

Name of Staff Member / Governor	Date when attended	Provided by Whom (e.g. LCC, Governor Services, online training)
Mr Duke	September 2015	NSPCC online training
Alison Halstead	August 2015	NSPCC online training
Emma Elstone	August 2015	NSPCC online training
Melissa Conlon	November 2015	NSPCC online training
Alison McIlwaine	August 2016	High Speed online training
Amanda Heywood	December 2018	NSPCC online training

LSCB Contacts

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Children Social Care Referrals

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This is a whole school policy including EYFS, consisting of Nursery, Pre-School and Reception.
A range of documents, circulars and guidance for good practice governs Child Protection work at Highfield Priory School and Nursery "the school". Key documents, which inform this policy, are:

1. Keeping Children Safe in Education & Annex A (KCSIE September 2020)
2. Non-statutory interim supplements to KCSIE: Coronavirus (COVID-19): safeguarding in schools, colleges and other providers (2020 subject to DfE updates) and Safeguarding and remote education during coronavirus (COVID-19)
3. KCSIE refers also to When to call the police, non-statutory guidance from the National Police Chiefs' Council. https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf
4. Working Together to Safeguard Children 2018: A guide to inter-agency working to safeguard and promote the welfare of children (September 2018 – updated in 2019 but without changing the date on the published version) (WT)
5. Information Sharing (2018)
6. Child Protection Information Pack (Lancashire LA Child Protection Service, 2004) What To Do If You're Worried A Child Is Being Abused (Department of Health et al, 2015)
7. The Prevent Duty: Departmental advice for schools and childminders 2019
8. The use of social media for on-line radicalisation (July 2105)
9. Disqualification under the Childcare Act 2006
10. https://www.gov.uk/.../disqualification-under-the-childcare-act-2006
11. The Childcare Act 2006 – Disqualification Requirements.
12. The Early Years Foundation Stage Framework section 3 – the Safeguarding and Welfare Requirements, September 2017.
13. Section 157 of the same act and the Education (Independent Schools Standards) (England) Regulations 2003 require proprietors of independent schools (including academies and city technology colleges) to have arrangements to safeguard and promote the welfare of children who are pupils at the school.

The Designated Senior Lead for Child Protection is Alison Halstead and in her absence the Head teacher Mr Jeremy Duke. Should both Alison Halstead and Mr Duke be absent the matter should then be referred to another member of the senior management team.

Contents

School Commitment 4
Framework 5
Roles and Responsibilities 5
Child Protection 7
Who is available within the Local Authority to offer advice and support to the school? 9
Training 9
Procedures 10
Confidentiality 10
Data Protection 11
Recording and Monitoring 11
Supporting Pupils at Risk 11
Early Help 12
Definitions 13
Physical abuse 13
Emotional abuse 13
Sexual abuse 14
Neglect 14
Radicalisation 15
Child Sexual Exploitation (CSE)) 16
Child Criminal Exploitation 16
Mental Health 16
Peer on peer abuse 17
E-Safety Procedures and Child Safeguarding 17
Peer on Peer Abuse 18
Confidentiality in relation to allegations. 20
Sexting (youth-produced sexual imagery) 20
Initiation/Hazing 20
Prejudiced Behaviour 20
Honour Based Violence (HBV) 20
Female Genital Mutilation (FGM) 21
Modern Slavery 21
Children Missing from Education 21
Domestic abuse 22
Serious violence 22
Contextual safeguarding 22
Online safety 23
For all Safeguarding issues: 23
Responding to Disclosure 24
Safer Schools, Safer Staff 24
Allegations of abuse against staff 25
Visitors 26
One-to-One Teaching 27
Teaching children how to keep safe 27

Use of Mobile Phones and Cameras **27**
Appendix 1: Taking Action on Child Welfare/Protection Concerns in School **29**
Appendix 2: Talking and Listening to Children **31**
Appendix 3 Bruises to Non Mobile Children Flow Chart **33**
Appendix 4: School Child Protection Procedures **33**

This policy should be read in conjunction with:
Behaviour Management Policy
Data Protection Policy
Attendance Policy
Safer Recruitment Policy
Whistleblowing Policy

The school strives to educate all its pupils within an environment where the traditions of learning, truth, justice, respect and community are promoted. Consequently, the overall aim of this policy is to safeguard and promote the welfare of the children in our care (in situations where child abuse is suspected, our paramount responsibility is to the child).

Our school fully recognises the duty to consider at all times the best interests of the child and take action to enable all children to have the best outcomes.

There are three main elements to our Safeguarding and Child Protection Policy

1. Prevention: Creating a positive school atmosphere, teaching and pastoral support to pupils where children have opportunities to have a voice and that their wishes and feelings are listened to and taken into account.
2. Protection: by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to Child Protection concerns.
3. Support: to pupils and school staff who may have been abused.

This policy will give clear direction to staff, volunteers, visitors and parents about expectations and our legal responsibility to safeguard and promote the welfare of all children at our school. Our school fully recognises the contribution it can make to protect children from harm and to support and promote the welfare of all children who are registered pupils at our school

School Commitment

At the school we recognise that high self-esteem, confidence, peer support and clear lines of communication with trusted adults helps all children, and especially those at risk of or suffering from abuse.

Our school will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk and are listened to. That they have opportunities to talk and their wishes and feelings are listened to and taken into account.
- Ensure that children know that there are adults in school who they can approach if they are worried or are in difficulty.
- Include in the curriculum material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills. To enable them to develop to their full potential and enter adulthood successfully.
- Ensure that wherever possible every effort will be made to establish effective working relationships with parents and colleagues from other agencies.

- Include in the curriculum activities and opportunities for PSHEE which equip children with the skills they need to stay safe and/or communicate their fears or concerns about abuse.

Framework

'Effective safeguarding systems are those where:

- The child's needs are paramount, and the needs and wishes of child, be they be a baby or infant, or an older child, should be put first, so that every child receives the support they need before a problem escalates.
- All professionals who come into contact with children and families are alert to their needs and any risks of harm that individual abusers, or potential abusers, may pose to those children.
- All professionals share appropriate information in a timely way and can discuss concerns about an individual child with the Designated Safeguarding Lead and recognise their responsibilities in sharing information with the local authority children's social care where they feel that appropriate action has not been taken by the DSL or their concerns have not been taken seriously.
- High quality professionals are able to use their expert judgement to put the child's needs at the heart of the safeguarding system so that the right solutions can be found for each individual child.
- All professionals contribute to whatever actions are needed to safeguard and promote the child's welfare and take part in regularly reviewing the outcomes for the child against specific and outcomes.

Roles and Responsibilities

The school is committed to providing the relevant personnel with clear and explicit roles and responsibilities to ensure accountability when safeguarding children. We therefore ensure that:

All adults, including volunteers, working in or on behalf of the school will:

- Demonstrate an understanding that safeguarding is everyone's responsibility
- Maintain and demonstrate a mind set of "it could happen here"
- Do all they can within the capacity of their role, to keep ensure that children are protected from harm
- Do all they can within the capacity of their role, to ensure that children grow up in circumstances consistent with safe and effective care
- Do all they can within the capacity of their role, to ensure that children have the best outcomes
- Report cases of suspected abuse to the DSL. This will be done as soon as possible using the school's agreed format
- Report lower level concerns to the DSL using the school's agreed format
- Monitor all pupils, particularly those that are deemed vulnerable
- Report any concerns regarding adults conduct to the DSL or Headteacher. All staff, if they have concerns, these should be acted on immediately and should always speak to the DSL or Deputy, early information sharing being vital in keeping children safe. In exceptional circumstances staff should consider speaking to a member of SMT or Children's Social Care to discuss safeguarding concerns if the DSL is not immediately available.
- **All** staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments*.*

The Governing Body will:

- Review the safeguarding and child protection annually and review the effectiveness of procedures and their implementation.
- Ensure that the policies, procedures and training in school are effective and comply with the law at all times
- Ensure that safeguarding policies and procedures are followed by all staff
- Put in place safeguarding responses in cases where children go missing from education
- Appoint a DSL and back-ups and ensure that they are provided with appropriate support, funding, resources and time to carry out their role
- Ensure the school contributes to inter-agency working in line with statutory guidance Working together to safeguard children
- Ensure that safeguarding procedures take into account local guidance including Risk Management Toolkit and Lancashire Continuum of Need and Thresholds Guidance
- Ensure that staff members undergo safeguarding training at induction
- Ensure that DSLs and all staff, volunteers and Governors are trained and updated regarding safeguarding regularly in compliance with Keeping Children Safe in Education
- ensure that children are safe online by ensuring that appropriate filters and monitoring systems are in place
- ensure that children are taught about safeguarding
- prevent people who pose a risk of harm from working with children
- ensure there are procedures in place to handle allegations against teachers, headteachers, principals, volunteers and including supply staff.
- ensure staff in school are aware of, and policies reflect, an understanding of specific issues such as peer on peer abuse and safeguarding children with disabilities and special educational needs
- ensure that all practice and procedures operate with the **best** interests of the child at their heart
- appoint a designated teacher to promote the education of CLA
- ensure that all staff are aware of safeguarding issues and vulnerabilities associated with CLA

The Headteacher will ensure that:

- the policies and procedures adopted by the Governing Body or Proprietor, particularly concerning referrals of cases of suspected abuse and neglect, are fully implemented and followed by all staff.
- he will be the case manager and liaise with the Designated Officer (DO) in the event of allegations of abuse being made against a member of staff or volunteer he receives appropriate child protection training which is regularly updated.
- he will ensure that sufficient resources and time are allocated to enable the staff to discharge their responsibilities, will help to create an environment where all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children and will address any concerns sensitively and effectively in a timely manner in accordance with the agreed whistle blowing policies.

The Designated Safeguarding Leads will:

- take **lead responsibility** for safeguarding and child protection including online safety
- manage referrals to Children's Social Care, Police and other agencies

- Ensure that the school has suitably trained Key Adult/s in order to fulfil its obligations under Operation Encompass
- Ensure that the school's commitment to Operation Encompass is known throughout the school community via the means of staff training, parental letters, posters and the school website.
- work with others in order to improve outcomes for children
- attend DSL training including inter-agency working protocols every 2 years
- undertake Prevent awareness training
- update their skills and knowledge on a regular basis, but at least annually
- raise awareness of safeguarding throughout school
- ensure that this policy is reviewed annually and is available publicly
- maintain, update and amend the school's safeguarding portfolio regularly
- ensure that parents are aware of schools responsibilities regarding safeguarding and child protection
- maintain accurate safeguarding records that are stored securely
- be available during school hours
- arrange cover of DSL role for any out of hours/out of term activities
- represent school in multi-agency meetings
- be provided with appropriate support and supervision in order to carry out the role safely and effectively
- DSLs must take a holistic view to ensure wider environmental factors are considered which may be a threat to safety and welfare of children (Contextual Safeguarding)
- The DSL will consider when a child is moving school if it would be appropriate to share information in advance of the pupil moving.
- The DSL should have details and liaise with the Local Authority Personal Advisors for any Care Leavers.
- The DSL is the named person for CLA

Child Protection

The school is committed to PREVENTING abuse, PROTECTING children from abuse and SUPPORTING those involved in cases of abuse. We therefore ensure that:

- ALL staff and volunteers understand the importance of teaching children how to keep themselves safe from all types of abuse
- ALL staff and volunteers seek out opportunities that are relevant to their role, to teach children the skills to keep themselves safe
- ALL staff and volunteers make and maintain positive and supportive relationships with children which enable children to feel safe and valued
- safeguarding has a high status throughout school by being on the agenda at staff meetings/briefings, information being readily available on notice boards, regular updates
- ALL staff feel confident in approaching DSLs to raise concerns
- ALL staff and volunteers have an understanding of the four categories of abuse; NEGLECT, EMOTIONAL ABUSE, SEXUAL ABUSE, PHYSICAL ABUSE.

- We will use Lancashire's Neglect Strategy 2019 and accompanying toolkit to identify and assess children whose developmental needs are being insufficiently met at an early stage, placing them at risk of achieving poor educational, emotional and social outcomes.
  Lancashire Multi-Agency Neglect Strategy , Neglect Toolkit

- ALL staff and volunteers understand that there are other ways in which children can be abused such as; Online, Child Sexual Exploitation, Female Genital Mutilation, Honour Based Violence, Radicalisation, Trafficking, Slavery, Peer Abuse, Forced Marriage and others

- ALL staff and volunteers have the knowledge, skills and expertise to recognise the signs and symptoms of all types of abuse
- All staff, if they have concerns, these should be acted on immediately: early information sharing being vital in keeping children safe. In exceptional circumstances staff should consider speaking to a member of SMT or Children's Social Care to discuss safeguarding concerns if the DSL is not immediately available.
- DSLs keep up to date with emerging and specific safeguarding issues and update training and the School's Safeguarding Portfolio accordingly
- DSLs update staff and volunteers knowledge and understanding of such issues in order for them to be able to identify children who are at risk of such specific safeguarding issues
- ALL staff and volunteers will maintain and demonstrate an attitude of "it can happen here"
- ALL staff and volunteers are child-centred in their practice and act in the best interests of the child at all times
- ALL staff recognise and understand that behaviour can be a child's way of communicating distress and changes to behaviour may be an indicator of abuse
- ALL staff and volunteers have the skills to respond appropriately and sensitively to disclosures or allegations of abuse
- ALL staff and volunteers report cases of suspected abuse to the DSL. This will be done as soon as possible using the school's agreed format
- where a child is at risk of immediate harm, ALL staff understand that they must refer to the Police or Children's Social Care
- ALL staff and visitors know how to refer to Children's Social Care
- DSLs will make a Section 47 referral to Children's Social Care where a child is in need of protection, has been significantly harmed or is at risk of significant harm, using Lancashire Continuum of Need and Thresholds Guidance and Risk Management Toolkit to determine whether this threshold has been met
- this referral will be done by telephone and followed with a CSC Referral Form as soon as possible
- consent from parents/carers and child (if age appropriate) will be sought prior to this referral, except where this will cause delay or place anyone at risk
- where consent is not given, parents and carers are informed that a referral will still be made, except where this will cause delay or place anyone at risk
- DSLs adhere to policy, procedures and guidance from the LSCB with regard to sharing information
- DSLs contribute to Strategy Discussions, Strategy Meetings, Initial and Review Child Protection Conferences, Core Group Meetings and other CP meetings
- DSLs or another appropriate member of staff, will attend CP meetings, produce and present reports, liaise with staff, work with parents, work with other agencies and ensure the voice of the child is evidenced throughout these processes

- DSLs meet regularly to ensure that decisions made about children who are subjects of CP Plans are agreed and a clear rationale for the decision is documented
- a copy of the child's CP Plan is included in the child's individual safeguarding file
- ALL staff and volunteers will support victims of abuse in a capacity that is relevant to their role. This will be determined by the DSL
- DSLs will determine what information staff members need to know in order to safeguard and support children. This may be different information for different staff
- staff are offered appropriate support and/or supervision that is relevant to their role or involvement in particular cases
- communication and work with parents and carers will always be undertaken in a supportive manner and in the best interests of the child
- ALL staff understand that children who perpetrate abuse or display harmful behaviour should be treated as victims first and foremost and supported in the same way a victim of abuse would be supported
- specific programmes of work and support are offered to children and families who are vulnerable
- Risk Assessments will be undertaken where a child's behaviour poses a risk to others, themselves or the environment

Who is available within the Local Authority to offer advice and support to the school?

Victoria Wallace	School Safeguarding Officer	01772 531196
Tim Booth	DO	01772 536694

It is recognised that child protection is an emotive area of work and staff will be made aware that there are support networks available to them outside to school LCC Employee Welfare and Counselling Service 08000 214 154

Training

- ALL staff and volunteers will receive Level 1 & 2 Safeguarding Training on induction using LCC Safeguarding Induction Pack which includes Keeping Children Safe in Education (Part One and Annex A), Guidance for Safer Working Practice, Code of Conduct and Whistleblowing Policy and the Acceptable Use of Technologies Policy (AUP).
- Staff induction must include Child Protection Policy, Staff Behaviour Policy including AUP, Role and identity of the DSL and Deputies, Pupil Behaviour Policy and Safeguarding response to children who go missing from education
- ALL staff and volunteers will receive Level 1 & 2 Safeguarding Training annually in line with advice from the LSCB. Prevent awareness is part of this training and includes on-line safety.
- the DSL/s will provide ALL staff, volunteers and governors with regular safeguarding updates
- ALL staff, volunteers and governors will read and show an understanding of any updates that are provided
- DSLs will attend DSL training every 2 years. All additional designated safeguarding staff are trained to the same level as the DSL.
- DSLs will update their knowledge, skills and understanding of relevant safeguarding issues on a regular basis
- the main DSL will undertake Prevent awareness training
- at least one member of staff and one governor will attend Safer Recruitment Training. This will be renewed at least every 5 years

- ALL staff, volunteers and governors will undertake any additional training on matters such as Child Sexual Exploitation, Prevent, Peer on Peer abuse, Online Safety etc as is deemed necessary by the SMT

- any staff member will discuss any specific training requirements or gaps in knowledge or understanding with the DSL/s

Copies of the above documents are provided to all 'staff' during induction.

Procedures

'Where it is believed that a child is suffering from, or is at risk of significant harm, we will follow the procedures set out in the document produced by Lancashire Safeguarding Children Board *(2015)* and follow the action chart in the appendices within this policy.

All staff will have access to the Safeguarding and Child Protection policy and will work within it.

A copy of the policy will be made publicly available via the school's website or by other means

All parents/carers will be made aware of the schools responsibilities in relation to safeguarding and that the school will refer all cases of suspected abuse to Children's Social Care via a statement in the prospectus.

All staff will receive induction before starting work, including a copy of the LCC induction pack for safeguarding in schools and all relevant policies.

All staff via staff meetings will be advised of changes to policy and procedures including when the Safeguarding and Child Protection Policy has been updated.

Confidentiality

Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection.

The 'original' 7 Golden Rules of Information sharing (Data Protection Act) and its basic principles of information sharing provide a foundation for how the school will operate, in regard to confidentiality. Under the guidance of the GDPR, school staff will operate with a professional approach to all cases. Any staff member working with or alongside a case will adhere to the school's confidentiality code of practice and agreement.

Staff will be reminded on a regular basis of the 7 Golden Rules and within Safeguarding and Child Protection training will be informed that they must never promise to keep secrets, that if a child ask them to keep a secret they will tell them that them that cannot keep secrets and that any information that indicates that they or another child or adult is being harmed or is at risk of being harmed will be shared with DSL's/backup DSL's named within this policy.

See appendix 2 of the attached Procedures template

Professionals can only work together to safeguard children if there is an exchange of relevant information between them. This has been recognised in principle by the courts. Any disclosure of personal information to others, [including Children's Social Care Services], must always have regard to both common and statute law. Consent to share personal information and data is not required, if to do so would:
- place a person at increased risk of harm (usually the child, but also a family member or another person).
- prejudice the prevention, detection or prosecution of a serious crime.
- lead to an unjustifiable delay in making enquiries

Normally, personal information should only be disclosed to third parties (including other agencies) with the consent of the subject of that information (Data Protection Act 1998, European Convention on Human Rights Article 8, GDPR 2018). Wherever possible, consent should be obtained before sharing personal information with third parties. In some circumstances, consent may not be possible or desirable

but the safety and welfare of a child dictate that the information should be shared. The law permits the disclosure of confidential information necessary to safeguard a child or children. Disclosure should be justifiable in each case, according to the particular facts of the case, and legal advice should be sought if in doubt.

Data Protection

Under the GDPR (2018), the school must be fully transparent in regard to how it will store data and information from cases/referrals. All information is locked securely in an archiving room, where only authorised staff can access. All staff who access these files will have prior permission from the Senior Management Team and have signed a confidentiality agreement.

Child Protection Data Retention Periods:
- If a referral has been made / social care have been involved or child has been subject of a multi-agency plan – all data kept indefinitely.

- If low level concerns, with no multi-agency act or where the school believes it is a low-level concern - data kept for 25 years after child has left the school.

Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection.

See Data Protection Policy

Recording and Monitoring

Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concerns held about a child or children within our school, the status of such records and when these records, or parts thereof, should be shared with other agencies.

All concerns regarding children and any disclosures made will be recorded on the LCC pro forma "reporting concerns to the DSL". This will be done as soon as possible and within 24 hours of the disclosure and then given to the DSL or if not available will be given to the backup DSL's. . It is recognised that in some cases the initial reporting to the DSL will be verbal to enable a timely response to the concerns raised.

The DSL will then make a decision regarding any further action in accordance with the LSCB Continuum of Need and thresholds guidance.

Where a referral to Children's Social Care and/or the police is required, it will normally be the DSL that undertakes this action, but recognising that anyone can make a referral to CSC and/or the police. It is important that our children receive the tight help at the tight time to address risks and prevent issues escalating.

The child protection files will be stored under lock and key in a central place and only those who are DSL trained will have open access to them. The DSL/backup DSL will share information on a need to know basis. ALL concern logs will be kept either in an individual pupil safeguarding file. A pupil will have an individual safeguarding file when there has been a number of concerns, an offer of Early Help or the family is, or has been at Level 2 or above on the Continuum of Need

Where children leave the school we will ensure their child protection file in its entirety will be transferred to the new school (unless there is ongoing legal action) as soon as possible and in accordance with LSCB best practice guidance, this will be within 15 working days of the child going off role. It is recognised that best practice is that the safeguarding file will be hand delivered to the DSL at the receiving school. If this is not possible, the safeguarding file will be sent by recorded delivery a receipt will be obtained at time of transfer and the responsibility for the safeguarding records will pass to the receiving school. The educational establishment where the pupil attends at statutory school leaving age (18) will securely retain the safeguarding records until the child's 25th birthday. Safeguarding records will then be destroyed securely advice will be sought from legal services and/or Schools Safeguarding Officer if any staff are unclear about any aspects of safeguarding record keeping.

Supporting Pupils at Risk

Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. This school may be the only stable, secure and predictable element in the lives of children at risk. Whilst at school, their behaviour may still be challenging and defiant and there may even be moves to consider suspension or exclusion from school.

It is also recognised that some children who have experienced abuse may in turn abuse others. This requires a considered, sensitive approach in order that the child can receive appropriate help and support[1].'
This school will endeavour to support pupils through:

(a) The curriculum, to encourage self-esteem and self-motivation;

(b) The school ethos, which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued;

(c) The implementation of school behaviour management policies (required under the Code of Practice, 1993 Education Act)[2];

(d) A consistent approach, which recognises and separates the cause of behaviour from that which the child displays. This is vital to ensure that all children are supported within the school setting;

(e) Regular liaison with other professionals and agencies who support the pupils and their families, in-line with appropriate confidentiality parameters;

(f) A commitment to develop productive, supportive relationships with parents, whenever possible and so long as it is in the child's best interests to do so;

(g) The development and support of a responsive and knowledgeable staff group trained to respond appropriately in child protection situations.

We recognise that, statistically, children with behavioural difficulties and disabilities are particularly vulnerable to abuse. School staff who work, in any capacity, with children with Special Educational Needs and disabilities, and/or emotional and behaviour problems will need to be particularly sensitive to signs of abuse and be aware that additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionally impacted by things like bullying- without outwardly showing any signs; and communication barriers and difficulties in overcoming these barriers

Teachers and other adults in school are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, pupils, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns.

Early Help

Safeguarding children who are in need of additional support from one or more agencies will be provided with early help, interagency assessment and intervention using local processes, including the use of 'Common Assessment Framework' (CAF) and 'Team around the Family' (TAF) approaches.

Any child may benefit from early help, but all school staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs.
- has special educational needs (whether or not they have a statutory education, health and care plan).

- 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.

The school is committed to providing our families with the right help at the right time. We therefore ensure that:

- ALL staff and volunteers can identify the risk factors that indicate a family or pupil may benefit from Early Help
- ALL staff and volunteers will use the school's agreed format for letting the DSL know about Early Help requirements
- DSLs will undertake a CAF assessment, when appropriate, to identify what Early Help is required
- DSLs will signpost and refer to appropriate support agencies
- DSLs will lead on TAF meetings where is it appropriate for them to do so
- DSLs will refer to CSC where Early Help has not been successful in reducing risk and meeting unmet needs using Lancashire Continuum of Need and Thresholds Guidance and CSC referral form
- DSLs will utilise Children and Family Wellbeing Service using the Request for Service form
- DSLs and other identified staff will identify and work with any organisations that are relevant in meeting the needs of pupils and their families
- DSLs and other identified staff will initiate and maintain positive and supportive relationships with parents and carers of children who may benefit from Early Help
- DSLs will generally be the lead for Early Help cases

Definitions

As in the Children Acts 1989 and 2004, a **child** is anyone who has not yet reached his/her 18th birthday.

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by others (e.g. via the internet.) They may be abused by an adult or adults, or another child or children.

Physical abuse

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

Emotional abuse

Emotional Abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say and how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond

the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment or a child, though it may occur alone.

Sexual abuse

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

Neglect

neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate caregivers)
- ensure access to appropriate medical care or treatment

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

Bruising to Non-Mobile Children (LSCB Procedures 1.3 points 24 – 26)
All non-mobile children who are observed with injuries/bruises must be considered as possible subjects of non-accidental injury and referred for immediate paediatric assessment (non-mobile children include very young children or children of any age with motor development delays or physical disabilities that restrict mobility);

In addition:
When there is no explanation or there is cause for concern about the explanation that is offered for the injury the child must be referred to children's social care to consider the need for a S.47 enquiry, as per current procedures;
Even if the explanation appears satisfactory children's social care (CSC) should still be informed of the referral for paediatric assessment (as per current procedures). In these circumstances CSC will review its records and any relevant information will be shared with the examining paediatrician. CSC will also assist with further information gathering at the request of the examining paediatrician should this be required.

Go to Flowchart in Appendix 3 for procedure

Keeping Children Safe in Education 2020, lists a range of specific safeguarding issues, these are encompassed in Lancashire Safeguarding Children Board Procedures, within section 5 (Children in Specific Circumstances) All staff are to read KCSiE Part 1 and Annex A and sign to say that they have read and understood the content.

Go to http://panlancashirescb.proceduresonline.com/index.htm click on contents and go to CHILDREN IN SPECIFIC CIRCUMSTANCES

TAKING ACTION TO ENSURE THAT CHILDREN ARE SAFE.
All staff and volunteers follow the LSCB Child Protection Procedures

http://panlancashirescb.proceduresonline.com/index.htm

It is *not* the responsibility of the school staff to investigate or determine the truth of any disclosure or allegation of abuse or neglect. All staff, however, have a duty to recognise concerns and maintain an open mind. Accordingly, all concerns indicating possible abuse or neglect will be recorded and discussed with the DSL or backup DSL prior to any discussion with parents.

It must also be stressed that children can be exposed to a range of issues, whether that be in their home environment or communities, examples of these would be where there is domestic abuse, drug or alcohol misuse, parental mental ill health issues, children vulnerable to violent extremism (radicalisation), female genital mutilation, honour based violence, child sexual exploitation and gang activity, then children may also be particularly vulnerable and in need of support or protection. The procedures relating to these issues and others are detailed in the LSCB procedures.

As a registered provider The school will inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere.) We will also notify Ofsted of the action taken in respect of the allegations. These notifications will be made as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made.

The school and Nursery is committed to keeping our children safe from specific forms of abuse. We therefore ensure that all staff and volunteers understand that there are specific and emerging ways in which children can be abused, such as:

Radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism, there is no single way of identifying an individual who is likely to be susceptible to an extremist ideology.

We are aware that we must have 'due regard to the need to prevent people from being drawn into terrorism' (Prevent Duty, DFE July 2019). This includes supporting children's understanding of British Values to help everyone live in safe and welcoming communities where they feel they belong. These British Values are defined as: democracy, the rule of the law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media has become a major factor in the radicalisation of young people.

- ALL staff and volunteers will have 'due regard to the need to prevent people from being drawn into terrorism', known as the 'Prevent Duty'
- ALL staff and volunteers will have a general understanding of how to identify a child who may be at risk of radicalisation
- ALL staff and volunteers will use professional judgement in identifying children who might be at risk of radicalisation and act proportionately
- The school e-Safety Policy will ensure the safety of children by ensuring they cannot access terrorist and extremist material when using the internet and that suitable filtering software is in place. W:\Policies\Policies 2020-21
- DSLs understand when it is appropriate to make a referral to the Channel Panel or CSC

Staff will be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. School staff will use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately following section 5.31 of the LSCB procedures. Consent is not required for a referral when there are reasonable grounds to believe that a child is at risk of significant harm.

For safeguarding concerns discuss with Police Channel Co-ordinator:
Tel: 01772 413029 (Office hours)
http://panlancashirescb.proceduresonline.com/index.htm. This will include making referrals to the Channel programme as appropriate.

Prevent Duty Guidance:
https://www.gov.uk/government/publications/prevent-duty-guidance

Paragraphs 57-76 of the Prevent guidance relates to school

DFE dedicated non-emergency advice helpline for staff and governors Tel: 020 7340 7264
counterextremism@education.gsi.gov.uk

Child Sexual Exploitation (CSE))

Child Sexual Exploitation (CSE) involves exploitative situations, contexts and relationships where young people may receive something (e.g. food, accommodation, drugs, alcohol, gifts or simply affection) as a result of engaging in sexual activities. The perpetrator will not only groom the victim (possibly over a long period of time) but will always hold some kind of power which increases as the exploitative relationship develops. Sexual exploitation involves a degree of coercion, intimidation or enticement, including unwanted pressures from peers to have sex, sexual bullying including online bullying (cyberbullying) and grooming. It is important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse and do not recognise that they are a victim of abuse.
The school curriculum (whereby sexual relationships/PSHE is delivered) will include relevant information around the risks associated with CSE.

Child Criminal Exploitation

Child Criminal Exploitation is a form of child abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18 into any criminal activity:-
(a) in exchange for something the victim needs or wants, and/or
(b) for the financial or other advantage of the perpetrator or facilitator and/or
(c) through violence or the threat of violence. Child criminal exploitation does not always involve physical contact; it can also occur through the use of technology. CCE:-

- can affect any child or young person (male or female) under the age of 18 years
- can affect any vulnerable adult over the age of 18 years
- can still be exploitation even if the activity appears consensual
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation.

Whilst age may the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Criminal exploitation of children can include County Lines. This is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns or move drugs from A to B. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked or the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered in addition to normal safeguarding procedures.

Mental Health

All staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. 36. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood

experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

The department has published advice and guidance on Preventing and Tackling Bullying, and Mental Health and Behaviour in Schools (which may also be useful for colleges). In addition, Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among young people including its guidance Promoting children and young people's emotional health and wellbeing. Its resources include social media, forming positive relationships, smoking and alcohol. See Rise Above for links to all materials and lesson plans.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf

https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2

https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing

https://campaignresources.phe.gov.uk/schools/topics/rise-above/overview

Peer on peer abuse

All staff should be aware that children can abuse other children (often referred to as
Sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive „something" (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, attention, gifts, money) as a result of them performing, or others performing on them, sexual act or activities. Child sexual exploitation grooming can occur through the use of technology without the child's immediate recognition; for example, being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability"

Via the curriculum this staff will raise awareness around positive healthy relationships and where appropriate specifically raise awareness of CSE and the grooming process. Any concerns re CSE will be reported to the DSL who will follow the LSCB procedures as defined in s5.21.
http://panlancashirescb.proceduresonline.com/index.htm

The school's e-Safety Policy will ensure the safety of children by ensuring they cannot access inappropriate material when using the internet and that suitable filtering software is in place: e-Safety Policy

E-Safety Procedures and Child Safeguarding

A two-stage approach to e-safety is taken at the school. Firstly, our pupils are educated in good e-safety practice. Secondly, we ensure that our Internet access is managed effectively through the use of a filtering system and a rigorous application of the e-Safety Policy.

Pupils will be educated about e-safety in the following ways. The PSHE programme of study engages with the area of e-safety. An important element of this is for expert guest speakers to be invited into school to provide children and parents with further information about e-safety issues. In CSIT, pupils will be taught about e-safety in Year 2 when utilising information sources is considered and in Year 6 during the first unit of the academic year. The pupils will be taught in all subjects to be critically aware of the content they access online and be guided to validate the accuracy of information. Pupils should be taught

to acknowledge the source of information used and to respect copyright when using material accessed on the Internet. More widely, pupils should be supported in building resilience to radicalisation by providing a safe environment for debating controversial issues and helping them to understand how they can influence and participate in decision-making.

Posters with SMART rules on are displayed prominently around the school. The SMART rules are discussed during the first half term of every academic year from Year 2 upwards. Pupils are advised never to give out personal details of any kind which may identify them or their location. Pupils will be advised that the use of social network spaces outside school may be inappropriate for primary aged pupils. The Early Year teachers at the school make use of a number of websites to introduce interactive learning into their lessons. The websites have been thoroughly checked for their content and the Internet is closely monitored by the teachers when it is being used by the pupils. In Year 3, the e-mail project is operated entirely internally with no external actors being communicated with in the teaching and learning of that unit. All pupils' access to the Internet will be under staff direction with directly supervised access to specific, approved online materials. The sanctions for indiscretions of the rules governing the use of the network/Internet are displayed prominently around the school.

The school employs a web filtering proxy server which is provided by Exa Networks. The system is called Surf Protect. Inappropriate content including social networking sites will be blocked. However, our web filtering cannot block every potential hazard on the Internet. Staff and pupils have been informed of the requirement to be vigilant when using the Internet in lessons. Any content which they deem to be inappropriate should be reported so that it can be blacklisted using the Surf Protect control panel. The following information is required in reporting content, the URL (address), time, date and content. Reports should be passed directly to the e-Safety Coordinator. The details can then be noted down on the Acceptable Use Policy Record and the systems reconfigured to take account of the lapse in security. Emerging technologies will be examined for educational benefit and a risk assessment will be carried out before use in school is allowed.

Pupils will be expected to sign an Acceptable Use Policy prior to engaging in any activity that involves computing or information technology. An Acceptable Use Policy Record will be maintained showing the pupils which have agreed to comply with the policy and any indiscretions that may have occurred. Staff have been asked to report any breaches of the Acceptable Use Policy to the e-Safety Coordinator for the matter to be dealt with according to the CSIT Specific Sanctions if necessary. Complaints of a child protection nature must be dealt with in accordance with school child protection procedures.

All staff, including Teaching Assistants and Supply Teachers must read and sign a copy of the Code of Conduct for Staff upon commencement of employment. Any complaint about staff misuse must be referred to the Headteacher. Parents and guardians will be able to view this policy and the Acceptable Use Policy on the school website or paper copies will be made available upon request.

Visitors are permitted to utilise our Wi-Fi network to access the Internet when it is a requirement for the visit to our establishment. They are expected to sign an Acceptable Use Policy aimed solely at them. It specifies what can be undertaken using our Internet connection and what responsibilities the school has in providing the connection.

The e-Safety procedures are designed to work alongside our Child Protection and Safeguarding Policy. Members of staff are aware of the need to safeguard children from all forms of abuse and have been trained to identify children in need of support. Forms of online communication can pose a threat to the safety of our children, for example, social media and online gaming. The school's members of staff are trained frequently in order to maintain an up to date knowledge of new and emerging issues in the sphere of child protection and computing. A safeguarding process is in place and if any issue pertaining to a child's use of a computer causes concern then the Safeguarding DSL must be contacted as per the expectations of the Child Protection and Safeguarding Policy.

Peer on Peer Abuse

Occurs when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age; everyone directly involved in peer on peer abuse is under the age of 18.

This is most likely to include, but may not be limited to:

- bullying (including cyberbullying).

- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- sexual violence such as rape, assault by penetration and sexual assault.
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse.
- “upskirting”, which typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff are aware of the importance of:
• making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
• not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and

• ALL staff and volunteers understand that children can abuse other children
ALL staff and volunteers will inform the DSL of suspected peer abuse and record in line with schools recording policy
• Peer on peer abuse will be taken as seriously as any other form of abuse, including gendered peer-on-peer abuse.
• All staff understand that abuse is abuse and should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up
• All staff will understand that pupils with SEND are more prone to peer group isolation and school will have extra pastoral support to address this.
• Physical abuse between peers will be managed under the school's Behaviour Policy
• Emotional abuse between peers will be managed under the school's Anti-Bullying Policy
• Harmful sexual behaviour will be identified and managed using the Brook Traffic Light Tool and with support and guidance from LCC Schools Safeguarding Officer
• Sexting will be managed on a case by case basis using national and local guidance and advice from LCC Schools Safeguarding Officer – Link to Government Sexting Guidance
• In cases of suspected or actual peer on peer abuse a risk assessment will be undertaken and appropriate and proportionate control measures put in place to manage and reduce risk. Seek advice from LCC Schools Safeguarding Officer
• Referrals to Children's Social Care, Police and/or other appropriate agencies will be made where thresholds are met
• DSLs understand that regarding peer on peer abuse, the victim and the perpetrator are likely to have unmet needs and require support and assessment to determine these.
• The DSL will assess on a case-by-case basis, supported by children’s social care and the police if required to ensure the most appropriate response for the children / young people involved.
All staff have read part 5 KCSIE as training in managing a report of child sexual violence.

• The DSL will consider:
• the wishes of the victim in terms of how they want to proceed
• the nature of the alleged incident
• the ages of the children involved
• the development stages of the children involved
• any power imbalance between the children
• is the incident a one-off or a sustained pattern of abuse
• are there ongoing risks to the victim, other children, school or college staff

• contextual safeguarding issues

Following a report of sexual violence, the designated safeguarding lead (or deputy) will make an immediate risk and needs assessment, considering:
• the victim
• the alleged perpetrator
• all other children (and if appropriate adult students and staff).
Risk assessments will be recorded and kept under review as a minimum termly.

Confidentiality in relation to allegations.

In the event of an allegation being made, our school will make every effort to maintain confidentiality and guard against unwanted publicity. Parents and carers will be made aware that under s141F of the Education Act 2011, there is a prohibition on reporting or publishing allegations about teachers, this includes via social media e.g. Facebook, Twitter etc. and if breached this could lead to prosecution. If parents or carers wish to apply to the court to have reporting restrictions removed, they will be advised to seek legal advice.

http://panlancashirescb.proceduresonline.com/index.htm **and click on contents and go to Chapter 6 – Safer Workforce**

Peer on peer abuse can manifest itself in many ways. Some forms of peer on peer abuse are:

Sexting (youth-produced sexual imagery)

Sexting is when someone sends or receives a sexually explicit text, image or video. This includes sending 'nude pics', 'rude pics' or 'nude selfies'. Pressuring someone into sending a nude picture can happen in any relationship and to anyone, whatever their age, gender or sexual preference.
However, once the image is taken and sent, the sender has lost control of the image and these images could end up anywhere. By having in their possession, or distributing, indecent images of a person under 18 on to someone else, young people are not even aware that they could be breaking the law as stated as these are offences under the Sexual Offences Act 2003.

Guidance on how to deal with sexting can be found at:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/551575/6.2439_KG_NCA_Sexting_in_Schools_WEB__1_.PDF

Initiation/Hazing

Hazing is a form of initiation ceremony which is used to induct newcomers into an organisation such as a private school, sports team etc. There are a number of different forms, from relatively mild rituals to severe and sometimes violent ceremonies.
The idea behind this practice is that it welcomes newcomers by subjecting them to a series of trials which promote a bond between them. After the hazing is over, the newcomers also have something in common with older members of the organisation, because they all experienced it as part of a rite of passage. Many rituals involve humiliation, embarrassment, abuse, and harassment.

Prejudiced Behaviour

The term prejudice-related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society – in particular, prejudices to do with disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life, (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity (homosexual, bisexual, transsexual).

Honour Based Violence (HBV)

A crime or incident, which has or may have been committed, to protect or defend the honour of the family and/or community'. (ACPO Working Definition 2008) ALL staff and volunteers will have a general understanding of how to identify a child who may be at risk of Honour Based Violence. DSLs must report

to the police cases where they discover that an act of FGM, Forced Marriage or other HBV appears to have taken place.

Forced Marriage

Forced Marriage is one whereby one or both parties do not consent to marriage but are forced to do so through violence, threats or any form of coercion. Schools play an important role in safeguarding children from being forced to marry.

Female Genital Mutilation (FGM)

- ALL staff and volunteers are aware of the "one chance rule" and will report all cases of suspected Honour Based Violence to the DSL immediately
- FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences
- ALL staff need to be alert to the possibility of when a female pupil may be at risk of FGM or when it may have been conducted on them
- Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific **legal** duty on **teachers.** If a **teacher**, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher **must** report this to the police.

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.
Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

FGM: multi agency practice guidelines:
https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation

Pages 16 -17 - indicators
Pages 42 - the role of schools and colleges.

Also s5.18 http://panlancashirescb.proceduresonline.com/index.htm

Modern Slavery

Modern Slavery the Modern Slavery Act 2015 places a new statutory duty on public authorities, including schools, to notify the National Crime Agency (NCA) (section 52 of the Act) on observing signs or receiving intelligence relating to modern slavery. The public authority (including schools) bears this obligation where it has 'reasonable grounds to believe that a person may be a victim of slavery or human trafficking'.

- Staff must be aware of the above and contact the DSL should they suspect or receive information that either parents or their children may be victims of modern slavery. The DSL should then contact the NCA

Children Missing from Education

Children Missing from Education can be a potential sign of abuse or neglect including sexual exploitation, undergoing female genital mutilation, forced marriage or travelling to conflict zones.

- ALL staff and volunteers follow school procedures when a child misses education particularly on repeat occasions to help identify the risk of abuse and neglect
- The school **Attendance Policy** is up to date, reviewed annually and includes reference to CME
- There is an admissions policy and an attendance register
- The Local Authority is informed of any pupil who fails to attend school regularly, or has been absent without the schools permission for a continuous period of 10 school days or more
- The local authority will be notified when we remove or add a pupil's name to the admissions register at non-standard transition times, i.e. where a compulsory school-aged child leaves a

school before completing the school's final year or joins a school after the beginning of the school's first year.

- Where reasonably possible schools should hold more than one emergency contact number for their pupils.
- All staff are aware that children going missing from education can be a warning sign of safeguarding considerations and act on these in line with the policy.

Domestic abuse

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

- psychological;
- physical;
- sexual;
- financial; and
- emotional

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.
Advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

NSPCC- UK domestic-abuse Signs Symptoms Effects

Refuge what is domestic violence/effects of domestic violence on children
Safelives: young people and domestic abuse.

The **DSLs will: -**

- Ensure that the school has suitably trained Key Adult/s in order to fulfil its obligations under Operation Encompass
- Ensure that the school's commitment to Operation Encompass is known throughout the school community via the means of staff training, parental letters, posters and the school website

(https://www.operationencompass.org/)

Serious violence

All staff are aware of indicators, which may signal that children are at risk
from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

All staff are aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.

Contextual safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college. All staff, but especially the designated safeguarding lead (and deputies) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors so it is

important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the
available evidence and the full context of any abuse.

All staff have read Annex A of KCSIE and are aware of specific forms of abuse and safeguarding issues and vulnerable groups including:

- Children of the Court system
- Children with family members in prison
- Homelessness

For all specific safeguarding issues, DSLs will seek advice from LCC Schools Safeguarding Officer and follow national and local guidance that can be accessed in the School's Safeguarding Portfolio:

- Multi Agency Statutory Guidance on FGM
- http://panlancashirescb.proceduresonline.com/chapters/p_female_mutilation.html
- Prevent Duty
- http://panlancashirescb.proceduresonline.com/chapters/p_violent_extremism.html
- http://panlancashirescb.proceduresonline.com/chapters/p_forced_marriage.html
- What to do if you suspect a child is being sexually exploited
- http://panlancashirescb.proceduresonline.com/chapters/p_child_sex_exp.html
- Sexting in Schools Guidance
- Sexting in schools and colleges: responding to incidents and safeguarding young people
- ACPO CPAI Lead's Position on Young People Who Post Self-Taken Indecent Images

Online safety

- ALL staff and volunteers understand that children can be harmed online via hurtful and abusive messages, enticing children to engage in age inappropriate conversations, sharing and production of indecent images or encouraging risk taking behaviour
- The school's Online Safety Policy details how we keep pupils safe when using the internet and mobile technology
- Online bullying by pupils, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our Anti-bullying / Behaviour Policy
- There is a clear and explicit procedure for dealing with mobile phones that are brought into school by children
- DfE advice; Searching, Screening and Confiscation is followed where there is a need to search a pupil for a mobile device
- All staff are regularly trained in online safety
- When school become aware of an online safety issue that has occurred outside of school, it is managed in accordance with the school Online Safety Policy
- The school has appropriate filters and monitoring systems in place regarding use of internet in school, these are detailed in the Online Safety Policy.

For all Safeguarding issues:

Staff must immediately report:

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play.
- any explanation given which appears inconsistent or suspicious

- any behaviours which give rise to suspicions that a child may have suffered harm (e.g. significant changes in behaviour, worrying drawings or play)
- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment
- any concerns that a child is presenting signs or symptoms of abuse or neglect
- any significant changes in a child's presentation, including nonattendance
- any hint or disclosure of abuse or neglect received from the child, or from any other person, including disclosures of abuse or neglect perpetrated by adults outside of the family or by other children or young people
- any concerns regarding person(s) who may pose a risk to children (e.g. staff in school or person living in a household with children present) including inappropriate behaviour e.g. inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images.

Responding to <u>Disclosure</u>

Disclosures or information may be received from pupils, parents or other members of the public. School recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly, all staff will handle disclosures with sensitivity. Any child who has communication difficulties will be given access to express themselves to a member of staff with the appropriate skills. Such information cannot remain confidential and staff will immediately communicate what they have been told to the DSL and make a contemporaneous record using the school pro forma.

Safer Schools, Safer Staff

- **LCC Human Resources guidance** is adhered to, to ensure that there is a strong reference and commitment to safeguarding during advertisement, selection and recruitment of new staff. The school undertakes all required pre-employment checks, full details are given in the Safer Recruitment Policy.
- at least one governor and one staff member have attended Safer Recruitment Training in the last 5 years
- there are at least 2 people on each selection panel and at least one person on every selection panel has attended Safer Recruitment Training
- ALL staff will monitor the conduct of all adults who come into contact with children at school and report any concerns to the DSL, headteacher or Chair of Governors as appropriate
- relevant, proportionate and lawful checks are undertaken on all adults who regularly work at, or visit the school – additional guidance has been provided in KCSIE 2018 regarding who and what should be included on the SCR.
- a Single Central Record is kept of checks that are undertaken on all adults who regularly work at, or visit the school
- the SCR is stored securely and only accessed by designated staff and governors
- DSLs/HT/Chair of Governors evidence regular oversight/scrutiny of the SCR using the **SCR Audit Sheet**
- evidence of staff members identity, required qualifications and the right to work in the UK will be kept in individual personnel files
- covering (umbrella) letters will be obtained from agencies and other employers that provide staff to work in school
- individual identity checks will be undertaken on those staff detailed above to ensure they are employees of the named agency/employer

- a transfer of control agreement will be used where other agencies/organisations use school premises and are not operating under school's safeguarding policies and procedures
- when an issue is declared, advice will be sought from Ofsted about the need to apply for a waiver. If a waiver is necessary, a risk assessment will be carried out and proportionate measures put in place until a waiver has been issued or matters resolved otherwise disqualification@ofsted.gov.uk
- advice will be sought from the DO and/or Schools Safeguarding Officer if any staff are unclear about any aspects of Safer Recruitment
- A person who is prohibited from teaching must not be appointed to work as a teacher in such a setting. A check of any prohibition can be carried out using the Teacher Services' system.
- A section 128 direction prohibits or restricts a person from taking part in the management of an independent school, including academies and free schools. The grounds on which a section 128 direction may be made by the Secretary of State are found in the relevant regulations.
- Governors are required to have an enhanced criminal records certificate from the DBS. The level of DBS certificate required, and whether a prohibition check is required, will depend on the role and duties of an applicant to work in a school or college, as outlined in this guidance. It is recognised that for most appointments, an enhanced DBS certificate, which includes barred list information, will be required as the majority of staff will be engaging in regulated activity (as defined in KCSiE 2020)
- All relevant staff who work within early years or provide child care to children in extended years will be checked in accordance with the requirements of the statutory guidance Disqualification under the Childcare Act 2006 (October 2018). These checks will be conducted annually for existing staff and at the point of conditional job offer for new staff. A record of all checks will be entered onto the Single Central Record and disclosure forms will be held on staff personnel files.
- On induction of new staff, all staff and volunteers, will be given the LCC Induction Pack and included in this is the Guidance for Safer Working Practice for Staff who work in Education Settings March 2009. They will sign to say that they have had this document and will work within it.
- They will also be provided with the following documents:
- The school's safeguarding and child protection policy, including the identity and role of the DLS(s)
- The staff code of conduct/behaviour policy including the whistleblowing procedure and the acceptable use of technologies policy.
- A copy of Part 1 of KCSIE and Annex A

Also refer to Safer Recruitment Policy for full details.

Allegations of abuse against staff

If an allegation is made against anyone working with children in a school (including supply staff and volunteers), all unnecessary delays should be eradicated. The school **must not** undertake their own investigations of allegations without prior consultation with the LADO(s), or in the most serious cases, the police, so as not to jeopardise statutory investigations. Inspectors may advise that, in borderline cases, discussions with the LADO(s) can often be held informally and without naming the school or individual.

KCSIE provides guidance about handling allegations against supply staff. In short, schools will usually have to take the lead while keeping the supply agency fully informed and involved. In no circumstances must schools simply cease to use supply staff for safeguarding reasons.

All allegations which appear to meet the reporting criteria in KCSIE are to be reported **straight away**, to the Headteacher. The chair of governors, to whom reports should be made in cases where the head is the subject of the allegation or concern. Where an allegation is against the head**, the head must not be informed** of the allegation prior to contact with the chair and DO. Should you wish to contact the Chair of

Governors you can do so by emailing: chair@highfieldpriory.co.uk The DO(s) should be informed within one working day of all allegations that come to an employer's attention or that are made directly to the police. Immediate contact will be made with the DO(s) to discuss any allegation, consider the nature, content and context of the allegation and agree a course of action including any involvement of the police. GDPR cannot be allowed to stand in the way of safeguarding children. Discussions are be recorded in writing, and any communication with both the individual and the parents of the child/children agreed. The school consider whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place. The school gives due weight to the views of the DO, KCSIE and WT when making a decision about suspension. Records concerning allegations of abuse are preserved for the term of the Independent inquiry into Child Sexual Abuse and at least until the accused has reached normal pension age or for 10 years from the date of the allegation if it is longer.

From 1 October 2012, there are restrictions on the reporting or publishing of allegations against teachers, and so we make every effort to maintain confidentiality and guard against unwanted publicity. These restrictions apply up to the point where the accused person is charged with an offence, or the DfE/TRA publish information about an investigation or decision in a disciplinary case.

The school is committed to report promptly to the DBS any person (whether employed, contracted, a volunteer or student) whose services are no longer used for regulated activity and the DBS referral criteria are met, that is, they have caused harm or posed a risk of harm to a child.
Ceasing to use a person's services includes: dismissal; non-renewal of a fixed-term contract; no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation; and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering. It is important that reports include as much evidence about the circumstances of the case as possible. Failure to make a report when required constitutes an offence. 'Compromise agreements' cannot be used to prevent a referral being made to the DBS when it is legally required, nor can an individual's refusal to cooperate with an investigation. Proprietors of independent schools have a legal duty to respond to requests from the DBS for information they hold already, but they do not have to find it from other sources. Schools will be asked, as part of routine inspection, to confirm that they have disclosed to inspectors all instances of action in relation to safeguarding concerns.

Independent schools are also under a duty to consider making a referral to the TRA where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate. The reasons such an order would be considered are: 'unacceptable professional conduct', 'conduct that may bring the profession into disrepute' or a 'conviction, at any time, for a relevant offence'. Advice about whether an allegation against a teacher is sufficiently serious to refer to the TRA can be found in Teacher misconduct: the prohibition of teachers (October 2015). Further guidance is published on the Teaching Regulation Agency Website

Visitors

- visitors to school sign in and wear identification lanyard to indicate they have done so
- ALL staff and children, where appropriate, will challenge visitors to school who are not wearing correct identification
- visitors sign out and remove/hand in their identification when they leave the school
- visitors are aware of who to speak to if they are worried about a child during their visit
- visitors are accompanied during their visit, when children are present, unless they have undergone relevant checks and these are accepted and verified by DSL or head teacher.
- visitors will behave in a way that is compliant with the school's **Code of Conduct**
- visitors will not use mobile phones or other similar electronic devices during their visit unless agreed by the headteacher or DSL.
- visitors will not initiate contact or conversations with pupils unless this is relevant and appropriate to the reason for their visit

- when there are several visitors to the school at the same time (such as for an assembly etc) there will be adequate staff supervision of children and visitors. A risk assessment will be undertaken if deemed necessary or appropriate
- when visitors are undertaking activities with children, content of the activity will be agreed with the head teacher or DSL, prior to the visit.
- The Visitor Policy provides information on the clear protocols that are in place to ensure that any visiting speakers, whether invited by staff or by the pupils themselves, are suitable and appropriately supervised as required by prevent.
- Regular contractors know the identity of the DSL, and the duty to pass on concerns (through their line manager or direct) and adhere to appropriate behavioural boundaries.

One-to-One Teaching

Staff involved in any of the type of activities above, will have this covered in their training and any associated risk assessments. Specific attention must be given to safeguarding arrangements where children are engaged in close one-to-one teaching particularly in Sport and specialist Performing Arts subjects and activities.
When staff work regularly on an individual basis with children, they are generally more vulnerable to allegations. To avoid such situations arising meetings should, wherever possible, be arranged so that staff are visible and/or audible and not in secluded areas of the school. Staff should not arrange to meet a student away from the school premises without good reason, but if this is necessary, only with the expressed approval of parents and a senior member of staff.

Teaching children how to keep safe

Children are taught through the wider curriculum, PSHEE and now relationships and sex education, how to stay safe, based on a wide view of what may happen to pupils, not only in school but also beyond it. This includes staying safe online and the dangers of cyber-bullying and sexting – even if pupils in a particular faith community are not meant to use mobile phones or have limited access to the internet.

Particular attention is paid to school practices to help children adjust their behaviours in order to reduce risks and build resilience, including to radicalisation, with particular attention to the safe use of electronic equipment and the internet. The curriculum is age appropriate and delivered through a planned component of the curriculum. Children understand the risks posed by adults or young people, who use the internet and social media to bully, groom, abuse or radicalise other people, especially children, young and vulnerable adults. Internet safety is an integral part of the school's ICT curriculum and is also embedded in PSHEE and sex and relationship education.

Where faith communities use ostracism of families as a way of registering disapproval, the school will minimise the impact of this upon children when they are at school, in terms of their treatment by the school or fellow pupils.

The latest resources can be found at:
The use of social media for on-line radicalisation
The UK Safer Internet Centre (https://www.saferinternet.org.uk/about)
CEOP's Thinkuknow website (www.thinkuknow.co.uk)

EYFS Statutory Guidance 2014 – this section is legally applicable to all early years' setting

Use of Mobile Phones and Cameras

We are committed to keeping pupils safe by ensuring that electronic devices such as cameras, phones and tablets are used in an appropriate manner. School will therefore ensure that:

- parental consent is obtained to take and use photographs and/or videos of children

- parental consent is obtained for photographs to be taken by the media for use in relation to promoting or publishing the school
- separate parental consent is obtained if any other agency requests to take photographs of any child
- parental consent will be valid for 5 years but may be sought more regularly at the discretion of the Headteacher
- images will be uploaded to, and stored in a secure place for a relevant amount of time, this may be for longer than the child is at school if appropriate
- photographs and videos of children are only taken to provide evidence of their achievements for developmental records or for other school related purposes
- staff, visitors, volunteers and students do not use their own mobile phones to take or record any images of children
- the school's digital camera/s or memory cards must not leave the school setting unless this is agreed by the Headteacher for official school business
- photos are printed/uploaded in the setting by staff and once done images are immediately removed from the cameras memory
- parents are reminded frequently of the risks associated with posting images of children to social media
- parents are reminded frequently that they are not permitted to distribute or post images that contain children other than their own
- staff, volunteers and visitors will not use mobile phones in toilet or changing areas
- The Code of Conduct and/or Acceptable Use/Behaviour Policy will outline when and where staff, volunteers and visitors can use their mobile phones
- ALL staff, volunteers and visitors will adhere to the above policies and failure to do so will be addressed appropriately by the Headteacher and/or the Governing Body
- Pupils' use of mobile phones and other devices will be managed under the school's Home/School Agreement/Acceptable Use/Behaviour Policy/Online Safety Policy/Mobile Phone Policy
- DFE Advice; Searching, Screening and Confiscation is followed where there is a need to search a pupil for a mobile device

If a member of staff fails to comply with this policy they will face disciplinary action, which could result in dismissal.

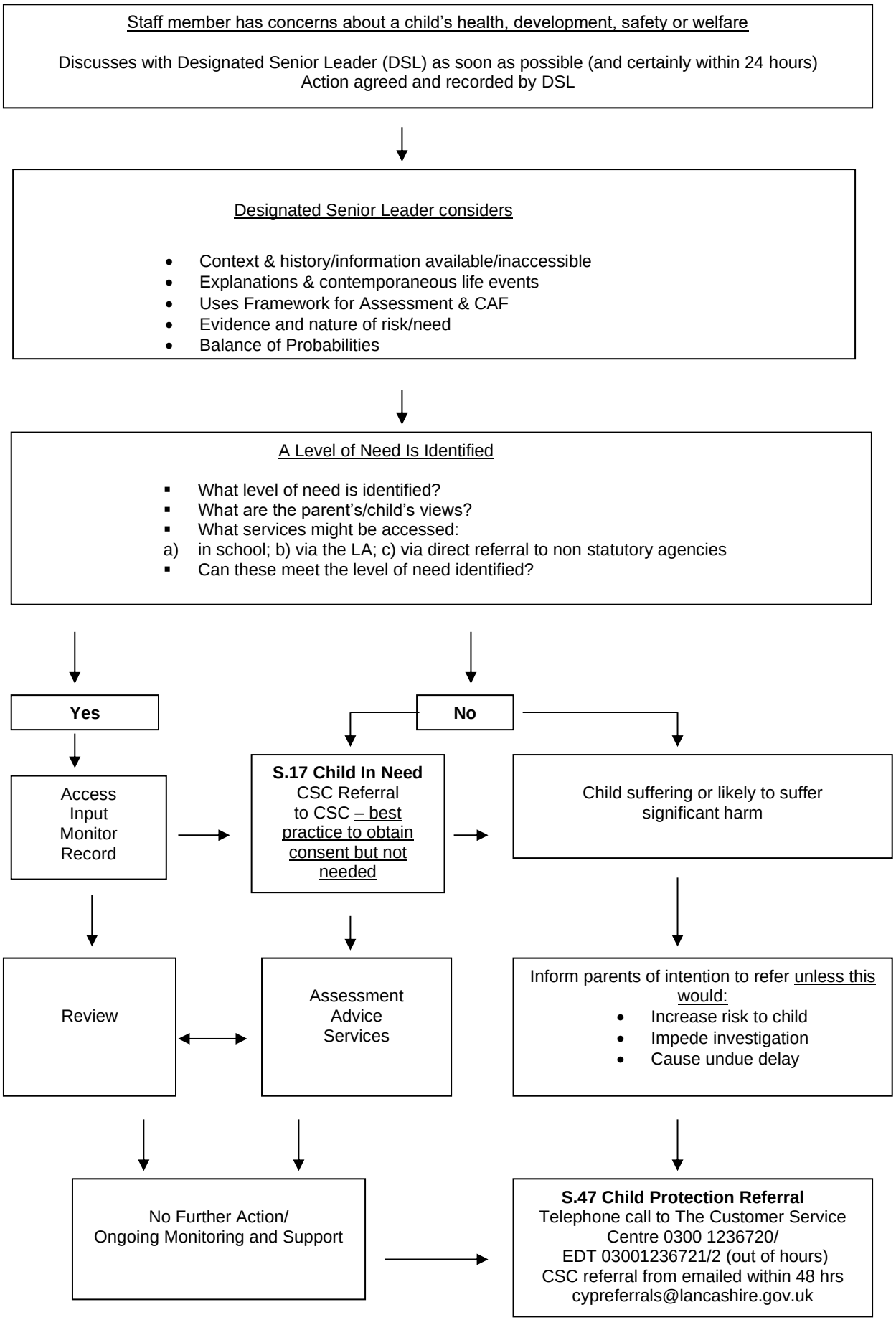
The Safeguarding Committee is responsible for this policy.

Date Last Reviewed: September 2020

Authority

The Full Board of Governors, by delegation to sub-committees, is responsible for formulating the policies and procedures that will ensure the school continue to achieve the aims of the overall school strategy. Hence, each sub-committee has Terms of Reference and assigned responsibility for policies within that scope. The Sub-committees are: Finance and General Purpose, Health and Safety, Safeguarding, Education and Marketing.

Appendix 1: Taking Action on Child Welfare/Protection Concerns in School



The Designated Senior Leader in School is: Alison Halstead Tel / Room Pre-School

The 'Back Up' DSL is Jeremy Duke Tel / Room Headteacher

Appendix 2: Talking and Listening to Children

If a child wants to confide in you, you *SHOULD*

- Be accessible and receptive;
- **Listen carefully** and uncritically, at the child's pace;
- Take what is said seriously;
- Reassure children that they are right to tell;
- Tell the child that you must pass this information on;
- Make sure that the child is ok ;
- Make a careful record of what was said (see *Recording*).

You should NEVER

- Investigate or seek to prove or disprove possible abuse;
- Make promises about confidentiality or keeping 'secrets' to children;
- Assume that someone else will take the necessary action;
- Jump to conclusions, be dismissive or react with shock, anger, horror etc;
- Speculate or accuse anybody;
- Investigate, suggest or probe for information;
- Confront another person (adult or child) allegedly involved;
- Offer opinions about what is being said or the persons allegedly involved;
- Forget to record what you have been told;
- Fail to pass this information on to the correct person (the Designated Senior Leader).

Children with communication difficulties, or who use alternative/augmentative communication systems

- While extra care may be needed to ensure that signs of abuse and neglect are interpreted correctly, any suspicions should be reported in exactly the same manner as for other children;
- Opinion and interpretation will be crucial (be prepared to be asked about the basis for it and to possibly have its validity questioned if the matter goes to court).

The LA's Child Protection Information Pack (2004) provides guidance on these issues insofar as children with disabilities/complex needs are concerned – See Document C4.

Recordings should

- State who was present, time, date and place;
- Be written in ink and be signed by the recorder;
- Be passed to the DSL or Head Teacher immediately (certainly within 24 hours);
- Use the child's words wherever possible;
- Be factual/state exactly what was said;
- Differentiate clearly between fact, opinion, interpretation, observation and/or allegation.

What information do you need to obtain?

- Schools have **no investigative role** in child protection (Police and Children's Social Care will investigate possible abuse very thoroughly and in great detail, they will gather evidence and test hypotheses – leave this to them!);
- Never prompt or probe for information, your job is to listen, record and pass on;
- Ideally, you should be clear about what is being said in terms of **who, what, where and when;**
- The question which you should be able to answer at the end of the listening process is '<u>might this be a child protection matter?</u>';
- If the answer is yes, or if you're not sure, record and pass on immediately to the Designated Senior Leader /Head Teacher/line manager.

If you do need to ask questions, what is and isn't OK?

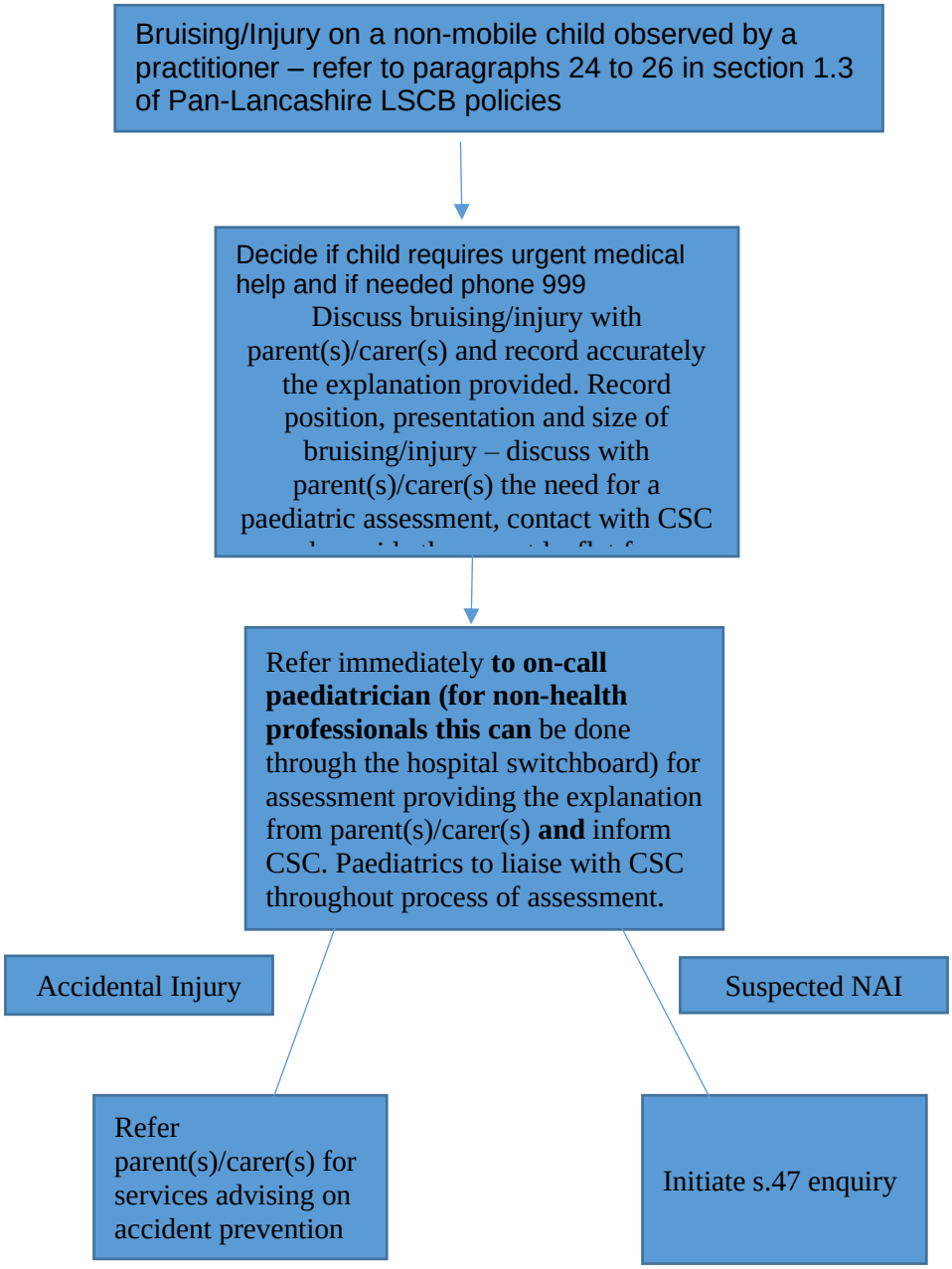
- **Never** asked closed questions i.e. ones which children can answer yes or no to e.g. Did he touch you?
- **Never** make suggestions about who, how or where someone is alleged to have touched, hit etc e.g. Top or bottom, front or back?
- If we must, use only '**minimal prompts**' such as 'go on … tell me more about that … tell me everything that you remember about that … … '
- Timescales are very important: '**When was the last time this happened?**' is an important question.

What else should we think about in relation to disclosure?

- Is there a place in school which is particularly suitable for listening to children e.g. not too isolated, easily supervised, quiet etc;
- We need to think carefully about our own body language – how we present will dictate how comfortable a child feels in telling us about something which may be extremely frightening, difficult and personal;
- Be prepared to answer the 'what happens next' question;
- We should never make face-value judgements or assumptions about individual children. For example, we 'know that [child……] tells lies';
- Think about how you might react if a child DID approach you in school. We need to be prepared to offer a child in this position exactly what they need in terms of protection, reassurance, calmness and objectivity;
- Think about what support **you** could access if faced with this kind of situation in school.

Appendix 3 Bruises to Non Mobile Children Flow Chart

The flowchart below has been developed to assist health, education, early years and social care practitioners in following the agreed multi-agency procedure where a non-mobile child is observed with bruising and/or injuries.



Appendix 4: School Child Protection Procedures

The DSL will ensure that the school Child Protection policy is made publicly available and that parents are aware of the fact that suspected abuse or neglect may be made and the school/colleges role within this. That staff know the policy and use it appropriately, it is reviewed and updated regularly along with the governing body/management committee.

1. What Should Staff/Volunteers Do If They Have Concerns About A Child or Young Person in School?

Education professionals who are concerned about a child's welfare or who believe that a child is or may be at risk of abuse should pass any information to the Designated Senior Leader **(DSL)** in school; this should *always* occur as soon as possible and certainly within 24 hours
(See Flowchart at Appendix 1):

The Designated Senior Leader is: Alison Halstead

The Backup Designated Senior Leader is: Jeremy Duke

It is these senior colleagues who are responsible for taking action where the welfare or safety of children or young people is concerned. If staff are uncertain about whether their concerns are indeed 'child protection' then a discussion with their DSL/line manager will assist in determining the most appropriate next course of action[3]:

Staff should never:

- Do nothing/assume that another agency or professional will act or is acting.
- Attempt to resolve the matter themselves, the process in our school is that all concerns are reported to the DSL/backup DSL, if no one who is DSL trained is contactable, then the concerns are reported to the next most senior member of staff.

What should the DSL consider right at the outset?

- Am I dealing with 'risk' or 'need'? (By definition, a child at risk is also a child in need. However, what is the *priority / level and immediacy* of risk / need?)
- Can the level of need identified be met:
- In or by the school or by accessing universal services/ undertaking a level 2 or 3 CAF/TAF without referral to Children's Social Care (formerly Social Services) or other targeted services
- By working with the child, parents and colleagues?
- What resources are available to me / the school and what are their limitations?
- Is the level of need such that a referral needs to be made to Children's Social Care which requests that an assessment of need be undertaken? **(Level 4 on the current CoN)**
- Is the level and/or likelihood of risk such that a child protection referral needs to be made (i.e. a child is suffering or is likely to suffer significant harm? **(Level 4 on the current Con)**
- What information is available to me: Child, Parents, Family & Environment?
- What information is inaccessible and, potentially, how significant might this be?
- Who do I/don't I need to speak to now and what do they need to know?
- Where can I access appropriate advice and/or support? (Safeguarding in Education Team 01772 532723
- If I am not going to refer, then what action am I going to take? (e.g. time-limited monitoring plan, discussion with parents or other professionals, recording etc)

2. Feedback to Staff Who Report Concerns to the Designated Senior Leader

Rules of confidentiality dictate that it may not always be possible or appropriate for the Designated Senior Leader to feedback to staff who report concerns to them. Such information will be shared on a 'need to know' basis only and the Designated Senior Leader will decide which information needs to be shared, when and with whom. The primary purpose of confidentiality in this context is to safeguard and promote the child's welfare.

3. Thresholds for Referral to Children's Social Care (CSC)

Where a Designated Senior Leader or line manager considers that a referral to CSC may be required, there are two thresholds for (and their criteria) and types of referral that need to be carefully considered:

(i) Is this a Child In Need?

Under section 17 (s17(10)) of the Children Act 1989, a child is in need if:

a) He is unlikely to achieve or maintain, or to have the opportunity to achieve or maintain, a reasonable standard of health or development, without the provision of services by a local authority;

b) His health or development is likely to be impaired, or further impaired, without the provision of such services;

c) He is disabled.

(ii) Is this a Child Protection Matter?

Under section 47(1) of the Children Act 1989, a local authority has a duty to make enquiries where they are informed that a child who lives or is found in their area:

a) is the subject of an Emergency Protection Order;

b) is in Police Protection; or where they have reasonable cause to suspect that a child is suffering or is likely to suffer significant harm.

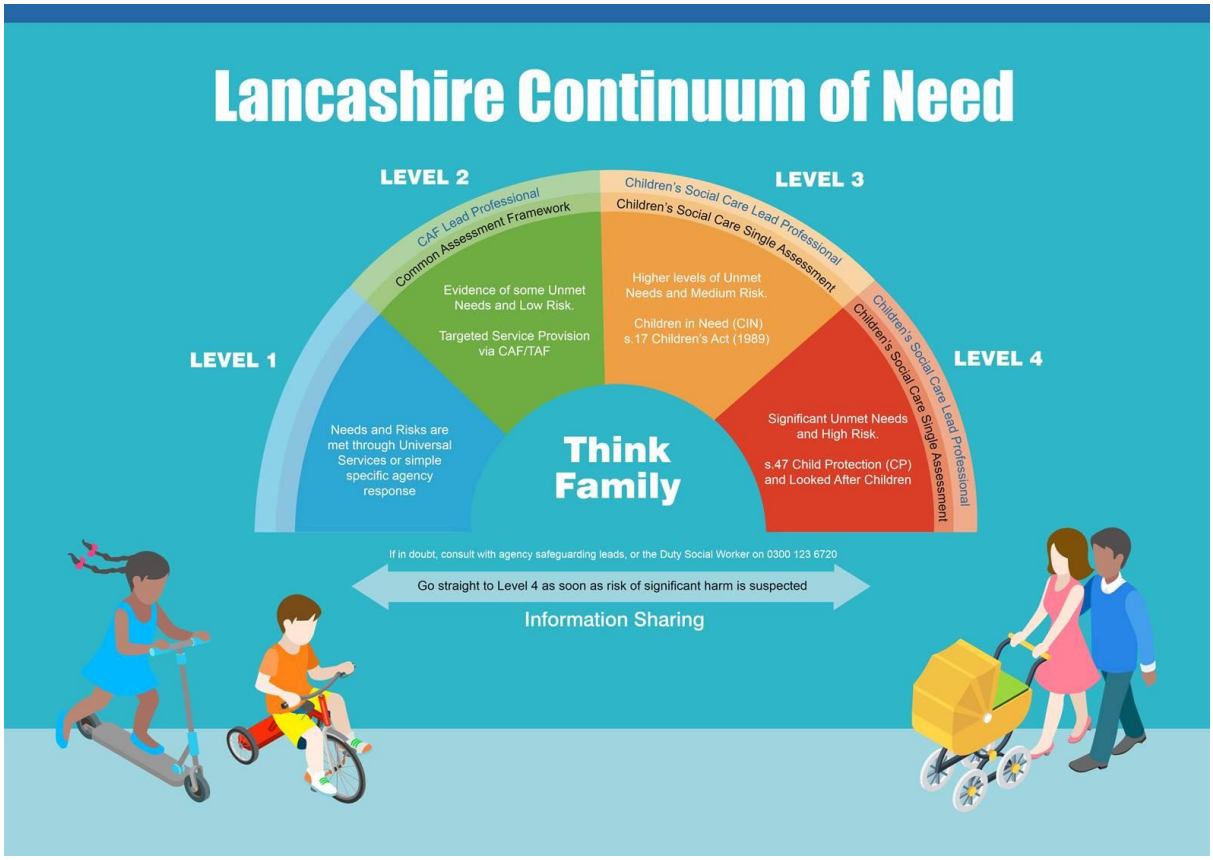
Therefore, it is the 'significant harm' threshold' that justifies statutory intervention into family life. A professional making a child protection referral under s.47 must therefore provide information which clearly outlines that a child is suffering or is likely to suffer significant harm.

The Designated Safeguarding Lead will make judgements around 'significant harm', levels of 'need' and 'risk' when to refer.

Making Referrals to CSC
(Guidance for the Designated Safeguarding Lead)

The Lancashire CoN provides 4 levels to described family circumstances

- **LEVEL 1** – needs and risks are met through Universal Services or simple specific agency response
- **LEVEL 2** – evidence of some unmet needs and low risk. Targeted Service Provision via CAF/TAF
- **LEVEL 3** – higher levels of unmet needs and medium risk. Child in Need (CIN)
- **LEVEL 4** – Significant unmet needs and high risk. Child Protection (CP) and Looked After Children.



The link below enables you to access the documents to enable a referral to CSC and also the CAF/TAF forms as well as relevant guidance documents

http://www.lancashirechildrenstrust.org.uk/resources/?siteid=6274&pageid=40180

4. CSC Responses to Referrals and Timescales

In response to a referral, Children's Social Care may decide to:

- Provide advice to the referrer and/or child/family;
- Refer on to another agency who can provide services;
- Convene a Strategy Meeting (within five working days);
- Provide support services under Section 17;
- Undertake a Statutory Assessment (completed within 45 working days);
- Convene an Initial Child Protection Conference (within 15 working days of a Strategy Meeting)
- (see **www.lancashire.gov.uk/safeguardingchildrenboard - click on contents and go to Chapter 3;** Managing Individual Cases where there are Concerns about a Child's Safety and Welfare - Procedures
- Accommodate the child under Section 20 (with parental consent);
- Make an application to court for an Order;
- Take no further action.

5. Feedback from Children's Social Care

Upon receiving referral, Children's Social Care will decide on a course of action. They should acknowledge receipt of a written referral within **ONE** working day. If the referrer has not received an acknowledgement within **THREE** working days they should make contact with the relevant manager in the Children's Social Care Team. The Children's Social Care manager is responsible for ensuring that the referrer and the family (provided this does not increase any risk to the child) are informed of the outcome of the referral and reasons for supporting the decision. This will be done as soon as possible and, in all cases, within a **maximum of 7 working days**.

6. Risk Assessment 'Checklist'

- ❑ Does/could the suspected harm meet the LSCB definitions of abuse?
- ❑ Are there cultural, linguistic or disability issues?
- ❑ I am wrongly attributing something to impairment?
- ❑ Does the chronology indicate any possible patterns which could/do impact upon the level of risk?
- ❑ Are any injuries or incidents acute, cumulative, episodic?
- ❑ Did any injuries result from spontaneous action, neglect, or intent?
- ❑ Explanations consistent with injuries/behaviour?
- ❑ Severity and duration of any harm?
- ❑ Effects upon the child's health/development?
- ❑ Immediate/longer term effects?
- ❑ Likelihood of recurrence?
- ❑ Child's reaction?
- ❑ Child's perception of the harm?
- ❑ Child's needs, wishes and feelings?
- ❑ Parent's/carer's attitudes/response to concerns?
- ❑ How willing are they to cooperate?
- ❑ What does the child mean to the family?
- ❑ What role does the child play?
- ❑ Possible effects of intervention?
- ❑ Protective factors and strengths of/for child (i.e. resilience/vulnerability)
- ❑ Familial strengths and weaknesses?
- ❑ Possibilities?
- ❑ Probabilities?
- ❑ When and how is the child at risk?
- ❑ How imminent is any likely risk?
- ❑ How grave are the possible consequences?
- ❑ How safe is this child?
- ❑ What are the risk assessment options?
- ❑ What are the risk management options?
- ❑ What is the interim plan?