

Whole-School Policy on Safeguarding and Child Protection 2021-22



Carnforth
High School

Author:

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SLT Lead:

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Governors' Committee:

**Welfare (not yet
ratified)**

Next Review Date:

September 2022



Confidence

Purpose

Respect

Named staff with specific responsibility for Safeguarding & Child Protection

Academic year	Designated Safeguarding Lead	Deputy Safeguarding Leads	Board Level Lead/Nominated Governor	Chair of Governors
2021-2022	Mr Fox	Mrs A Barnes	Mrs Caldwell	M. Dudfield

Policy Review dates

Review Date	Changes made	By whom	Date Shared with staff

Training for Designated Staff in School

Whole School	Designated Safeguarding Lead	Deputy Designated Safeguarding Lead	Principal
September 1 st 2021	Mr Fox – September 2021	Mrs Barnes – July 2021	Mr Iddon – October 2021
		Mr Bullock – November 2019	
		Mrs Reeves – June 2019	

Safer Recruitment Training

Name of Staff Member - Governor	Date of attendance	Provided by who
Tim iddon	Sept 2020	NSPCC
Owen Bullock	Sept 2020	NSPCC
James Fox	Sept 2020	NSPCC

This policy is in line with:

- Sections 175 of the Education Act 2002 and Education (Independent School Standards) Regulations 2014.
- [Lancashire - Children's Safeguarding Assurance Partnership](#)
- [Working Together To Safeguard Children HM Government 2018](#) (updated Feb 2019)
- [Keeping Children Safe in Education \(KCSIE\) DfE 2021](#)
- School's duty under the Children Act 2004, to co-operate with other organisations and agencies.
- *What To Do If You Are Worried A Child is Being Abused* 2015
- Recommendations from national and local Serious Case Reviews
- [Sexual Violence and sexual harassment between children in schools and colleges DfE 2021](#)
- [DfE guidance relating to COVID19 \(this is subject to change and can be withdrawn inline with latest government guidance\)](#)

This policy applies to all adults, including volunteers, working in or on behalf of the school

PURPOSE OF A SAFEGUARDING AND CHILD PROTECTION POLICY

An effective whole school child protection policy is one which provides clear direction to staff and others about expected codes of behaviour in dealing with child protection issues. An effective policy also makes explicit the school's commitment to the development of good practice and sound procedures. This ensures that child protection concerns and referrals may be handled sensitively, professionally and in ways which prioritise the needs of the child.

Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child. ([Keeping Children Safe in Education \(KCSIE\) DfE 2021](#))

Safeguarding includes the establishment and implementation of procedures to protect children from deliberate harm, however, safeguarding also encompasses all aspects of pupils' health, and safety and well-being.

Safeguarding and promoting the welfare of children is defined as:

- Protecting children from maltreatment;
- Preventing impairment of children's **mental and physical health or development**;
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best outcomes.

SCHOOL COMMITMENT

Our school fully recognises the contribution it can make to protect children and support pupils in school.

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

(a) **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 considered.

(b) **Protection:**

By following agreed procedures, ensuring staff are trained to recognise possible signs and symptoms of abuse and are trained and supported to respond appropriately and sensitively to child protection concerns.

(c) **Support:**

To support and guide pupils who may have been abused. Whilst supporting staff in delivering the highest levels of safeguarding and child protection.

Carnforth High School is committed to safeguarding and promoting the welfare of all of its pupils. Each pupil's welfare is of paramount importance. We recognise that some children *may* be especially vulnerable to abuse e.g. those with Special Educational Needs and Disabilities or Physical Health Issues (ref. KCSIE para 185), those living in adverse circumstances. We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at school, their behaviour may be challenging. We recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all of our pupils.

Our school will therefore:

- (a) Be vigilant to recognise when issues maybe developing with our students. This ethos will be created through CPD sessions and training with school staff
- (b) Ensure that children know that there are adults in the school who they can approach if they are worried or are in difficulty.
- (c) Include in the curriculum activities and opportunities for PSHE which equip children with the skills they need to stay safe and / or communicate their fears or concerns about abuse. Safeguarding issues that are relevant to our local community will be taught through assemblies and during social, moral, spiritual & cultural reflection sessions in form times.
- (d) 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.
- (e) Ensure that every effort will be made to establish effective working relationships with parents and colleagues from other agencies.

ROLES AND RESPONSIBILITIES

The Governing Body/Proprietor/Management Committee should ensure that:

- the school has a whole school approach to safeguarding and that all systems, processes and policies operate with the best interests of the child at their heart
- the school is aware of and complies with the Local Authority's arrangements to promote co-operation between itself, the school and relevant partners and organisations who are engaged in activities relating to children
- the school contributes to inter-agency working in line with statutory guidance [Working Together to Safeguard Children](#)
- the school understands the local criteria for action and the local protocol for assessment (see <https://www.lancshiresafeguarding.org.uk/resources/assessment-and-referral.aspx>)
- there is a clear accountability for the commissioning and / or provision of services designed to safeguard and promote the welfare of children
- there is a senior board level lead to take strategic leadership responsibility for the school's safeguarding arrangements (e.g. nominated governor)
- the school has a child protection policy and procedures in place. They are in accordance with government guidance and refer to locally agreed inter-agency procedures put in place by the Blackburn with Darwen, Blackpool and Lancashire Children's Safeguarding Assurance Partnership, are updated annually, and available publicly either via the school or college website or by other means
- the school has a behaviour policy in place, which includes measures to prevent peer on peer abuse, including cyberbullying, prejudice-based and discriminatory bullying
- there is recognition of the expertise that staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis. Opportunity should therefore be provided for staff to contribute to and shape safeguarding arrangements and child protection policy
- the child protection policy and procedures are provided to and read by all staff, including temporary staff and volunteers, on induction.
- all staff read at least part one of KCSIE 2021, or Annex A where appropriate, and all leaders and staff who work directly with children read Annex B of KCSIE 2021
- mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part one of KCSIE 2021 to ensure that all staff understand and follow the policies and procedures adopted by the governing body
- all staff undertake appropriate child protection training (including online safety)
- a senior member of the school's leadership team is designated to take lead responsibility for safeguarding and child protection (Designated Safeguarding Lead). This is explicit in the DSL's job description (Annex C KCSIE) and the need for a deputy DSL is reviewed
- the DSL has the appropriate authority and the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children

- information regarding the role of the DSL is provided to all staff and volunteers on induction
- a designated teacher is appointed and appropriately trained to promote the educational achievement of children who are looked after and have previously been looked after, (children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales,) and should work with the Virtual School Head.
- staff have the skills, knowledge and understanding necessary to keep looked after, and previously looked after children safe
- appropriate staff have the information they need in relation to a child's looked after legal status
- the DSL holds information on which children have a social worker so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes and that child protection files are maintained
- the school accesses a range of advice to help them identify children in need of additional mental health support
- the school prevents people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, and taking proportionate decisions on whether to ask for any checks beyond what is required and ensuring volunteers are appropriately supervised
- the school has written recruitment and selection policies and procedures in place
- at least one person on any appointment panel has undertaken safer recruitment training
- the school has a staff behaviour policy (code of conduct) which should amongst other things include acceptable use of technologies, staff/pupil relationships and communications including the use of social media. This is provided to all staff, including temporary staff and volunteers, on induction
- staff and governors adhere to the school's policy on acceptable use of technologies and communication using technologies
- the school has a [code of conduct for governors](#)
- the school has procedures for dealing with allegations of abuse against staff, including supply staff, and volunteers that comply with guidance from the Local Authority and locally agreed inter-agency procedures
- the proprietor/chair of governors liaises with the LADO and/or partner agencies in the event of allegations of abuse being made against the head teacher
- in the event of allegations of abuse being made against the **Principal**, allegations are reported directly to the LADO.
- there are procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has harmed or poses a risk of harm to a child or vulnerable adult and the individual has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left
- children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social health and economic education (PSHE). [The Government has made regulations which will make the subjects of Relationships Education \(for all primary pupils\) and Relationships and Sex Education \(for all secondary pupils\) and Health Education \(for all pupils in state-funded\) mandatory from September 2020.](#) Schools have

flexibility to decide how they discharge their duties effectively of compulsory teaching until the start of the summer term 2021.

- appropriate filters and appropriate monitoring systems are in place so children are safeguarded from potentially harmful and inappropriate online material being careful that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding (Ref KCSIE para 123). [UK Safer Internet Centre](#)
- as schools increasingly work online that children are appropriately safeguarded and additional guidance to keep children safe online, (including when they are on line at home) is provided in [KCSIE Para 123-135](#) and at [safeguarding-in-schools-colleges-and-other-providers](#) and [safeguarding-and-remote-education](#)
- all staff and governors recognise **that children are capable of abusing their peers**, and that this should not be tolerated or passed off as ‘banter’ or ‘part of growing up. Any allegations of peer abuse and concerns about serious violence, including knife crime, sexual violence and sexual harassment, physical abuse, youth produced sexual imagery, (sexting,) initiation/hazing¹ type violence, rituals, 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), which is a criminal offence must be reported to the DSL and guidance and procedures must be followed. There should be a whole establishment approach to preventing sexual violence and sexual harassment between children. A policy and procedures are in place with regards to peer on peer abuse and followed by all staff (ref KCSIE paras 46 - 54, and 144 - 146, and KCSIE Part 5 Child on Child Sexual Violence and Sexual Harassment), all staff should have due regard to this and updated DfE guidance **Sexual Violence and sexual harassment between children in schools and colleges (September 2021)**.
- the school has due regard to the duties to prevent people from being drawn into terrorism and to protect and prepare pupils against the risk of a terrorist attack (there is a definition of terrorism in [Annex B - Preventing Radicalisation](#)).
- all staff understand the risk factors regarding female genital mutilation and known cases are reported
- appropriate safeguarding responses are in place to children who go missing from education (ref KCSIE para 85 and 164) including the statutory duty to notify the LA, as appropriate, when a pupil’s name is about to be deleted from the school admission register
- **Use of school premises for non-school activities** Where the school rents out school facilities / premises to organisations or individuals, they should ensure that appropriate arrangements are in place to keep children safe. The governing body should seek assurances that the body concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as necessary) KCSIE paras 155 - 156
- there is an annual review of policies and procedures
- any deficiencies or weaknesses regarding child protection arrangements, whenever identified, are remedied without delay
- when there is a safeguarding concern the child’s wishes and feelings are taken into account when determining what action to take

¹ **Hazing:** is any action taken or any situation created intentionally that causes embarrassment, harassment or ridicule and risks emotional and/or physical harm to members of a group or team, whether new or not, regardless of the person's willingness to participate.

- systems are well promoted, easily understood and easily accessible for children to confidentially report abuse, knowing their concerns will be treated seriously and knowing they can safely express their views and give feedback
- staff are aware that children with SEN and disabilities, mental health or medical conditions can face additional safeguarding challenges and additional barriers can exist when recognising abuse and neglect in this group of children

The Principal should 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
- they liaise with the LADO and partner agencies in the event of allegations of abuse being made against a member of staff or volunteer
- they receive appropriate safeguarding and child protection training which is regularly updated

The Designated Safeguarding Lead:

The DSL role is set out in full in KCSIE 2021 Annex C and this should be explicit in the DSL's job description. The role carries a significant level of responsibility and they should be a senior member of staff on the school's leadership team and take lead responsibility for safeguarding and child protection (including online safety). They should be given the time, funding, training, resources and support to carry out their role and to provide advice and support to other staff on child welfare and safeguarding and child protection matters, to take part in strategy discussions and inter-agency meetings, and/or to support other staff to do so, and to contribute to the assessment of children.

The DSL and Deputy (if appropriate) will:

Manage referrals

- Refer cases of suspected abuse to the local authority children's social care as required
- Support staff who make referrals to local authority children's social care
- Refer cases to the Channel panel through the universal referral form where there is a radicalisation concern as required
- Support staff who make referrals to the Channel panel
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- Refer cases where a crime may have been committed to the Police as required (the guidance [NPCC- When to call the police](#) should help DSLs understand when they should consider calling the police and what to expect when they do.)
- If after a referral the child's situation does not appear to be improving the DSL (or the person that made the referral) should press for re-consideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves
- Report cases of prejudice, hate based incidents or hate crimes to the Local Authority.

Hate crimes should also be reported to [the police](#).

- Access a range of advice to help them identify children in need of additional mental health support. More information can be found in the [mental health and behaviour in schools guidance](#)

Work with others

- Act as a point of contact with the three safeguarding partners
- As required, liaise with the 'case manager' and the LADO for child protection concerns in cases which concern a staff member
- Liaise with the Principal to inform them of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- For Looked-After children have available the details of the child's social worker and the name of the virtual school head in the authority that looks after the child
- Liaise with staff on matters of safety and safeguarding and welfare (including online and digital safety,) and when deciding whether to make a referral by liaising with relevant agencies, so that children's needs are considered holistically
- Liaise with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health;
- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances;
- Work with the principal and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school or college. This includes:
- Ensure that the school knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort; and,
- Support teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.

Training, knowledge and skills

The DSL should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.

This training should provide them with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children as well as specific harms that can put children at risk and the processes, procedures and responsibilities of other agencies, particularly children's social care, so they can:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- Understand the importance of the role the designated safeguarding lead has in providing information and support to children social care in order to safeguard and promote the welfare of children;
- Understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes;
- Be alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers;
- Be alert to the additional barriers to recognising abuse and neglect in children with special educational needs and disabilities or physical health issues; including assumptions that indicators of possible abuse relate to the child's condition, understanding that these children are more prone to peer group isolation or bullying, that children may be disproportionately impacted by behaviours such as bullying without showing outward signs and communication barriers and difficulties impact on managing or reporting challenges.
- Ensure each member of staff has access to and understands the school's or college's child protection policy and procedures, especially new and part time staff;
- Are alert to the specific needs of children in need, those with special educational needs and young carers;
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation (GDPR).
- Are able to keep detailed, accurate, secure written records of concerns and referrals;
- Understand and support the school or college with regards to the requirements of the Prevent duty, including online safety and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- Obtain access to resources and attend any relevant or refresher training courses;
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.
- Understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school;
- Recognise the additional risks that children with SEN and disabilities (SEND) face online, for example from online bullying, grooming and radicalisation and be confident and have the capacity to support SEND children to stay safe online.

They should refresh their knowledge and skills (this might be via e-bulletins, meeting other DSLs, or simply taking time to read and digest safeguarding developments and news such as those provided by the CSAP at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role.

Training should support the DSL in developing expertise so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. Specifically, to

ensure that staff are supported during the referral process and support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

Raise Awareness

The DSL should:

- Ensure the school's child protection policies are known, understood and used appropriately.
- Ensure the school child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors and staff regarding this.
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and
- Link with the safeguarding partner arrangements to make sure staff are aware of training opportunities and the latest local policies on safeguarding arrangements.
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school and college leadership staff. Their role could include ensuring that the school or college, and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

Providing Support to Staff

All staff should be aware of the systems in school which supports safeguarding and these should be explained to them at induction, including

- Child protection policy, including peer on peer abuse,
- Behaviour policy,
- Staff behaviour policy (code of conduct)
- Safeguarding response to children who go missing from education
- Role of the DSL.

Understanding the views of children

It is important that children feel heard and understood. The DSL should be supported in developing knowledge and skills to encourage a culture of listening to children and taking account of their wishes; and understand the difficulty children may have in approaching staff and consider how to build trusted relationships which facilitate communication.

Holding and Sharing Information and Managing Child protection file

- The designated safeguarding lead is responsible for ensuring that child protection files are kept up to date.
- Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child.
- Records should include:
 - a clear and comprehensive summary of the concern;
 - details of how the concern was followed up and resolved;
 - a note of any action taken, decisions reached and the outcome.
- They should ensure the file is only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing guidance.
- Where children leave the school or college ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained. Receiving schools should ensure that key staff such as DSLs and SENCOs are aware as required. This includes in year transfers.
- In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.
- Ensure that CP records are retained for an appropriate length of time and the school has regard to any other requirement requiring specific retention periods. The current requirement under IICSA (Independent Inquiry into Child Sex Abuse) is that records of child sex abuse should be retained for the period of the inquiry. Please see details [here](#)
- Ensure that, if a child goes missing or leaves to be educated at home, the child protection file is stored securely in school in line with school's data storage arrangements.
- Ensure that any worker involved from Social Care is informed where the child leaves the school.
- [LCC Elective Home Education Policy and Procedures](#) can be accessed for further guidance

Availability

- During term time always be available (during school hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the DSL (or deputy) would be expected to be available in person, it is a matter for individual schools, working with the DSL, to define what "available" means and whether in exceptional circumstances availability via phone and or Skype or other such mediums is acceptable

- It is a matter for individual schools and colleges and the DSL to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities
- It is a matter for individual schools and colleges as to whether they choose to have one or more deputy DSL(s). Any deputies should be trained to the same standard as the DSL.
- Whilst the activities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding and child protection, as set out above, remains with the DSL. This responsibility should not be delegated.

All School Leaders, Staff and Volunteers should:

- Read at least part one (or annex A, if appropriate) and Annex B of KCSIE 2021
- Receive appropriate child protection training, including online safety training, at induction and which is regularly updated, (for example, via email, CPOMS, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively
- Be aware of systems within their school or college which support safeguarding. These should be explained to them as part of staff induction. This includes: the school's child protection policy; the school's staff behaviour policy (sometimes called a code of conduct); the identity and role of the DSL and any deputies and the safeguarding response to children who go missing from education
- Know what to do if a child tells them they are being abused or neglected and know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved. Staff should never promise a child that they will not tell anyone about a report of abuse
- Be aware of the process for making referrals to children's social care where there are concerns about a child's welfare 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
- Be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection
- Be aware of children who may need support with their mental health
- Maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the **best** interests of the child
- Where there are concerns about a child, **always** speak with the DSL
- If the DSL is not available, staff should speak to a member of the SLT and / or take advice from local children's social care (KCSIE, 2021, para 48)
- Understand that, whilst anyone can make a referral to Children Social Care, the correct school procedure is to report any concerns to the DSL in the first instance and record on CPOMS. If after a referral the child's situation does not appear to be improving the DSL (or the person that made the referral) should press for re-consideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves. They can make a referral to CSC by ringing 0300 1236720 and follow this up in writing on the CSC referral form within

48 hours and emailing it securely to cyreferrals@lancashire.gov.uk. Prior to this, they can access advice from the safeguarding in education team on 01772 531196.

- Have due regard to the duty to prevent people from being drawn into terrorism; report known cases of female genital mutilation and follow procedures when a child goes missing from education
- Be aware of the school or setting's emergency procedures regarding lock-down and evacuation
- Where there are concerns about another staff member, refer these concerns to the Principal
- Where there are concerns about the Principal, refer these concerns to the chair of governors or LADO
- Raise concerns about poor or unsafe practices and potential failures in the school's safeguarding regime and where, necessary have regard to whistleblowing procedures ([The NSPCC whistleblowing helpline](#) is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school or college. Staff can call 0800 028 0285 – or email: help@nspcc.org.uk)
- Be aware of local early help process and understand their role in line with Working Together to Safeguard Children 2018, and be particularly alert to the potential need for early help for a child who:
 - is disabled or has certain health conditions and has specific additional needs
 - has a mental health need
 - has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
 - is a young carer
 - has a family member in prison, or is affected by parental offending
 - is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
 - is frequently missing/goes missing from care or from home
 - is at risk of modern slavery, trafficking, sexual or criminal exploitation
 - is at risk of being radicalised or exploited
 - is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
 - is at risk of "honour" based abuse such as Female Genital Mutilation or Forced Marriage
 - is misusing drugs or alcohol themselves
 - has returned home to their family from care
 - is a privately fostered child
 - is persistently absent from education, including persistent absences for part of the school day
- Not assume a colleague or another professional will act and share information that might be critical in keeping children safe and be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. If in any doubt about

sharing information, staff should speak to the designated safeguarding lead or a deputy. Fears about sharing information **must not** be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children. **Staff should be vigilant and always raise any concerns with their DSL or deputy.**

- Speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM) and be aware that there is a specific **legal** duty on **teachers, if**, in the course of their work in the profession, they discover that an act of FGM appears to have been carried out on a girl under the age of 18, and that they **must** report this to the police.
- **Should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life. Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.**

Concerns should always lead to help for the child at some point.

Identifying children and young people who are suffering or likely to suffer significant harm

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.

Definitions

As in the Children Acts 1989 and 2004, a **child** is anyone who has not yet reached their 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 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 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 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. The sexual abuse of children by other children is a specific safeguarding issue (also known as peer on peer abuse) in education and **all** staff should be aware of it and of their school policy and procedures for dealing with it.

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 care-givers)
- ensure access to appropriate medical care or treatment

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

Children potentially at greater risk of harm

All children should be protected but some groups of children are potentially at greater risk of harm.

Children who need a social worker (Child in Need and Child Protections Plans)

Children may need a social worker due to safeguarding or welfare issues, this can lead them to be vulnerable to further harm as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health. This should inform decisions about safeguarding and promoting welfare, considering the provision of pastoral and / or welfare support, alongside action by statutory services.

Children missing from education

This can be a vital warning sign to a range of safeguarding issues and the response of the school will support identifying abuse help prevent the risk of the child going missing in the future.

Elective Home Education (EHE)

School recognises that many home educated children have a positive learning experience, but it can also mean that some children are less visible to services that are there to keep them safe. School will follow local arrangements where parents express their intention to remove a child from school. NYCC Elective Home Education Policy and Procedures

Children requiring mental health support

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. The school has clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.

The senior mental health lead for the school is (insert name). They will access training and resources to develop the whole school approach to mental health and wellbeing.

Looked after children and previously looked after children

The most common reason for children becoming looked after is as a result of abuse and/or neglect. The school will hold the information in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents, or on an interim or full care order)

and the child's contact arrangements with birth parents or those with parental responsibility. The school will hold the name of the child's social worker.

The school recognises that a previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe.

Procedures

Acting to ensure that children are safe at school and at home

All staff and volunteers follow the [LCC Child Protection Procedures manual](#) which are consistent with *Keeping Children Safe in Education 2021*; *Working Together to Safeguard Children 2018* and *What To Do If You Are Worried A Child is Being Abused 2015*

Extra Familial Harm – (Contextual Safeguarding)

All staff should be aware that Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments. **All** staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. It is important that schools provide as much information as possible so that assessments can consider any harm in contexts outside the home. Extra familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, sexual abuse, serious youth violence, and County Lines.

Staff should recognise that children with SEN and disabilities and certain health conditions can face additional safeguarding challenges. They must not assume that indicators of possible abuse such as behaviour, mood and injury relate to a child's disability without further exploration. They must remain alert to the fact that children with SEN, disabilities and certain health conditions can be more prone to peer group isolation and disproportionately impacted by behaviours such as bullying, without outwardly showing any signs and may have communication barriers and difficulties overcoming these barriers. Information must be shared to the DSL about concerns raised, or ongoing involvement in a safeguarding nature, for a child with SEN/Disabilities.

It is **not** the responsibility of the school staff to investigate or determine the truth of any disclosure or allegation of abuse or neglect. This includes allegations of peer abuse. 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 in their absence with the person who deputises) prior to any discussion with parents.

Safeguarding issues

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking or alcohol misuse, deliberately missing education and consensual and non-consensual sharing of nudes and semi-nude images and / or videos can be signs that children are at risk.

All staff should be aware of how the school manages and supports issues of Peer on Peer Abuse, Sexual Harassment, Online Sexual Abuse and Sexual Violence.

Other safeguarding issues all staff should be aware of include:

- Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)
- Domestic abuse
- Female Genital Mutilation (FGM)
- Peer or peer abuse (child on child)
- Serious violence

a) 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 non-attendance
- 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
- any concerns related to serious crime, including knife crime
- any concerns relating to peer abuse
- any concerns relating to youth produced sexual imagery (sexting)
- any concerns relating to a child's engagement with extremist groups or ideologies (Prevent Duty)

Responding to Disclosure

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. Where there may be a communication difficulty, students can access staff that have training or resources to allow a student to disclose. Other platforms for a student to disclose are available i.e. E-Praise. Any disclosure logged on E-Praise will come through to the DSL (or deputy in their absence).

Such information cannot remain confidential and staff will immediately communicate what they have been told to the DSL and make a contemporaneous record. If in doubt about recording requirements staff should discuss with the DSL.

Principles

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

Staff will:

- listen to and take seriously any disclosure or information that a child may be at risk of harm
- try to ensure that the person disclosing does not have to speak to another member of school staff
- clarify the information
- try to keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened?' rather than 'Did x hit you?'
- not ask leading questions
- try not to show signs of shock, horror or surprise
- not express feelings or judgements regarding any person alleged to have harmed the child
- explain sensitively to the person that they have a responsibility to refer the information to the senior designated person
- reassure and support the person as far as possible, remember not to tell them that you will fix it or make promises to resolve what they have told you
- explain that only those who 'need to know' will be told
- explain what will happen next and that the person will be involved as appropriate and be informed of what action is to be taken

Action by the DSL (or Deputy DSL in their absence)

The following actions will be taken where there are concerns about significant harm to **any child, including where there is already an open case to Children's Social Care**, (e.g. Looked after Child).

Following any information raising concern, the DSL will consider:

- if they believe there is immediate risk of significant harm to a child and therefore should contact Lancashire Police on 999
- if they should report a crime that does not need an emergency response by calling 101
- if there is an urgent safeguarding concern and they should call the Lancashire Children's Social Care 0300 123 6720
- any urgent medical needs of the child and the need to call 999 or 111
- whether to make an enquiry to the MASH team – this number is regularly update and it is best practice to log a call through Lancashire Children's Social Care contact centre 0300 123 6720
- discussing the matter with other agencies involved with the family
- consulting with appropriate persons e.g. for students who are looked after from North Yorkshire we would contact North Yorkshire County Council Children & Families Service
- the child's wishes and any fears or concerns they may have

Then decide:

- wherever possible, to talk to parents, unless to do so may place a child at risk of significant
 - whether to make a referral to statutory services as the child may be in need or because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately
- OR**
- not to make a referral at this stage
 - if further monitoring is necessary
 - if it would be appropriate to undertake an early help assessment and/or make a referral for other services

Consent

It is good practice that agencies work in partnership with parents and carers and they are informed of your concerns with consent obtained for referrals.

Consent is always required for referrals to services such as Prevention Service, without it, the services available to the family may be limited.

Consent is not required should you believe informing the parents or carers would place a child at significant risk of harm.

Where consent has not been obtained, and professionals feel that a referral is still warranted, they should submit a referral detailing their actions and inform parent and carers of their actions. In cases of suspected Child Sexual Abuse in the family and Fabricated or Induced Illness it is best practice NOT to inform the family of the referral.

All information and actions taken, including the reasons for any decisions made, will be fully documented.

All referrals to Childrens Social Care will be made by calling 0300 123 6720 followed by completing the Lancashire CSC referral form 2017 within 24 hours ([at the bottom of the website on this link](#)). If instructed by a Social Worker you may be required to complete a CAF for support through the Children and Family wellbeing Service ([available on this link](#)). If your concerns are not followed through at Level 3 or 4 of the Pan-Lancashire Continuum of Need you **must** still submit the Lancashire CSC referral form 2017.

Or

Action following a child protection referral

It is the responsibility of all staff to safeguard children. It is the role of the DSL (or appropriately trained Deputy DSL.) to attend multi-agency meetings and provide reports for these. Other staff in school, however, may be asked to contribute.

The DSL will:

- make regular contact with Children's Social Care
- contribute to the Strategy Discussion ([See appendix for Strategy Discussion instructions](#)) and all assessments
- provide a report for, attend and contribute to any subsequent Child Protection Conference
- if the child has a Child Protection Plan, contribute to the Child Protection Plan and attend Core Group Meetings and Review Child Protection Conferences
- where possible, share all reports with parents prior to meetings
- where in disagreement with a decision made e.g. not to apply Child Protection Procedures or not to convene a Child Protection Conference, follow the Lancashire Social Care appeals procedure (available at the conference)
- where there is significant information in respect of a child subject to a Child Protection Plan, **immediately** inform the Social Worker assigned. If you cannot make contact make sure the call is logged through 0300 123 6720. If it is of a significant nature, call their manager in Children's Social Care e.g. any significant changes or concerns, departures from the CP plan, child moves/goes missing/is removed from school or fails to attend school

Recording and monitoring

As a School we will record:

- information about the child: name (aka) address, dob., those with parental responsibility, primary carers, emergency contacts, any court orders, if a child is or has been subject to a CP Plan (where this information has been shared by a previous school or placement).
- key contacts in other agencies including GP details
- any disclosures/accounts from child or others, including parents (logged and scanned into CPOMS)

- significant contacts with carers/other agencies/professionals (logged through the use of CPOMS)
- all concerns, discussions, decisions, agreements made and actions taken and the reasons for these, the plan to protect the child and arrangements for monitoring/review (logged and recorded on CPOMS)

All records should be objective and include:

- statements, facts and observable things (what was seen/heard)
- Use of the body map on CPOMS indicating position, size and colour of any injuries (not a photograph)
- words child uses, (not translated into 'proper' words)
- non-verbal behaviours

Records should include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome

All sensitive and CP records are held securely, kept confidential and are only accessible to those who need to know through the use of CPOMS system in school. The DSL and backups are the Keyholders for these files and Heads of Year will be able to access more sensitive information when relevant to the best interests of the child.

When sharing confidential information about a member of staff or pupil, the school has regard to the data protection principles, which allow them to share personal information, as provided for in the Data Protection Act 2018, and the GDPR and where relevant, the Education (Pupil Information) (England) Regulations 2005 and the Freedom of Information Act 2000. Advice on information sharing advice for practitioners can be accessed [here](#).

The school notes that Keeping Children Safe in Education (2021), para 108. The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children'. This includes allowing practitioners to share information without consent.' KCSIE 2021 para 109.

School will monitor:

Any cause for concern including where there could be serious child welfare concerns e.g.

- Injuries/marks
- Attendance
- Changes e.g. mood/ academic functioning
- Relationships

- Language
- Behaviour
- Demeanour and appearance
- Statements, comments
- Medicals
- Stories, 'news', drawings
- Response to P.E./Sport
- Family circumstances
- Parental behaviour/ care of child
- Online activity

The DSL will review all monitoring arrangements in the timescale and manner determined by circumstances, recorded and clearly understood by all concerned.

Supporting the Child and Partnership with Parents and Carers

- School recognises that the child's welfare is paramount, however outstanding child protection practice and outcome relies on a positive, open and honest working partnership with parents and carers.
- Whilst we may, on occasion, need to make referrals without consultation with parents and carers, we will make every effort to maintain a positive and supportive working relationship with them whilst fulfilling our duties to protect any child.
- We will provide a secure, caring, supportive and protective relationship for the child.
- Children will be given a proper explanation (appropriate to age & understanding) of what action is being taken on their behalf and why.
- We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child, parents and carers. The DSL will determine which members of staff 'need to know' personal information and what they 'need to know' for the purpose of supporting and protecting the children.

Safeguarding Appendices

Allegations regarding person(s) who work with Children

Where an allegation is made against any person working in or on behalf of the school, or any other person who works with children, (including supply staff, volunteers and contractors) that they have:

- a. behaved in a way that has harmed a child or may have harmed a child
- b. possibly committed a criminal offence against or related to a child or
- c. behaved towards a child or children in a way that indicates they may pose a risk of harm to children
- d. behaved or may have behaved in a way that indicates they may not be suitable to work with children.

The school will apply the same principles as in the rest of this document.

Allegations management in the school will be undertaken by the Principal or (where the Principal is the subject of an allegation) the chair of governors or the chair of the management committee or proprietor of an independent school (the 'case manager'). Where the Headteacher is the sole proprietor, or where there is a conflict of interest in reporting to the Headteacher, this should be reported directly to the LADO.

The school has procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned. **This is a legal duty and failure to refer when the criteria are met is a criminal offence.**

Where the school dismisses or ceases to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first, they **must** consider whether to refer the case to the Secretary of State (via the Teaching Regulation Agency).

Supply teachers

Where the school is not the employer of an individual they still have responsibility to ensure allegations are dealt with appropriately and that they liaise with the relevant parties (this includes supply teachers and volunteers).

Whilst schools are not the employer of supply teachers, they should ensure allegations are dealt with properly. In no circumstances should a school decide to cease to use a supply teacher due to safeguarding concerns without finding out the facts and liaising with the LADO to determine a suitable outcome. Agencies should be fully involved and fully cooperate in any enquiries, but the school will usually take the lead.

School will always follow: The [DfE Guidance Keeping Children Safe in Education 2021 part 4](#):

School will immediately contact the Duty Local Authority Designated Officer (LADO) on **01772 536694** and then, where appropriate, submit a referral form to LADO within one working day (these are sent out via email from initial contact with LADO):

Where a child may have suffered significant harm, the school will also submit a referral to Children's Social Care.

Detailed and accurate records will be made to include decisions, actions taken, and reasons for these. All records will be retained securely in the single central record and on CPOMS.

Initial Action

- The person who has received an allegation or witnessed an event **MUST** immediately inform the Principal, (the senior manager,) make a record and have regard to the school's whistleblowing procedure
- In the event that an allegation is made against the Principal the matter will be reported to the alternative 'senior manager (DSL)' as described above
- In the event of an allegation being made against the Principal, where they are also the sole proprietor of an independent school, allegations will be reported directly to the LADO
- The senior manager will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs
- The member of staff will not be approached at this stage unless it is necessary to address the **immediate** safety of children
- The senior manager may need to clarify any information regarding the allegation, however no person will be formally interviewed or asked to write a formal statement at this stage
- The senior manager will consult with the Duty LADO (**01772 536694**) in order to determine if it is appropriate for the allegation to be dealt with by school or if there needs to be a referral to social care and/or the police for investigation
- Consideration will be given throughout to the support and information needs of pupils, parents and staff

Alternative Provision

This school is committed to safeguarding our children even if they are placed in alternative provision for a period of time within the school day/week. We therefore seek written reassurance that any Alternative Provision provider has acceptable safeguarding practices in place including; their response to concerns about a child; safer recruitment processes; attendance and child missing education procedures; and appropriate information sharing procedures. The school will also obtain a written statement from the provider that they have completed all the vetting and barring checks that are necessary on their staff.

Alternative Provision

The cohort of pupils in Alternative Provision often have complex needs, it is important that governing bodies and proprietors of these settings are aware of the additional risk of harm that their pupils may be vulnerable to.

Guidance is available at:

- [Alternative provision - DfE Statutory Guidance](#)
- [Education for children with health needs who cannot attend school - DfE Statutory Guidance](#)

Where we place one of our pupils with an alternative provision provider, we continue to be responsible for the safeguarding of our pupil, and will seek written assurances in order to be satisfied that the provider meets the needs of our pupil.

Work Experience

When we organise work experience placements we will ensure that the placement provider has policies and procedures are in place to protect our pupils from harm.

Barred list checks by the DBS might be required on some people who supervise a child under the age of 16 on a work experience placement. We will consider the specific circumstances of the work experience placement. Consideration will be given in particular to the nature of the supervision and the frequency of the activity being supervised, to determine what, if any, checks are necessary. These considerations would include whether the person providing the teaching/training/instruction/supervision to the child on work experience will be:

- unsupervised themselves; and
- providing the teaching/training/instruction frequently (more than three days in a 30 day period, or overnight)

If the person working with our pupil is unsupervised and the same person is in frequent contact with our pupil, the work is likely to be regulated activity. If so, we will ask the employer providing the work experience to ensure that the person providing the instruction or training is not a barred person.

We are aware that we are not able to request an enhanced DBS check with barred list information for staff supervising our pupils who are aged 16 or 17 years old.

If the activity undertaken by our pupil on work experience takes place in a 'specified place', such as a school or college, and gives the opportunity for contact with children, this may itself be considered to be regulated activity. In these cases, and where our pupil is 16 years of age or over, the work experience provider should consider whether a DBS enhanced check should be requested for them

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

Child Sexual Exploitation:

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Further information about CCE including definitions and indicators is included in KCSIE 2021 Annex B

The DfE provides: [Child sexual exploitation: guide for practitioners](#)

School will consider whether a referral should be submitted to Lancashire/Cumbria Children Social Care and whether information should be passed onto Lancashire/Cumbria Police. Pan-Lancashire Guidance on Child Sexual Exploitation is available [here](#).

Child Criminal Exploitation (CCE):

CSE is a form of child sexual abuse. Sexual abuse 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 clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media.

CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

Further information about CSE including definitions and indicators is included in KCIE 2021 Annex B.

The DfE provides: [Child sexual exploitation: guide for practitioners](#)

County Lines:

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of "deal line". This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can be targeted and recruited into county lines in a number of locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, children's homes and care homes.

Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

A number of the indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- go missing and are subsequently found in areas away from their home;
- have been the victim or perpetrator of serious violence (e.g. knife crime);
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs;
- are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection;
- are found in accommodation that they have no connection with, often called a 'trap house or cuckooing' or hotel room where there is drug activity;
- owe a 'debt bond' to their exploiters;
- have their bank accounts used to facilitate drug dealing.

Further information on the signs of a child's involvement in county lines is available in guidance published by the [Home Office](#).

Pan-Lancashire Guidance on Criminal Exploitation and County Lines is [here](#)

Modern Slavery and the National Referral Mechanism:

School recognises that modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour, it can include sexual exploitation and the removal of organs. Trafficking is where children and young people are tricked, forced or persuaded to be moved or transported and then exploited, forced to work or sold. Children are trafficked for sexual and criminal exploitation, benefit fraud, forced marriage, domestic slavery, forced labour, committing crime like theft, county lines. School will consider whether a referral to the National Referral Mechanism (NRM) should be undertaken in order to safeguard that child and/or other children. National NRM guidance available [here](#).

Confidentiality

School has regard to [DfE guidance on Information Sharing](#):

'Fears about sharing information cannot be allowed to stand in the way of the need to safeguard and promote the welfare of children and young people at risk of abuse or neglect.'

School ensures the child's wishes or feelings are considered when determining what action to take and what services to provide to protect individual children through ensuring there are systems in place for children to express their views and give feedback. School ensures that staff members do not promise confidentiality to the child and always act in the interests of the child.

The school confidentiality policy indicates:

- a) when information must be shared with police and Children and Families' Service where the child/young person is / may be at risk of significant harm
- b) when the pupil's and/or parent's confidentiality must not be breached

Contacts

Lancashire County Council Children and Family Wellbeing Service

Online referral form can be accessed [here](#)

Lancaster - Lune Park Children and Family Wellbeing Service
Ryelands Park, Lancaster, LA1 2LN
Tel: 01524 581280

Preston - Preston East Children and Family Wellbeing Service
Brookfield Primary School, Watling Street Road, Ribbleson, Preston, PR2 6TU
Tel: 01772 539420

Advice and referrals

Lancashire Children's Social Care – 0300 123 6720

[Lancashire Children's Social Care assessment and referral](#)

Cumbria Safeguarding Hub - 0333 240 1727

[Cumbria CSCP](#)

LADO

Tim Booth 01772 536694 tim.booth@lancashire.gov.uk

Donna Green 01772 536694 donna.green@lancashire.gov.uk

Schools Safeguarding Officer

Victoria Wallace 01772 531196 school.safeguarding@lancashire.gov.uk

Curriculum

The school is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable, how they can keep themselves safe, how to share a concern and complain. All pupils are informed that we have a Designated Safeguarding Lead with responsibility for child protection and who this is. We inform pupils of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm. Children are taught about safeguarding including online safety and we recognise that a one-size fits all approach may not be appropriate for all children.

The school has implemented the [statutory requirements of relationships and sex education and health education which is compulsory for all schools in September 2020](#) but schools have some flexibility to decide how they discharge their duties effectively of compulsory teaching until the start of the summer term 2021. The statutory requirements could be taught through a wider Personal, Social, Health Education (Life Skills Lessons) curriculum which incorporates an age-related, comprehensive curriculum, for pupils to be taught about aspects of safeguarding in order to develop the knowledge and skills they need to recognise when they are at risk and how to get help when they need it including on-line safety.

We do this by:

- developing pupils' age-appropriate understanding of healthy relationships through appropriate relationship and sex education including awareness of relationship abuse, and other abuse, sexual violence and harassment, peer on peer abuse, bullying, prejudice-based bullying and violence based on a person's sexual orientation, gender, faith or race, hate crime,
- enabling pupils to recognise online and offline risks to their well-being – for example, risks from criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism – and making them aware of the support available to them
- enabling pupils to recognise the dangers of inappropriate use of mobile technology and social media and the impact on sexual behaviour, for example sexting and accessing pornography
- developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy
- developing and deepening pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance, recognising how pressure from others can affect their behaviour, including the risks of radicalisation to extremist behaviour
- ensuring pupils have the opportunity to discuss controversial issues and develop tolerance and respect for others
- making available appropriate local and online advice

The school has updated the curriculum aspects of related policies to ensure that they are aligned to our child protection policy. This includes the school's online safety, relationships and sex education, substance misuse, smoke-free, equalities and anti-bullying policies.

The school recognises the statutory duty, since April 2014, to publish information about the content of our PSHE curriculum on our school website.

The school recognises the importance of using age appropriate curriculum resources and ensuring that there is a safe climate for learning which includes the setting of ground rules.

Parents /carers are invited to view any resources and discuss any concerns they have over any curriculum content within our PSHE curriculum provision. Arrangements can be made by contacting Mrs Gregory in the first instance.

Training needs of staff are regularly reviewed to ensure that staff delivering safeguarding aspects of PSHE or online safety have the appropriate knowledge and skills.

The school monitors and evaluates the impact of the safeguarding taught curriculum provision through our school-based monitoring and evaluation processes which include lesson observation, work scrutiny and feedback from pupils.

Support and advice are offered to pupils from resources such as in school therapy, mentoring, NSPCC, ChildLine, NEST, KOOTH, CANW amongst others.

School's arrangements for consulting with and listening to pupils take the format of regular student voice activities. These are sometimes in a small group, as a whole class or as a homework and involve scenario-based discussions, questionnaires and polls. Students are also consulted through other in-school mechanisms such as school council.

We aim to ensure our provision is collaboratively formed through student, staff and parent voice and as such pupils are regularly made aware of the importance of their opinion and input within their RSH education.

Domestic Abuse

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be "personally connected".

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing 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 of the abuse or may have had to leave the family home as a result.

[Operation Encompass](#): where police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult in school before the child or children arrive at school the following day.

Refuge run the National Domestic Abuse Helpline, 24 hours a day on 0808 2020 247.

Advice 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](#)
- [NEST: Supporting young victims](#)
- [Empowerment – Children’s Independent Domestic Violence Advisor](#)
- [HARV Domestic Violence Team](#)

Partnership with Parents and Carers

The school shares a purpose with parents to keep children safe from harm and to have their welfare promoted. If you are struggling with concerns for a child please see some of the links below for more information and how to make a referral.

[NSPCC](#)

[CEOP](#)

[Internet Matters](#)

[Parent Zone](#)

[Childnet](#)

[Parents Protect](#)

[A-Z Index for Schools and Curriculum](#)

We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents’ rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is **necessary** to do so in order to protect a child.

School will share with parents any concerns we may have about their child **unless** to do so may place a child at risk of harm.

We encourage parents to discuss any concerns they may have with Mr Fox, or in his absence Mrs Barnes or the Principal.

Partnerships with other agencies

The school recognises that it is essential to establish positive and effective working relationships with other agencies. As a school we work with Early Help, Children and Families Service, Barnardo's, Police, Virgin School Health, Mental health and Wellbeing Services, NSPCC, NEST, ChildLine Schools' Service, National Youth Advocacy Service etc.

All schools and colleges should allow access for children and families service staff from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, an assessment including under section 17 or section 47. Consent from the parent and child (where of sufficient age and understanding) is required for assessments by the prevention service or under section 17.

School complies with the requirement under the Children Act 2004 to co-operate with other organisations and agencies in activities relating to children.

Online Safety

The school recognises that it is essential that children are safeguarded from potentially harmful and inappropriate online material.

There are four areas of risk:

- content: being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
- contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes'.
- conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and
- commerce - risks such as online gambling, inappropriate advertising, phishing and or financial scams. Reports of pupils or staff at risk can be made to the Anti-Phishing Working Group (<https://apwg.org/>).

Online safety is reflected in all relevant policies and is considered in curriculum planning. The school has a clear policy on the use of mobile and smart technology, and access by children at school is managed to prevent sexual harassment by peers, sharing of indecent images, viewing and sharing pornography and other harmful content.

Where children are undertaking Remote Learning the school ensures this is done safely.

Governors ensure that appropriate Filters and Monitoring systems are in place to limit children's exposure to risk.

The school undertakes an annual Review of online safety and an annual risk assessment.

KCSIE 2021 Annex D

Peer /Child on Child abuse including Sexual Violence and Sexual Harassment

Updated DfE statutory guidance Sexual Violence and sexual harassment between children in schools and colleges (September 2021) is available [here](#).

All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). And that it can happen both inside and outside of school or college and online. It is important that all staff recognise the indicators and signs of peer on peer abuse and know how to identify it and respond to reports.

All staff should understand, that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have **any** concerns regarding peer on peer abuse they should speak to their designated safeguarding lead (or deputy).

It is essential that **all** staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Peer on peer abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and

- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

All staff should be clear as to the school's or college's policy and procedures with regards to peer on peer abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

Serious violence

All staff should be aware of the indicators, which may signal 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 and may be at risk of criminal exploitation.

All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery. 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.

Additional information and support

DfE advice [What to Do if You Are Worried a Child is Being Abused](#) - Advice for Practitioners provides more information on understanding and identifying abuse and neglect. Examples of potential indicators of abuse and neglect are highlighted throughout the advice and will be particularly helpful for school and college staff. The [NSPCC](#) website also provides useful additional information on abuse and neglect and what to look out for.

Annex B of KCSIE 2021 contains important additional information about specific forms of abuse and safeguarding issues. School and college leaders and those staff who work directly with children should read the annex.

Where there are concerns or allegations of youth generated sexual imagery, (often referred to as 'sexting') these must always be reported to the DSL, who will have regard to the 2017 guidance: 'UK Council for Child Internet Safety Guidance' ['Sexting In Schools and Colleges Responding to Incidents and Safeguarding Young People'](#).

School will make children and young people aware of the new Childline and Internet Watch Foundation (IWF) tool which helps children and young people to report a nude image or video of themselves that has been shared online. The IWF can then take steps to remove it from the Internet. More information from the IWF can be found [HERE](#) and the Childline reporting tool, 'Report Remove', can be found [HERE](#).

The DSL, having had regard to this guidance, will make referrals to police and children's social care where appropriate.

The school will make every effort to minimise the risk of peer abuse by teaching pupils, in an age appropriate way about: how to recognise, understand and build healthy relationships; self-respect and respect for others; commitment; tolerance; boundaries; consent; how to manage conflict; and how to recognise unhealthy relationships.

Prevent

Prevent: In order to fulfil the Prevent duty, it is essential that staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. Protecting children from the risk of radicalisation is seen as part of schools' wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

The DSL should consider if it would be appropriate to share any information with the new school in advance of a child leaving, if that would allow the new school to continue supporting victims of abuse or those receiving support through the Channel programme.

- **Extremism** is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- **Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- **Terrorism** is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat **must** be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Schools can also build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. The Prevent duty is not intended to stop pupils debating controversial issues. On the contrary, school should provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments. The statutory framework for the Early Years Foundation Stage sets standards for learning, development and care for children from 0-5, thereby assisting their personal, social and emotional development and understanding of the world.

Roles and responsibilities:

- The strategic Prevent lead in school is Mr Fox
- If not the DSL, they liaise with the DSL at all times
- They understand the expectations and key priorities to deliver Prevent and this is embedded within safeguarding procedure
- The senior leadership team and governing body are aware of the Prevent Strategy and its objectives
- There is a clear awareness of roles and responsibilities throughout the school, college, setting regarding Prevent

- The Prevent agenda and its objectives has been embedded within the appropriate safeguarding processes
- The school's premises do not give a platform for extremist speakers and events
- School provides a broad and balanced curriculum that that promotes fundamental British values and Spiritual, Moral, Social and Cultural Education (SMSC), helping protect pupils against extremism and developing strong community cohesion

Training:

- A training plan is in place so that key staff, including senior leaders and governors, understand the risk of radicalisation and extremism and know how to recognise and refer children who may be vulnerable
- Details of training courses including frequency and availability are cascaded to all relevant staff
- Further training on the Prevent agenda, such as around Far Right Extremism is made available to the Safeguarding, pastoral and PSHE leads where appropriate
- There is appropriate staff guidance and literature available to staff on the Prevent agenda
- Staff are aware of curriculum resources and teaching strategies to teach pupils about extremism and the risk of radicalisation
- All staff in the organisation have accessed appropriate prevent training for their role

The Home Office e-learning training package on Introduction to the Prevent Duty is available [here](#). All staff and governors should have completed this training.

There are 2 further Home Office e-learning modules:

- [Prevent referrals e-learning](#) supports staff to make Prevent referrals that are robust, informed and with good intention (eg suitable for DSLs)
- [Channel awareness e-learning](#) is aimed at staff who may be asked to contribute to or sit on a multi-agency Channel panel

Referrals:

- An appropriate internal Prevent risk assessment and referral process is in place
- All staff including the Prevent lead/ DSL follows the [LCC Procedures](#)
- Partner agency communication channels are in place
- An audit trail for notification reports/referrals exists
- Prevent referrals/notifications are managed or overseen by The Prevent lead
- A process is in place to identify and develop 'lessons learnt'

The Prevent Duty

The school understands that it is subject to a duty under section 26 of the Counter Terrorism and Security Act 2015 and that this is part of its wider safeguarding obligations.

Channel

The school understands that Channel is a voluntary, confidential support programme which focusses on providing support at an early stage to people who are identified as being vulnerable to being drawn in to terrorism.

Protect and Prepare:

As part of the UK Counter Terrorism Strategy (CONTEST), public places are asked to consider the risk of a terrorist attack and what preparations could be made to mitigate that risk. At our school we will:

- Ensure all staff undertake the [Action Counters Terrorism \(ACT\) Awareness Training](#)
- Assessed the site security and implemented new fencing around the school. This was installed in the 2020/21 academic year and is now completed.
- Develop lock down and evacuation procedures
- Teach pupils how to stay safe if they were caught up in an attack- [Run, hide, tell guidance](#)

Safer Recruitment and Selection

The school pays full regard to DfE guidance [Keeping Children Safe in Education 2021](#); the Protection of Freedoms Act 2012; the Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 under S75 of the Childcare Act 2006 and LCC's Safer recruitment procedures.

We ensure that all appropriate measures are applied in relation to everyone who works in or on behalf of the school who is likely to be perceived by the children as a safe and trustworthy adult and follow LCC Guidance on checking volunteers and contractors, and checking host families for educational visits and work experience providers.

Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job.

Where appropriate, the school undertakes checks of/has regard to:

- the Disclosure and Barring Service (DBS)
- the Teacher prohibition list
- the requirements of the Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 under S75 of the Childcare Act 2006
- any Section 128 direction (Academies, Independent, Free and Maintained Schools)

- A section 128 direction disqualifies a person from holding or continuing to hold office as a governor of a maintained school. When proposing to recruit a Governor, schools should use the Secure Access Portal to check whether the person is barred as a result of being subject to a section 128 direction. It is recommended that this check is recorded and dated on the school Single Central Record (SCR)

All Carnforth High School staff are made aware that they are required to notify their line manager of any convictions or cautions during employment within the trust or if they receive a Penalty Notice for Damage or a Penalty Notice for Disorder. For those who drive on business at any point during their employment (CHS/Trust vehicle or own vehicle), this includes all motoring offences dealt with through the courts and penalty points on driving licences - whether awarded by a court or through fixed penalty notices.

Where staff move from positions that are not providing education into a new position where they are, then they will be treated as a new member of staff and all appropriate checks for the post carried out.

Schools must keep a single central record detailing a range of checks carried out on their staff (including supply staff, and teacher trainees on salaried routes) who work at the school and for independent schools, including academies and free schools, all member of the proprietor body.

Statutory requirements are such that:

- an Enhanced DBS check is obtained for all new paid appointments to the school's workforce
- an Enhanced DBS check is obtained for volunteers further to a risk assessment considering the regularity, frequency, duration and nature of contact with children and the level of supervision of the volunteer by another person engaging in regulated activity (see paragraphs 183 - 188 and Annex F KCSIE 2021)
- schools will satisfy themselves that any contracted staff are DBS checked where appropriate (see paragraphs 196-199 KCSIE 2021)
- schools will ensure that a check of any teacher prohibitions, including interim orders, is made on all teachers (see paragraphs 141 – 143 KCSIE 2021)
- Academies, Independent, Free and Maintained Schools will ensure a check of any Section 128 direction
- all new appointments to the school workforce who have lived outside the UK are subject to additional checks as appropriate
- schools must satisfy themselves that agency and third-party staff have undergone the necessary checks by seeking confirmation from the relevant employer
- identity checks must be carried out on all appointments to the school workforce before the appointment is made
- for volunteers, the Principal has undertaken a risk assessment to decide whether to obtain an enhanced DBS certificate for any volunteer not engaging in regulated activity. The Principal has considered the nature of the work with children; what is known about the volunteer, including formal or informal information offered by staff, parents and other volunteers; whether the volunteer has other employment or undertakes activities where referees can advise on

suitability; and whether the role is eligible for an enhanced DBS check. Details of the risk assessment will be recorded.

Childcare Disqualification

For staff who work in childcare provision or who are directly concerned with the management of such provision, schools need to ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations. <http://www.legislation.gov.uk/ukxi/2018/794/contents/made>

Since 1 January 2010 it has been mandatory that any appointments of maintained school staff are made by a recruitment panel that includes at least one person who has been trained in safer recruitment. Ofsted will request evidence as part of their inspections that each recruitment panel meets this requirement.

Mr T Iddon (Principal) and Mr G Marsden (School Governor) and Mr O Bullock/Mr J Fox/ Mrs C Houghton have undertaken training in Safer Recruitment and one of the above will be involved in all staff and volunteer appointments and arrangements (including, where appropriate, contracted services).

Training is available as follows:

- Accredited face to face training for individuals or groups of schools through LCC.
- [NSPCC on line and face to face training](#)

Visitors

"Schools do not have the power to request DBS checks and barred list checks, or ask to see DBS certificates, for visitors (for example children's relatives or other visitors attending a sports day). Headteachers and principals should use their professional judgment about the need to escort or supervise visitors."

KCSIE 2021

Safer Working Practice

"All staff members should be aware of systems within their school which support safeguarding and these should be explained to them as part of staff induction. This includes: the school's child protection policy; the school's staff behaviour policy (sometimes called a code of conduct); the safeguarding response to children who go missing from education; and the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies)."

KCSIE 2021

This guidance was updated in May 2019 via the safer recruitment consortium and there was a further addendum in April 2020, this guidance can be accessed [here](#)

Staff behaviour policy

Schools are required to have in place a staff behaviour policy, (sometimes called a code of conduct). The school adopts and makes all staff and volunteers aware on induction of the *Guidance for Safer Working Practice for those working with Children and Young People in Education Settings* can be accessed [here](#). In addition the information provided by the [NSPCC](#) to ensure that staff are aware of behaviours which should be avoided and that staff and children are safe.

Safer working practice ensures that pupils are safe and that all staff:

- are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions
- work in an open and transparent way
- discuss and/or take advice from school management over any incident which may give rise to concern
- record any incidents or decisions made
- apply the same professional standards regardless of gender or sexuality
- are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them

Staff Induction and Training

School governors and proprietors are responsible for ensuring that staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children and creating an environment where they feel able and are supported in their safeguarding role.

Schools should, through training needs analysis, determine what level of training individual staff will require, depending on their roles and responsibilities.

Staff must be able to:

- understand the policy and procedures
- understand individual staff responsibilities to ensure that concerns for the safety of a child are effectively addressed
- identify signs of possible abuse and neglect at the earliest opportunity
- be aware of and understand their role in the early help process
- respond to concerns in a timely and appropriate way
- communicate appropriately with children
- understand the role of the DSL
- be aware of external avenues for notifying concerns including the use of escalation and whistle-blowing procedures
- comply with record-keeping requirements

- recognise grooming behaviour by adults including inappropriate sexual comments; excessive one-to-one attention or inappropriate sharing of images
- recognise normal and concerning sexual behaviours of children
- have up to date knowledge of safeguarding issues
- understand the requirements of the Prevent duty on protecting children from radicalisation
- recognise the unique risks associated with on line safety
- recognise the additional risks that children with SEN and disabilities face online
- understand the safeguarding response to children who go missing from education

Induction

All staff (including temporary staff, school governors and volunteers) are provided with the school's child protection policy, the behaviour policy, the staff behaviour policy (code of conduct), information on the safeguarding response of children who go missing from education and informed of school's child protection arrangements including the role and identity of the DSL and any deputies.

They should undergo safeguarding and child protection training (including on line safety).

All staff should read and understand at least part one of [Keeping Children Safe in Education 2021](#) and all leaders and staff who work directly with children should read Annex A of [Keeping Children Safe in Education 2021](#).

Staff training

In addition to the training at induction, staff training should be regularly updated.

All staff should also receive regular safeguarding and child protection updates (for example via email, e-bulletins, staff meetings) as required, and at least annually, to provide them with the relevant skills and knowledge to safeguard children effectively.

DSL Training

The designated safeguarding lead and any deputies should undergo training to provide them with the knowledge and skills to carry out the role. The training should be updated every two years.

In addition to their formal training, their knowledge and skills should be updated (for example via e-bulletins, meeting with other DSLs, or taking time to read and digest safeguarding developments), at regular intervals and at least annually to keep up with any developments relevant to their role.

Child Protection Training Resources

Training for DSLs and staff can be accessed via [LCC School Safeguarding Service](#), or any other suitable alternative provider/s.

In school we have a DSL is who trained to deliver advanced safeguarding training, we would also use the national college and NSPCC. The NSPCC Courses can be accessed [here](#)

School Governors

In addition to undertaking safeguarding and child protection training, governors should also undertake training to ensure they are familiar with their responsibilities for the management of safeguarding as detailed in part two [of KCSIE 2021](#).

Online Safety

LCC Training is available through their website

[Female Genital Mutilation training](#)

[Domestic Abuse Basic Awareness training](#)

[Forced Marriage Guidance](#)

[Introduction to Prevent E-Learning](#)

[Action Counters Terrorism \(ACT\) Awareness Training](#)

[Managing Sexualised Behaviour in Schools](#)

[Suicide Prevention](#)

The Use of 'Reasonable Force' in School

There are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.

When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities, [mental health](#) or with medical conditions, schools should in considering the risks carefully recognise the additional vulnerability of these groups.

Vulnerable Children

All staff are particularly sensitive to signs that may indicate possible safeguarding concerns and follow appropriate School/LA guidance:

- [Carrying Knives /Offensive weapons](#)
- [LCC Elective Home Education Policy and Procedures](#)
- [Poor or irregular attendance and persistent lateness at school](#)
- Children and the courts
 - [Advice for 5-11 year olds witnesses in criminal courts](#)
 - [Advice for 1-12 year olds witnesses in criminal courts](#)
 - [CAFCASS](#)
- Children Missing Education:

[National](#) and [LCC](#) guidance

- Children **who run away or** Missing from Home or Care:

[National](#) and [LCC](#) guidance

- Children with a Family Member in Prison
 - [NICCO](#) guidance
- **Children and the Court System ([CAFCASS guidance](#) / [KCSIE 2021 page 124](#))**
- [Children Privately fostered](#) (North Yorkshire guidance but very informative)
- Child Sexual Exploitation/Grooming:
 - [National](#) guidance
- [Child Criminal Exploitation: County Lines](#)
- [Children who are Bullied](#)
- **Children who self-harm and suicidal behaviour: see manual**
- [Children who Sexually Harm](#)
 - [NSPCC Managing Sexualised Behaviour Training \(charge applicable\)](#)
- [Contextual Safeguarding](#)
- Drugs Advice for Schools
 - [Drugs: advice for schools](#)
 - [Drug Strategy 2017](#)
 - [Information and advice on drugs](#)
 - [ADEPIS platform sharing information and resources for schools: covering drug \(&alcohol\) prevention](#)

Honour Based Abuse (including Female Genital Mutilation, Forced Marriage and Breast-ironing)

- [Female Genital Mutilation information and resources](#)
- [Female Genital Mutilation: multi-agency statutory guidance](#)

- [Forced marriage: statutory guidance and government advice](#)
 - [Breast-ironing or flattening](#)
- [Homelessness](#)
- Parental Mental Health:
- [Private Fostering \(North Yorkshire information\)](#)
- Radicalisation to extremist behaviour:
 - [Prevent Guidance](#)
 - [Channel Guidance](#)
 - [DfE Safeguarding advice for schools](#)
 - [DfE and Home Office Social media guide](#)
 - [Online training](#)
- [Searching, screening and confiscation at school](#)
- [Serious Violence Strategy](#)
- [Sexual violence and sexual harassment between children in schools and colleges](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)
- [Upskirting](#)