

SAFEGUARDING, CHILD PROTECTION POLICY AND PROCEDURES

Non Sibi Sed Aliis

Your word is a lamp to my feet and a light to my path.
Psalm 119, vs 105

"We know that God's children do not make a practice of sinning, for God's Son holds them securely, and the evil one cannot touch them." **1 John 5:18**

This policy document and the content contained therein remains the responsibility of the Headteacher and Governing Body of the school. No amendments can be made without their express instructions and they remain the final arbiters in any matters relating to it.

Review Date: Autumn Term 2024

Next Review Date: Autumn Term 2025

Reviewed By: Mrs A Wilson

APPROVED BY THE GOVERNING BOARD – Autumn Term 2024

SAFEGUARDING, CHILD PROTECTION POLICY AND PROCEDURES

BALSHAW'S CE HIGH SCHOOL, CHURCH ROAD, LEYLAND, PRESTON, PR25 3AH

Named staff/personnel with specific responsibility for Safeguarding and Child Protection

Academic Year	Designated Safeguarding Lead & 'Back-Up' or Deputy DSL	Nominated Governor
2023/24	Mrs Angela Wilson DSL Mr Steven Haycocks Deputy DSL Mrs Charlotte Leathard Deputy DSL	Reverend Paul Davies

Operation Encompass

Operation Encompass Lead	Angela Wilson DSL
Operation Encompass Back ups	Steven Haycocks -Deputy DSL Charlotte Leathard Deputy DSL

PREVENT Duty

SPOC – Single Point of Contact in School for the PREVENT Duty	Angela Wilson DSL
PREVENT Lead Teacher	Angela Wilson DSL
PREVENT Training	Angela Wilson – November 2022 National College Steven Haycocks – November 2022 National College Charlotte Leathard – November 2022 National College

B. Training for Designated Staff in School (DSLs should refresh their training every 2 years KCSIE 2024)

Name of Staff Member / Governor	Date when last attended Safeguarding Training	Provided by Whom (e.g. LCC, Governor Services)
Angela Wilson	June 2024 – DSL Refresher Training	Michelle Lewes, Lancashire County Council Safeguarding Team
	January 2024- Online Safety Live	North West Grid for Learning
	January 2023 - Online Safety Training Live	North West Grid for Learning
	June 2022 - DSL Training Refresher Course	Phil Threlfall - Safeguarding Consultant
	September 2021 – LCC Family Safeguarding Conference	Lancashire County Council
	July 2021 – Sexual Violence and Harassment Webinar Training	Lancashire County Council

Steven Haycocks	March 2024- DSL Refresher Training June 2022 - DSL Training Refresher Course March 2024 – DSL Refresher Course for Advanced Practitioners	Lancashire County Council Safeguarding Team Phil Threlfall - Safeguarding Consultant Lancashire County Council
Charlotte Leathard	September 2024 – DSL Training	Schools Safeguarding - Lancashire County Council

- C. **Whole School Child Protection Training** (all staff members should receive appropriate safeguarding and child protection training which is regularly updated. In addition all staff members should receive safeguarding and child protection updates as required, but at least annually..." KCSIE 2024)

Who attended (e.g. all teaching and welfare / support staff, Governors, volunteers)	Date	Training Delivered by
All teaching and support staff/Chartwells staff/Governors	13 th October 2022	Phil Threlfall Safeguarding Consultant
WRAP (Workshop To Raise Awareness of Prevent Duty) Training	March 2016	Lancashire Police – Prevent Unit
All Teaching and Support Staff	September 2024	AMW from LCC Safeguarding resources KCSIE 2024 Updates

All Teaching Staff	September 2015	Radicalisation, Extremism, CSE, HBV, FGM and safeguarding training - Angela Wilson DSL
All Staff	March 2016	Workshop to Raise Awareness of the Prevent Duty – Lancashire Constabulary – WRAP Training
All Staff and Governors	Receive monthly Safeguarding updates as per KCSIE 2024	Angela Wilson DSL

- D. Safer Recruitment Training with KCSIE 2024 and The School Staffing (England) Regulations 2009 require governing bodies of maintained schools to ensure that at least one person on any appointment panel has undertaken safer recruitment training. (LCC recommends this is updated every 5 years)

Name of Staff Member / Governor	Date when last attended	Provided by Whom (e.g. LCC, Governor Services)
Kris Williams	November 2020	Phil Threlfall – Accredited Trainer
Keith Woodcock	November 2020	Phil Threlfall – Accredited Trainer
Kevin Anthony	November 2020	Phil Threlfall – Accredited Trainer
David Melling	October 2022	Phil Threlfall – Accredited Trainer
Ruth Bird	October 2022	Phil Threlfall – Accredited Trainer
David Yates	October 2022	Phil Threlfall – Accredited Trainer
Angela Wilson	October 2022	Phil Threlfall – Accredited Trainer
Jonathan Morgan	October 2022	Phil Threlfall – Accredited Trainer
Steven Haycocks	October 2022	Phil Threlfall – Accredited Trainer
Kate Kidd	October 2022	Phil Threlfall – Accredited Trainer

E. Review dates for this policy (annual review required KCSIE 2024)

Review Date	Changes made	By whom
September 2014	Whole Policy updated in light of changes required by Keeping Children Safe In Education Guidance for Schools – 2014	Angela Wilson DSL
September 2015	Updated in line with CP updates from LCC	Angela Wilson DSL
September 2016	Updated in light of new guidance KCSIE September 2016 and in line with new LCC Safeguarding Policy template	Angela Wilson DSL
September 2017	Re-written with guidance from Phil Threlfall Safeguarding Consultant to make the policy clearer	Angela Wilson DSL
September 2018	Updated in light of KCSIE September 3 rd 2018 new Statutory Guidance	Angela Wilson DSL
May 2019	Added details regarding Operation Encompass	Angela Wilson DSL
September 2019	Updated in light of KCSIE September 2019 new Statutory Guidance	Angela Wilson DSL
March 2020	Updated – Covid 19 Annex	Angela Wilson DSL
September 2020	Updated in light of KCSIE September 2020 new Statutory Guidance	Angela Wilson DSL
September 2021	Updated in light of KCSIE September 2021 new Statutory Guidance	Angela Wilson DSL
September 2022	Updated in light of KCSIE September 2022 new Statutory Guidance	Angela Wilson DSL
September 2023	Updated in light of KCSIE September 2023 new Statutory Guidance	Angela Wilson DSL
September 2024	Updated in light of KCSIE September 2024 new Statutory Guidance	Angela Wilson DSL

Useful Contacts in School

School website	www.balshaws.org.uk
School Office	01772 421009
School email	enquiries@balshaws.org.uk
Headteacher (Deputy DSL)	Mr Steven Haycocks. s.haycocks/balshaws.org.uk
Chair of Governors	Mr Keith Woodcock. k.woodcock@balshaws.org.uk
Safeguarding Governor	Rev'd Paul Davies p.davies@balshaws.org.uk
Designated Safeguarding Lead (DSL) SPOC and Prevent Lead	Mrs Angela Wilson a.wilson@balshaws.org.uk
Deputy DSL	Mr Steven Haycocks s.haycocks@balshaws.org.uk Mrs Charlotte Leathard c.leathard@balshaws.org.uk
Special Educational Needs Coordinator (SENCO)	Mrs Marie Rogerson m.rogerson@balshaws.org.uk
Designated Teacher for Looked After and Previously Looked After Children	Mrs Angela Wilson

Key Contacts, Roles and Training

Key Contacts, Roles and Training	
LCC School Safeguarding Officers Victoria Wallace & Michelle Lewes	01772 531196 school.safeguarding@lancashire.gov.uk
LCC MASH Education Officers Matt Chipchase and Justine Blockland	Matt Chipchase 01254 220989 matt.chipchase@lancashire.gov.uk Justine.blockland@lancashire.gov.uk
LADO – Local Authority Designated Officer Tim Booth, Donna Green & Shane Penn	01772 536694 LADO.admin@lancashire.gov.uk
MASH – Multi-Agency Safeguarding Hub	0300 123 6720 0300 123 6722 between 5.00pm - 8.00am

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1. Context and Rationale

At **Balshaw's CE High School** safeguarding permeates *all* aspects of school life and is everyone's responsibility. In order to fulfil our responsibilities we adopt a child-centred approach, where the safeguarding and best interests of the child are always paramount. Safeguarding and promoting the welfare of children is **everyone's responsibility**. We fully recognise the contribution we can make to protect children from harm and to support and promote the welfare of all children who are pupils at our school. This policy applies to all stakeholders; this includes pupils, staff, parents, governors, volunteers, placement students and visitors.

This policy will give clear direction to all stakeholders about expectations and our legal and moral responsibility to safeguard and promote the welfare of all children at our school.

Safeguarding is integral to induction and there is a rolling programme of training for all staff, some of whom are required to attend additional training appropriate to their role and responsibilities. Training is refreshed and updated at appropriate intervals in-line with statutory requirements, safeguarding partner recommendations and best practice. Everyone is clear about safeguarding and child protection arrangements and procedures so that pupils and families, as well as adults in school, know who they can talk to and what to do if they are worried. We promote safety by undertaking, reviewing and updating risk assessments. We also consult and liaise with parents and pupils as part of these processes.

Balshaw's C.E High School is committed to safeguarding and promoting the physical, mental and emotional welfare of every pupil. We implement a whole-school preventative approach to managing safeguarding concerns, ensuring that the wellbeing of pupils is at the forefront of all action taken. We recognise that **no single professional can have a full picture** of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

This policy sets out a clear and consistent framework for delivering this promise, in line with safeguarding legislation and statutory guidance. It will be achieved by:

- Ensuring that members of the **Governing Body, the Headteacher, all Staff and all Stakeholders** understand their responsibilities under safeguarding legislation and statutory guidance, are alert to the signs of child abuse, and know to refer concerns to the DSL. In addition, to ensure that staff are aware that **ANYONE** can make a referral and understand professional challenge.
- Teaching pupils how to keep safe and recognise behaviour that is unacceptable.
- Identifying and making provision for any pupil that has been subject to, or is at risk of, abuse, neglect, or exploitation.
- Creating a culture of safer recruitment by adopting procedures that help deter, reject or identify people who might pose a risk to children.
- Endeavour to provide a safe and welcoming environment where children are respected and valued; where the voice of the child is listened to and is paramount.
- Where it is believed that a child is at risk of or is suffering significant harm, the school will follow the procedures set out by our local Lancashire Safeguarding Children Partnership arrangements. [Reporting & Support - Children's Safeguarding Assurance Partnership \(safeguardingpartnership.org.uk\)](#)
- The school will have due regard to Lancashire Children's Safeguarding Assurance Partnership (CSAP) Procedures Manual.
https://panlancshirescb.proceduresonline.com/chapters/contents.html#ind_cases

2. Definitions

The terms “**children**” and “**child**” refer to anyone under the age of 18. The purpose of this safeguarding policy is to ensure every pupil at Balshaw’s C.E High School is safe and protected from harm. The Department for Education (DfE) ‘Keeping Children Safe in Education’ (September 2024), states safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- Providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that is within or outside the home, including online
- preventing the 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
- taking action to enable all children to have the best outcomes.

Children can abuse other children. This is generally referred to as **child-on-child abuse** and can take many forms. This can include (but is not limited to) bullying (including cyberbullying, prejudice-based and discriminatory bullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; upskirting; initiating/hazing type violence and rituals; abuse in intimate personal relationships between children; consensual or non-consensual sharing of nudes or semi-nude images or videos, or causing someone to engage in sexual activity without consent.

Sexual Violence and Harassment - For the purposes of this policy, “**sexual violence**” refers to the following offences as defined under the Sexual Offences Act 2003:

- **Rape:** A person (A) commits an offence of rape if they intentionally penetrate the vagina, anus or mouth of another person (B) with their penis, B does not consent to the penetration, and A does not reasonably believe that B consents.
- **Assault by penetration:** A person (A) commits an offence if they intentionally penetrate the vagina or anus of another person (B) with a part of their body or anything else, the penetration is sexual, B does not consent to the penetration, and A does not reasonably believe that B consents.
- **Sexual assault:** A person (A) commits an offence of sexual assault if they intentionally touch another person (B), the touching is sexual, B does not consent to the touching, and A does not reasonably believe that B consents.
- **Causing someone to engage in sexual activity without consent:** A person (A) commits an offence if they intentionally cause another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.

For the purposes of this policy, “**sexual harassment**” refers to unwanted conduct of a sexual nature that occurs online or offline, inside or outside of school. Sexual harassment is likely to violate a pupil’s dignity, make them feel intimidated, degraded or humiliated, and create a hostile, offensive, or sexualised environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence. **Sexual harassment can include, but is not limited to:**

- Sexual comments, such as sexual stories, lewd comments, sexual remarks about clothes and appearance, and sexualised name-calling.
- Sexual “jokes” and taunting.

- Physical behaviour, such as deliberately brushing against someone, interfering with someone's clothes, and displaying images of a sexual nature.
- Online sexual harassment, which may be standalone or part of a wider pattern of sexual harassment and/or sexual violence. This includes:
 - The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
 - Sharing unwanted explicit content.
 - Upskirting.
 - Sexualised online bullying.
 - Unwanted sexual comments and messages, including on social media.
 - Sexual exploitation, coercion, and threats.

Upskirting refers to the act, as identified in the Voyeurism (Offences) Act 2019, of taking a picture or video under another person's clothing, without their knowledge or consent, with the intention of viewing that person's genitals or buttocks, with or without clothing, to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Upskirting is a criminal offence. Anyone, including pupils and staff, of any gender can be a victim of upskirting.

Consensual and non-consensual sharing of nude and semi-nude images and/or videos, colloquially known as **"sexting" and "youth produced imagery"**, is defined as the sharing between pupils of sexually explicit content, including indecent imagery. This definition does not cover children under the age of 18 sharing adult pornography or exchanging messages that do not contain sexual images.

Indecent imagery is defined as an image which meets one or more of the following criteria:

- Nude or semi-nude sexual posing
- A child touching themselves in a sexual way
- Any sexual activity involving a child
- Someone hurting a child sexually
- Sexual activity that involves animals.

"Deep fakes" and "deep nudes" refer to digitally manipulated and AI-generated nudes and semi-nudes.

Consent is defined as having the freedom and capacity to choose to engage in sexual activity. Consent may be given to one sort of sexual activity but not another and can be withdrawn at any time during sexual activity and each time activity occurs. A person only consents to a sexual activity if they agree by choice to that activity and has the freedom and capacity to make that choice. Children under the age of 13 can never consent to any sexual activity. The age of consent is 16.

3. Law and Guidance

This policy has due regard to all relevant legislation, statutory and non-statutory guidance including, but not limited to:

Legislation

- Children Act 1989
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006

- The Education (School Teachers' Appraisal) (England) Regulations 2012 (as amended)
- Education Act 2002
- Sexual Offences Act 2003
- Female Genital Mutilation Act 2003 (as inserted by the Serious Crime Act 2015)
- Apprenticeships, Children and Learning Act 2009
- Equality Act 2010
- Counter-Terrorism and Security Act 2015
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- Voyeurism (Offences) Act 2019
- Domestic Abuse Act 2021
- Marriage and Civil Partnership (Minimum Age) Act 2022

Statutory guidance

- HM Government (2020) 'Multi-agency statutory guidance on female genital mutilation'
- HM Government (2013) 'Multi-agency practice guidelines: Handling cases of Forced Marriage'
- HM Government (2021) 'Channel Duty Guidance: Protecting people vulnerable to being drawn into terrorism'
- HM Government (2021) 'Channel Duty Guidance: Protecting people vulnerable to being drawn into terrorism'
- Home Office and Foreign, Commonwealth and Development Office (2023) 'Multi-agency statutory guidance for dealing with forced marriage and Multi-agency practice guidelines: Handling cases of forced marriage'
- DfE (2024) 'Keeping children safe in education'
- DfE (2023) 'Working Together to Safeguard Children'
- Home Office (2022) 'Domestic Abuse guidance'
- DfE (2023) 'The Prevent Duty Guidance'
- DfE (2018) 'Disqualification under the Childcare Act 2006'
- DfE (2023) 'Academy Trust Handbook 2023'
- DfE (2024) 'Working together to improve school attendance'

Non-statutory guidance

- DfE (2015) 'What to do if you're worried a child is being abused'
- DfE (2024) 'Information sharing'
- DfE (2024) 'Academy Trust governance'
- DfE (2017) 'Child sexual exploitation'
- DfE (2024) 'Recruit teachers from overseas'
- DfE (2024) 'Behaviour in schools'
- DfE (2021) 'Teachers' Standards'
- DfE (2024) 'Meeting digital and technology standards in schools and colleges'
- Department of Health and Social Care (2024) 'Virginity testing and hymenoplasty: multi-agency

guidance’

- DfE (2024) ‘Sharing nudes and semi-nudes: advice for education settings working with children and young people’

This policy operates in conjunction with the following school policies/guidance:

- School Attendance and Punctuality Policy
- Prevent Duty Policy
- Anti-Bullying Policy
- Online Safety Policy
- Data Protection Policy
- Safer Recruitment Policy
- Whistleblowing Policy
- Allegations of Abuse Against Staff
- Staff Code of Conduct / Staff handbook
- Behaviour for Learning
- Sex and Relationships Policy
- Managing pupils with medical conditions policy
- Child-on-Child abuse
- Low-level Safeguarding Concerns
- Complaints Policy

Safeguarding can involve a range of potential issues such as:

- Child sexual exploitation
- Bullying including online bullying (cyberbullying)
- Domestic abuse
- Drugs and/or alcohol
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation
- Forced marriage and honour based violence
- Gangs and youth violence
- Gender based violence/violence against women and girls
- Mental health
- Child on Child Abuse /allegations of sexual abuse peer on peer
- Private fostering
- Preventing radicalization (Children who may be vulnerable to violent extremism)
- Sexting
- Teenage relationship abuse
- Trafficking. Go to <http://panlancashirescb.proceduresonline.com/index.htm> and click on contents and go to **CHILDREN IN SPECIFIC CIRCUMSTANCES**

4. Roles and responsibilities

We recognise that high self-esteem, confidence, peer support and clear lines of communication with trusted adults helps all children, and especially those at risk of or suffering abuse. This is a school where children can approach any adult at any time if they are worried or in difficulty. Our safeguarding practice is oriented around the wishes, feelings and best interests of children. We consult with children so that their wishes and feelings are known and taken into account. We **always** strive to give them a 'voice'.

We are proactive and take positive steps to inform children of their rights to safety and protection and the options available to express any fears or concerns. We will listen to what they say, take them seriously and work collaboratively in order to meet their needs. We work hard to ensure that children feel safe and are safe in school. This is a place where they can approach any adult at any time if they are worried or in difficulty, where they are encouraged to talk and are listened to.

We include in the curriculum activities and opportunities for PSHE which equip children with the skills they need to stay safe – including online safety, how to communicate any worries, fears or concerns and how to take responsibility for their own and others' safety. We sometimes use external speakers / organisations to help us do this.

- We implement robust recruitment procedures in respect of all staff, volunteers and visitors to our school, in-line with relevant legislation and guidance and, where necessary, beyond it;
- We take online safety seriously, do all that is reasonable to limit children's exposure to risk by putting safety mechanisms in place, monitoring usage and educating children and staff about safe and acceptable use;
- Everyone is clear about expected codes of conduct and what to do in the event that they are worried about an adult or child's behaviour;
- Everyone, including students and parents, are clear about and understand their responsibilities in respect of site security;
- We promote safety by undertaking, reviewing and updating various risk assessments, and consult and liaise with parents and students;
- We consider broader, health and safety issues and day-to-day arrangements are clear and understood by everyone.
- We ensure that staff have access to the training, skills, knowledge and support they need;
- A high priority is given to safeguarding training and we ensure that everyone is up-to-date, in-line with statutory guidance. It is also integral to induction.
- We do everything possible to establish effective working relationships with parents and colleagues from other agencies;
- We are clear about our safeguarding role and those of other agencies;
- We make sure that everyone is clear about safeguarding and child protection arrangements and procedures so that students and families, as well as adults in school, know who they can talk to and what to do;
- An outstanding pastoral system helps us to identify vulnerability, risk and need and enables us to provide – and/or work with – other agencies to provide really early help and support;
- We manage sensitive information appropriately and work as openly and honestly as possible with parents, in children's best interests.

All staff have a responsibility to:

- Consider, at all times, what is in the best interests of the pupil with a **child-centred approach**

- Contribute to, and maintain a **high safeguarding ethos** within the setting, with safeguarding pupils at the forefront of practice at all times
- Ensure ALL children have opportunities to communicate and know that they are **listened to**
- Contribute to **providing a curriculum** which will equip children with the skills to keep themselves safe and develop an attitude which will enable them to enter adulthood successfully and reach their full potential
- Establish effective, supportive, and **positive relationships** with parents, carers, pupils and other professionals
- Maintain an attitude of **'it could happen here'** where safeguarding is concerned
- Be proactive to provide a **safe environment** in which pupils can learn
- Be prepared to **identify** pupils or families who may benefit from **early help**
- Be aware of the **school's individual procedures** that support safeguarding, including all policies, internal reporting procedures, information and training provided
- Be aware of the role and **identity of the DSL** and deputy DSLs and seek them for advice if required
- Undertake **safeguarding training**, including online safety training, during induction and subsequently on a regular basis, including receiving bulletins, emails and briefings
- Be aware of the **local early help process** and understand their role in it.
- Be aware of, and understand, the process for making referrals to Children's Social Care, understanding that **anyone can make a referral**
- Understand how to make a referral to CSC and/or the police immediately, if at any point there is a **risk of immediate serious harm to a child**
- Be aware of and **understand the procedure to follow** in the event that a child confides they are being abused, exploited or neglected, in a timely manner
- Maintain appropriate **levels of confidentiality** when dealing with individual cases
- **Reassure victims** that they are being taken seriously, that they will be supported, and that they will be kept safe.
- Be aware of **safeguarding issues** that can put pupils at risk of harm.
- **Be aware of behaviours linked to issues** such as drug-taking, alcohol misuse, deliberately missing education, and sharing indecent images, and other signs that pupils may be at risk of harm
- Be fully aware of the importance of **mental health in relation to safeguarding** and that all staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
- Be aware that a **pupil may not feel ready** or know how to tell someone that they are being abused, exploited or neglected, and/or may not recognise their experiences as harmful.

Teachers, including the Headteacher, have a responsibility to:

- Safeguard pupils' wellbeing and maintain public trust in the teaching profession as part of their professional duties, as outlined in the **'Teachers' Standards'**.

The Governing body has a duty to:

- Take **strategic leadership responsibility** for the school's safeguarding arrangements
- Ensure that the school **complies with its duties** under the above child protection and safeguarding legislation

- Ensure that all governors receive appropriate safeguarding and child protection training. This should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place are effective. Their training should be regularly updated.”
- Ensure that staff **read, understand and follow** part one and Annex B of KCSIE September 2024.
- Ensure a named Governor takes responsibility for safeguarding arrangements and receives appropriate training in the management of safeguarding. The Governor for Safeguarding is Rev’d Paul Davies
- Attend **Prevent training** at least every two years
- Appoint an appropriate member of staff from the SLT to the **role of DSL** and one or more deputy DSLs to provide support. Ensure that they are trained to the same standard as the DSL ensuring that the roles are explicit in their job description(s). Ensure the provision of appropriate support, funding, training, resources, and time to carry out their role effectively.
- Support and monitor a **whole-school approach to safeguarding**; this includes ensuring that safeguarding and child protection are at the forefront and **ethos** remains consistently high
- Ensure **systems are in place so that children to confidently report abuse**, knowing that their concerns will be treated seriously, and they can safely express their views and give feedback; these systems will be well-promoted, easily understood, and easily accessible. Ensure that the **voice of the child** is heard and acted upon.
- Ensure **effective and appropriate policies** and procedures are in place
- Make sure that **pupils are taught about safeguarding**, that safeguarding is embedded with the curriculum, including protection against dangers online (including when they are online at home), through teaching and learning opportunities, as part of providing a broad and balanced curriculum
- Adhere to statutory responsibilities by conducting **pre-employment checks on staff** who work with children, following safer recruitment protocol.
- Ensure the school has **clear systems and processes in place for identifying possible mental health problems in pupils**, including clear routes to escalate concerns and clear referral and accountability systems
- Ensure that at least one person on any recruitment panel has undertaken **safer recruitment training**
- Ensure that **all staff receive relevant safeguarding and child protection training** updates, including online safety and expectations and responsibilities relating to filtering and monitoring systems e.g. emails, as required, but at least annually, including a thorough induction
- Confirm that there are transparent procedures in place to handle **allegations against staff**, supply staff, volunteers and contractors, including when the school premises are let out to a third party
- Confirm that there are **procedures in place to make a referral to the DBS** and the Teaching Regulation Agency (TRA), where appropriate, if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned.
- Ensure that appropriate disciplinary procedures are in place, as well as **policies pertaining to the behaviour of pupils and staff**
- Ensure that **procedures are in place to eliminate unlawful discrimination**, harassment and victimisation, including those in relation to child-on-child abuse.

- Appoint a **designated teacher to promote the educational achievement of CLA** and ensure that this person has undergone appropriate training. This staff member is Mrs Angela Wilson, Deputy Headteacher Pastoral Care
- Ensure that the **appropriate level of recruitment checks** are completed on Governors
- Create a culture where **staff are confident to challenge** senior leaders over any safeguarding concerns or lack of action taken
- Understand that online safeguarding is an interrelated and running theme through safeguarding practice. Ensure that **children are safe online** by ensuring that **appropriate filters and monitoring systems are in place** and regularly review their effectiveness, understanding those children that are potentially at greater risk of harm, along with the proportionality of costs versus safeguarding risks.
- Put in place appropriate safeguarding responses for pupils who become absent from education, particularly on repeat occasions and/or for prolonged periods, to help identify any risk of abuse, neglect or exploitation and prevent the risk of escalation in the future
- Ensure staff in school are aware of, and policies are personalised to reflect, an understanding of specific issues such as **child-on-child abuse** and safeguarding children with disabilities and special educational needs e.g, Nudes & Semi-nudes, online and physical sexual violence and harassment
- Partake and complete the **S175/175 audit tool** on a two yearly cycle (at least) as directed by the Local Authority
- Be aware of their obligations under the **Human Rights Act 1998**, the Equality Act 2010 (including the Public Sector Equality Duty), and the local multi-agency safeguarding arrangements.
- Ensure there is an effective early help procedure and ensure all staff understand the procedure and their role in it.
- Ensure that all practice and procedures operate with the best interests of the child at the centre with **a firm child centred approach.**
- Ensure that the school contributes to multi-agency working in line with the statutory guidance 'Working Together to Safeguard Children 2023'.
- Ensure that **children are safe online** by ensuring that appropriate filters and monitoring systems are in place to protect children when they are online on the school system and regularly review their effectiveness, understanding those children that are potentially at greater risk of harm along with the proportionality of costs versus safeguarding risks. For our firewall and filtering we use Sophos XG firewall which has the following capabilities:
 - IWF and CTIRU lists of blocked websites feed directly into the Sophos blocked lists.
 - With Sophos web filtering, over 3,000 applications can be blocked/throttled/reported on.
 - Context aware keyword filtering.
- We also internally use NetSupport DNA to monitor keyword strokes and phrases and cross-checking against a database of over 4500 words/phrases.

The named Governor responsible for Child Protection is- Reverend Paul Davies

The Chair of Governors is - Mr Keith Woodcock

Our Governors are visible, proactive and well enough informed to ask the right questions in order to hold senior leaders to account. The Headteacher and Designated Safeguarding Lead ensure that the policies and procedures adopted by the Governing Body, particularly concerning referrals of cases of suspected abuse and neglect, are fully implemented and followed by all staff. Ultimate, lead responsibility for safeguarding and child protection (as set out below), is the responsibility of the named DSLs; this is never delegated

although we have two Deputy DSLs in place who work with the DSL and may provide cover for the named DSL in her absence.

The DSL has a duty to:

DSL and DDSL responsibilities are explicit in the role- holders' job descriptions and consistent with Keeping Children Safe in Education, Part Two and Annex B:

- The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place, ensuring their effectiveness) whilst creating a culture of safeguarding throughout the setting, continually raising the profile of safeguarding
- Provide **advice, support and expertise to other staff** on child welfare, safeguarding and child protection matters.
- **Take part in strategy discussions**, inter-agency meetings and Child Protection Conferences and/or support other staff to do so.
- **Contribute to the** assessment of children, and/or support other staff to do so
- Ensure that all staff receive appropriate safeguarding training at induction, including online safety and expectations and responsibilities relating to filtering and monitoring. This updated regularly, at least annually
- **Be available** during school hours for staff to discuss any safeguarding concerns
- Arrange, alongside the school, adequate and **appropriate cover** for any activities outside of school hours or terms.
- Refer cases:
 - To CSC where abuse and neglect are suspected, and support staff who make referrals CSC
 - To the Channel programme where radicalisation concerns arise, and support staff who make referrals to the Channel programme
 - To the DBS where a person is dismissed or has left due to harm, or risk of harm, to a child.
 - To the police where a crime may have been committed, in line with the National Police Chiefs' Council (NPCC) guidance.
- Act as a **point of contact** with the multi-agency partners
- Ensure effective and timely communication and information sharing where appropriate between DSL/Deputy/Backup DSL/Pastoral Team/SLT/Governors/Headteacher
- Liaise with staff 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** in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- Work with relevant staff, **taking lead responsibility for promoting educational outcomes** for children, by understanding the lasting impact that adversity and trauma can have on children's behaviour, mental health and wellbeing, knowing the 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 their attendance, engagement and achievement at school. This includes:

- Ensuring that the school knows which pupils have or had a social worker
- Understanding the academic progress and attainment of these pupils
- Maintaining a culture of high aspirations for these pupils
- Supporting teachers to provide additional academic support or reasonable adjustments to help these pupils reach their potential
- Ensure that **child protection files are kept updated** and secure, monitoring the quality and accuracy of logs
- Ensure that a pupil's child protection **file is transferred** as soon as possible, and within five days, when transferring to a new school, and consider any additional information that should be shared to support a child's journey
- Ensure **all stakeholders understand the Child Protection Policy**, Keeping Children Safe in Education 2024 statutory guidance and internal procedures to report any concerns are transparent and understood by all. Ensure this information is given in **induction** and at regular intervals/ training
- Work with the governing board to ensure the school's Child Protection and **Safeguarding Policy is reviewed annually**, and the procedures are updated and reviewed regularly
- Undergo **DSL initial training**, and update this training with refresher training at least every two years to remain compliant.
- Ensure opportunities for **further training** and opportunities for upskilling are taken
- Have due regard to the [PACE Code C 2023](#) in regards to the role of an appropriate adult
- Encourage a culture of listening to children promoting **the voice of the child**
- **Recognise the importance of information sharing**, including within school, with other schools and with the safeguarding partners and other agencies by understanding relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK GDPR
- Undertake **Prevent** awareness training (at least) every two years
- Be provided with appropriate support and **supervision** in order to carry out the role safely and effectively
- Liaise with the Local Authority Personal Advisors for any Care Leavers.
- Have due regard to Appendix C of Keeping Children Safe in Education 2024– 'The Role of the Designated Safeguarding Lead'

At Balshaw's we recognise that Deputy DSL's must be trained to same standard as the DSL.

The designated teacher has a responsibility for promoting the educational achievement of CLA and previously CLA (PLAC), and for children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales. In our setting, this is Mrs Wilson.

During term time a DSL will always be available (in school hours) for staff in the school to discuss any safeguarding concerns. The DSL and Deputy DSL undertake training and refresher training in-line with statutory requirements and Local Authority procedures. They update their knowledge and training regularly, eg. Via the NSPCC's weekly CASPAR bulletins, Local Safeguarding Procedures Briefings etc.

- The **Designated Safeguarding Lead for Child Protection (DSL)** in school is a member of the Senior Leadership Team and is **Deputy Headteacher, Mrs Wilson** who is responsible for Child Protection and Safeguarding issues.

- **Deputy DSLs are Headteacher Mr Haycocks and Head of House Mrs Leathard who have been trained to the same appropriate level** and standards as the DSL and will oversee events in the absence of the DSL. In any event the Headteacher will be informed of any suspicions of the above.
- DSL and Deputy DSL designated have the role explicitly outlined in their job description.

DESIGNATED SAFEGUARDING LEADS

Who to speak to if you are concerned about a child at Balshaw's High School



Mrs Angela Wilson
Deputy
Headteacher
Designated
Safeguarding Lead
(DSL)



Mr Steve Haycocks
Headteacher
Deputy Designated
Safeguarding Lead
(DDSL)



Mrs Charlotte Leathard
Head of Cuerden House
Deputy Designated
Safeguarding Lead (DSL)

Safeguarding Governor—Rev. Davies

SEE IT



HEAR IT



REPORT IT

The Designated Safeguarding Lead/Deputies are expected to have a complete safeguarding picture in school and the responsibility for promoting the educational achievement of CLA and previously CLA (PLAC), and for children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside of England and Wales. Wherever possible, staff will always speak to the DSL (or DDSL in their absence) if they have a concern about a child's welfare, however 'minor' this might seem. This will happen as soon as possible and always that same [school] day. During term time, the designated safeguarding lead and/or a deputy will always be available (during school hours) for staff in the school to discuss any safeguarding concerns.

If, in exceptional circumstances, the DSL or DDSLs are not available, this will not delay appropriate action being taken and concerns will be shared with another senior leader in school before the children leave for home.

DSL training

The DSL and DDSL's undergo suitable training which is updated at least every 2 years, in line with KCSIE 2024 and local arrangements. They also undertake Prevent Awareness Training which will be refreshed at intervals of not more than two years and supplemented by regular updates, at least annually. Updates will be provided to the DSL through attendance at relevant safeguarding briefings eg: Lancashire Online Safety Briefing, Safeguarding Conferences, LCSB update courses e.g.: cannabis and drug misuse. The DSL will attend at least two courses per year.

5. Training and Induction

Balshaw's C.E High School recognise the importance of ongoing staff training and development to keep staff aware of emerging issues and keeping the ethos of safeguarding high. Everybody has a role to play in safeguarding our children and we strive to ensure all staff are well informed and know what to do if they have any concerns. Staff members, governors and volunteers will undergo safeguarding and child protection

training at induction, which will be updated on a regular basis and/or whenever there is a change in legislation.

The induction training will cover:

- The Safeguarding, Child Protection Policy and Procedures
- The Child-On-Child Abuse procedures
- The Staff Code of Conduct
- Part one and Annex B of 'Keeping children safe in education' (KCSIE 2024)
- The Behaviour for Learning Policy
- The School Attendance and Punctuality Policy, including the safeguarding response to children who have unexplained absences or go missing from education
- Appropriate child protection and safeguarding training, including online safety training
- Information about the role and identity of the DSL and deputy DSL(s)
- How to record concerns in your setting.
 - *Records will be kept of all inductions*

Following induction, Balshaw's recognises the need to ensure continual, effective training to staff and other stakeholders. We will ensure:-

- ALL staff, Governors and volunteers will receive Safeguarding Training (at least) annually
- The DSL/s will provide ALL staff, volunteers and governors with regular safeguarding updates
- ALL staff, volunteers and governors will read and show an understanding of any updates that are provided
- DSLs will attend DSL training every 2 years and update their knowledge, skills and understanding of relevant safeguarding issues on a regular basis
- The DSL, along with Governors and all staff will undertake Prevent awareness training (at least) every two years
- That at least one person on any recruitment panel has undertaken safer recruitment training
- ALL staff, volunteers and governors will undertake any additional specialised training on matters such as Child Sexual Exploitation, Prevent, Child-on-Child abuse, Online Safety, FGM etc as is deemed necessary by the SLT/DSL and that is particularly relevant to the context and needs of the setting
- Any staff member will discuss any specific training requirements or gaps in knowledge or understanding with the DSL/s
- Staff will receive opportunities to contribute towards and inform the safeguarding arrangements in the school
- Detailed records will be held of staff safeguarding training and ensure that no training becomes out of date.

6. Multi-Agency Working

The school contributes to multi-agency working as part of its statutory duty. The school is aware of and will follow the local safeguarding arrangements. Further details on www.safeguardingpartnership.org.uk

The school will be fully engaged, involved, and share information with local safeguarding arrangements. Once the school is named as a relevant agency by local safeguarding partners, it will follow its statutory duty to cooperate with the published arrangements in the same way as other relevant agencies.

The school will work with Children & Family Well – Being Team, CSC, the Police, Health services and other relevant partners and agencies for the benefit of families and children ensuring contribution to multi-agency plans to provide additional support.

Where a need for early help is identified, the school will allow access for CSC from the host LA and, where appropriate, a placing LA, for that LA to conduct (or consider whether to conduct) a section 17 or 47 assessment.

Balshaw's C.E High School also recognises the particular importance of inter-agency working in identifying and preventing CSE and CCE.

Information sharing

The school recognises the importance of proactive information sharing between professionals and local agencies in order to effectively meet pupils' needs and identify any need for early help.

Considering the above, staff will be aware that whilst the UK GDPR and the Data Protection Act 2018 place a duty on schools to process personal information fairly and lawfully, they also allow for information to be stored and shared for safeguarding purposes – data protection regulations do not act as a barrier to sharing information where failure to do so would result in the pupil being placed at risk of harm.

Staff members will ensure that fear of sharing information does not stand in the way of their responsibility to promote the welfare and safety of pupils. If staff members are in doubt about sharing information, they will speak to the DSL or deputy DSL(s).

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7. Early help

Early help means providing support as soon as the need emerges, at any point in a child's life. Staff at Balshaw's C.E High School recognise that any professional can provide early help. Referrals can be made to a number of agencies relevant to families through our outstanding Pastoral System and the Pastoral Support Officer and Heads of House. School Pastoral staff – Deputy Headteacher Pastoral and the School Pastoral Support Officer will act as Lead Professionals and liaise with families/outside agencies as necessary.

Any pupil or family may benefit from early help, but staff will be alert to the potential need specifically for early help for pupils who:

- Are disabled, have certain health conditions, or have specific additional needs
- Have SEND, regardless of whether they have a statutory EHC plan
- Have mental health needs
- Are young carers.
- Show signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- Are frequently missing or going missing from care or from home
- Are at risk of modern slavery, trafficking, or sexual or criminal exploitation
- Are at risk of being radicalised
- Is misusing drugs or alcohol
- Have family members in custody, or are affected by parental offending
- Are in a family circumstance presenting challenges for them, such as drug and alcohol misuse, adult mental health problems, or domestic abuse
- Have returned home to their family from care
- Are at risk of HBA, such as FGM or forced marriage.
- Are privately fostered.
- Are displaying harmful sexual behaviours which may pose a risk to other children and themselves
- Are persistently absent from education, including persistent absences for part of the school day, or not in receipt of full-time education.
- Show any other early signs of abuse, neglect any other identified reason not listed above that requires extra support or intervention to improve outcomes for families and children
- Have experienced multiple suspensions and are at risk of, or have been, permanently excluded from school, alternative provision or a PRU.
- Have experienced bereavement.
- Viewing problematic or inappropriate online content or developing inappropriate relationships online.

The DSL or Pastoral Staff/Pastoral Support Officer will take the lead where early help is appropriate and consent has been gained. This includes liaising with other agencies and setting up an inter-agency assessment as appropriate. The local early help process will be followed as required to help provide the right, effective support at the right time. [Early Help Assessment - information for professionals - Lancashire County Council](#)

Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. Any such cases will be kept under constant review assessing the impact of the support.

We therefore ensure that:

- All staff and volunteers can identify the risk factors that indicate a family or pupil may benefit from Early Help and can follow school procedures to share this with the DSL
- DSLs, Heads of house, the Pastoral Manager or the Family Support Officer will undertake a Family Early Help Assessment, when appropriate, to identify what Early Help is required
- DSLs will signpost and refer to appropriate support agencies
- DSLs will lead on TAF meetings where is it appropriate for them to do so
- DSLs will follow the local safeguarding processes and refer to Children's Social Care where Early Help has not been successful in reducing risk and meeting unmet needs using the Levels of Need contained within **Working Well with Children and Families in Lancashire Guidance**

8. Abuse and neglect

Abuse is defined as a form of maltreatment of a child which involves inflicting harm or failing to act to prevent harm. Children may be abused in a family, institutional or community setting by those known to them or by others, e.g. via the internet. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by one or multiple adults or other children.

Physical abuse is defined as a form of abuse which may involve actions such as hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical abuse can also be caused when a parent fabricates the symptoms of, or deliberately induces, illness in a child. Staff are aware of Female Genital Mutilation, a form of Physical abuse.

Emotional abuse is defined as the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. This may involve conveying to a child that they are worthless, unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child the opportunities to express their views, deliberately silencing them, 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children, such as interactions that are beyond their developmental capability, overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. **It may involve seeing or hearing the ill-treatment of another.** It may involve serious bullying, including cyberbullying, causing the child to frequently feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, but it may also occur alone.

Sexual abuse is defined as abuse that involves forcing or enticing a child to take part in sexual activities, not necessarily involving violence, and regardless of whether the child is aware of what is happening. This may involve physical contact, including assault by penetration, or non-penetrative acts, such as masturbation, kissing, rubbing, and touching outside of clothing. It may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can be perpetrated by people of any gender and age.

Neglect is defined as the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of a child's health or development. This may involve a parent or carer failing to provide a child with adequate food, clothing or shelter (including exclusion from home or abandonment); failing to protect a child from physical or emotional harm or danger; failing to ensure adequate supervision

(including through the use of inappropriate caregivers); or failing to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

- All staff will be aware of the indicators of abuse and neglect and be vigilant and always raise concerns with the DSL. All staff, especially the DSL and deputy DSL(s), will be aware that safeguarding incidents and/or behaviours can be associated with contextual factors outside the school and/or can occur between children outside of these environments; this includes being aware that pupils can at risk of abuse or exploitation in situations outside their families (extra-familial harms.)
- All staff will be aware that technology is a significant component in many safeguarding and wellbeing issues, including online abuse, cyberbullying, radicalisation and the sharing of indecent images.
- ALL staff understand that children who perpetrate abuse or display harmful behaviour should be treated as victims first and foremost and supported in the same way a victim of abuse would be supported - Risk Assessments will be undertaken where a child's behaviour poses a risk to others, themselves or the environment.
- ALL staff and volunteers understand that there are specific and emerging ways in which children can be abused and are aware of these specific issues, reporting any concerns, in the appropriate manner to the DSL. Specific issues include (but are not limited to):

9. Domestic abuse

In line with the Domestic Abuse Act 2021, **domestic abuse** is defined as abusive behaviour of a person towards another person where both are aged 16 or over and are personally connected. **Abusive behaviour** includes physical or sexual abuse, violent or threatening behaviour, controlling or coercive behaviour, economic abuse, psychological or emotional abuse, or another form of abuse.

The school will recognise the serious, long lasting emotional impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of domestic abuse. All staff will be aware of the signs of domestic abuse and follow the appropriate safeguarding procedures where concerns arise.

Operation Encompass -School has a commitment to Operation Encompass to keep school informed of any incidents of domestic abuse affecting our students. This knowledge is given to schools through operation Encompass which is led by the Police. This allows schools to make the necessary provision for children affected through early intervention through silent or overt support dependent upon the needs and wishes of the child.

The Operation Encompass Lead in school is Angela Wilson.

The Deputies are Steven Haycocks and Charlotte Leathard

School will ensure that we have suitably trained key adults in order to fulfil our obligations under Operation Encompass and ensure our commitment to the Operation is known throughout school via information and training for staff. We will also ensure that the parents/carers and the local community is aware of our commitment via parental letters, posters in school and specific information via the school website.

www.operationencompass.org

10. Homelessness

The DSL and deputy DSL(s) are aware of the contact details and referral routes into the Local Housing Authority so that concerns and support over homelessness can be raised as early as possible. Indicators that a family may be at risk of homelessness include:

- Household debt

- Rent arrears
- Domestic abuse
- Anti-social behaviour
- Any mention of a family moving home because “they have to” or frequent moves.

Referrals to the Local Housing Authority do not replace referrals to CSC where a child is being harmed or at risk of harm. For 16- and 17-year-olds, homelessness may not be family-based and referrals to CSC will be made as necessary where concerns are raised.

Possible Indicators of Child Abuse and Neglect

Neglect	Emotional Abuse	Physical Abuse	Sexual Abuse
Tired/listless	Failure to thrive	Unexplained injuries	Age inappropriate sexual behaviour / knowledge / promiscuity
Unkempt	Attention seeking	Injuries on certain parts of the body	Wary of adults/ running away from home
Poor hygiene	Over ready to relate to others	Injuries in various stages of healing	Eating disorders / depression / <u>self harm</u>
Untreated medical conditions	Low self esteem	Injuries that reflect an article used	Unexplained gifts/ money
Medical appointments missed	Apathy	Flinching when approached	Stomach pains when walking or sitting
Constantly hungry or stealing food	<u>Depression/self harm</u>	Reluctant to change	Bedwetting
Over eats when food is available	Drink/drug/ solvent abuse	Crying/instability	Recurrent genital discharge / infections
Poor growth	Persistently being over protective	Afraid of home	Sexually transmitted diseases
Poor/late attendance	Constantly shouting at, threatening or demeaning a child	Behavioural extremes	
Being regularly left alone or unsupervised	Withholding love and affection	Apathy/depression	
Dressed inappropriately for the weather condition	Regularly humiliating a child	Wanting arms and legs covered even in very hot weather	
Having few friends and/or being withdrawn			
Ill equipped for school			

Further useful information on what to look for can be found at:

www.nspcc.org.uk/core-info

NSPCC

<https://www.brook.org.uk/our-work/category/sexual-behaviours-traffic-light-tool>

Definitions of Child Abuse and Neglect

<p>Sexual abuse involves:</p> <ul style="list-style-type: none"> 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); 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; 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. 	<p>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. May involve:</p> <ul style="list-style-type: none"> Conveying to a child that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person; Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate; Age or developmentally inappropriate expectations being imposed on children (These may include interactions that are beyond the child's developmental capability, as well as over-protection and limitation of exploration and learning, or preventing the child participating in normal social interaction); Seeing or hearing the ill-treatment of another; Serious bullying (including cyber-bullying), Causing children frequently to feel frightened or in danger; The exploitation or corruption of children; Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.
<p>Physical abuse may involve:</p> <ul style="list-style-type: none"> 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. <p>Fabricated illness</p> <ul style="list-style-type: none"> The carer does not physically harm the child but reports a clinical story which is fabricated. This is frequently 'supported' by false specimens e.g. use of menstrual or animal blood; <p>Induced illness</p> <ul style="list-style-type: none"> The carer inflicts harm on the child e.g. poisoning, suffocation, tearing etc. 	<p>Neglect is: The persistent failure to meet a child's basic physical and/or psychological needs:</p> <ul style="list-style-type: none"> 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 misuse; 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.

11. Children absent from school and missing from education

Staff will be aware a child being absent from school is a potential indicator of abuse or neglect and, as such, these pupils are particularly at risk of being victims of harm, sexual and criminal exploitation, forced marriage, female genital mutilation or radicalisation. Staff will monitor pupils that are absent from school, particularly on repeat occasions, and report them to the DSL following normal safeguarding procedures, and in accordance with the School Attendance and Punctuality Policy. School will inform the LA of any pupil who fails to attend regularly or has been absent without the school's permission for a continuous period of 10 school days or more, in accordance with LA protocol.

Staff will monitor pupils that go missing from the school, particularly on repeat occasions, and report them to the DSL following normal safeguarding procedures, in accordance with the School Attendance and Punctuality Policy. The school will inform the LA of any pupil who fails to attend regularly or has been absent without the school's permission for a continuous period of 10 school days or more. We will follow local guidance when children go missing from home <https://www.safeguardingpartnership.org.uk/missing-from-home-protocol-trigger-plan/>

Where reasonably possible schools and colleges **will hold more than one emergency contact number for their pupils and students.**

All children, regardless of their circumstances, are entitled to a full time education, which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as is possible, the identity of children of compulsory school age who are missing education in their area. The Attendance Officer, Family Support Officer and Deputy Headteacher Pastoral in school monitor attendance and absence carefully and are mindful of the vulnerability of children missing education. We need to know where children are in order to keep them safe and follow-up non-attendance in a timely and robust way, especially where this is repeated. We work with parents to ensure children attend regularly and will set up attendance plans to help improve matters when this is too low. Attendance plans and Attendance Contracts may involve the Local Authority, or attendance at Court. Warning letters and Attendance panels are held in order to help parents understand the importance of good attendance and consequence of persistent absence for their child and them as parents.

12. Children attending an approved educational activity

An approved educational activity is where a pupil is attending another school at which they are registered or taking part in off-site activity such as field trips, educational visits, work experience or unregistered alternative provision.

Pupils can only be recorded as attending an off-site activity if it is approved by the school, of an educational nature and supervised by someone authorised by the school. Ultimately, school are responsible for the safeguarding and welfare of pupils taking part in an off-site educational activity so it would be reasonable to expect that the school would only authorise someone who was answerable to the school to supervise an activity. Such activities include:

- Dual registered at another school
- Participating in a supervised sporting activity
- Educational visit or trip
- Work experience

13. Child criminal exploitation (CCE)

Child criminal exploitation is defined as a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in criminal activity, for any of the following reasons:

- In exchange for something the victim needs or wants
- For the financial advantage or other advantage of the perpetrator or facilitator
- Through violence or the threat of violence (this could be online or through technology)

Specific forms of CCE can include:

- Being forced or manipulated into transporting drugs or money through county lines.
- Working in cannabis factories.
- Shoplifting or pickpocketing.
- Committing vehicle crime.
- Committing, or threatening to commit, serious violence to others.

The school will recognise that pupils involved in CCE are victims themselves, regardless of whether they have committed crimes, and even if the criminal activity appears consensual. The school will also recognise that pupils of **any gender** are at risk of CCE.

School staff will be aware of the indicators that a pupil is the victim of CCE, including:

- Associating with other children involved in exploitation
- Suffering from changes in emotional wellbeing
- Misusing drugs or alcohol
- Going missing for periods of time or regularly coming home late
- Regularly missing school or education
- Appearing with unexplained gifts, money or new possessions.

Criminal exploitation of children can include **County Lines**. This is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or criminal networks / gangs groom and exploit children and young people to carry drugs and money into one or more areas. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked or the purpose of transporting drugs and a referral to the [National Referral Mechanism](#) should be considered in addition to normal safeguarding procedures. School would liaise with a 'First responder Organisation' as details in part 4 of the guidance, to support and request a referral to the NRM.

As well as the general indicators for CCE, school staff will be aware of the specific indicators that a pupil may be involved in county lines, including:

- Going missing and subsequently being found in areas away from their home.
- Having been the victim or perpetrator of serious violence, e.g. knife crime.
- Receiving requests for drugs via a phone line, moving drugs, collecting money
- Being found in accommodation they have no connection with
- Owing a 'debt bond' to their exploiters
- Having their bank account used to facilitate drug dealing.

14. Child sexual exploitation (CSE)

Child Sexual Exploitation is defined as a form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity, for any of the following reasons:

- In exchange for something the victim needs or wants

- For the financial advantage, increased status or other advantage of the perpetrator or facilitator
- Through violence or the threat of violence, this could be online or through technology.

The school will recognise that CSE can occur over time or be a one-off occurrence, and may happen without the pupil's immediate knowledge, e.g. through others sharing videos or images of them on social media. The school will recognise that CSE can affect any pupil who has been coerced into engaging in sexual activities, even if the activity appears consensual; this includes pupils aged 16 and above who can legally consent to sexual activity. The school will also recognise that pupils may not realise they are being exploited and they believe they are in a genuine romantic relationship.

School staff will be aware of the key indicators that a pupil is the victim of CSE, including:

- Appearing with unexplained gifts, money or new possessions.
- Associating with other children involved in exploitation.
- Suffering from changes in emotional wellbeing.
- Misusing drugs or alcohol.
- Going missing for periods of time or regularly coming home late.
- Regularly missing school or education or not taking part.
- Having older boyfriends or girlfriends.
- Suffering from sexually transmitted infections.
- Displaying sexual behaviours beyond expected sexual development.
- Becoming pregnant.

All staff will consider the language and terms used when raising concerns and providing ongoing support to pupils who have experienced abuse through exploitation to ensure victims are not unintentionally blamed or seen as active participants in their own abuse.

Where CSE, or the risk of it, is suspected, staff will discuss the case with the DSL. If after discussion a concern remains, local safeguarding procedures will be triggered.

Possible Indicators of Child Sexual Exploitation



SEXUAL HEALTH & BEHAVIOUR

Sexually transmitted infections; pregnancy, terminations; inappropriate sexualised behaviour(s)



ABSENT FROM SCHOOL OR REPEATEDLY RUNNING AWAY

Truancy or regularly going missing / running away



FAMILIAL ABUSE AND / OR PROBLEMS AT HOME

Familial abuse or neglect; forced marriage or 'honour-based' violence; domestic abuse; substance / alcohol misuse; parental mental ill-health; homelessness / being in temporary accommodation; privately fostered / Looked After



EMOTIONAL AND PHYSICAL CONDITION

Suicidal ideation, self-harm; low self-esteem / confidence; confusion re sexual orientation; learning difficulties / disability; poor mental health; unexplained injuries or changes in appearance



GANGS, OLDER AGE GROUPS, INVOLVED IN CRIMINALITY

Direct involvement with gang members; involvement in criminal activity; involvement with older individuals or lacks same-age friends, contact with victims of CSE



USE OF TECHNOLOGY, SEXUAL BULLYING

Evidence of 'sexting', sexualised communication online; problematic use of internet / social networking; multiple phones



ALCOHOL OR DRUG MISUSE

Problematic substance use



RECEIPT OF UNEXPLAINED GIFTS OR MONEY

Unexplained finances / gifts including mobile phone credit, clothes, jewellery, money



DISTRUST OF AUTHORITY FIGURES

Resistance to communicating with parents, teachers, social workers, foster carers, health professionals, Police etc al

15. Concealed and denied Pregnancy affecting attendance at school

A concealed pregnancy is when a woman knows she is pregnant but does not tell anyone; or when she tells a professional but conceals the fact that she is not accessing antenatal care; or when she tells another person or persons and together they conceal the fact from all agencies. A denied pregnancy is when an expectant mother is unaware of or unable to accept the existence of her pregnancy. Physical changes to the body may not be present or be misconstrued; they may be intellectually aware of the pregnancy but continue to think, feel and behave as though they were not pregnant. There may be a number of reasons why a pregnancy is concealed or denied, including, but not limited to; fear of stigma or shame, in cases of rape, sexual or domestic abuse, forced or sham marriage, in cases of rape, sexual or domestic abuse, forced or sham marriage, fear of a child being removed or asylum seekers and illegal immigrants who may be reluctant to come to the attention of authorities. In some cases the woman may be truly unaware that she is pregnant. In some cases an expectant mother may be in denial of her pregnancy.

Where there is a suspicion of a concealed or denied pregnancy, the school will follow the procedures set out by our local Safeguarding Children Partnership arrangements.

[Blackburn with Darwen, Blackpool and Lancashire Children's Safeguarding Assurance Partnership \(proceduresonline.com\)](https://proceduresonline.com)

Further training is available for staff regarding concealed or denied pregnancy [Concealed-and-Denied-Pregnancy-2020-7MB.pdf \(lancshiresafeguarding.org.uk\)](https://lancshiresafeguarding.org.uk)

16. Modern slavery

Modern slavery encompasses human trafficking and slavery, servitude, and forced or compulsory labour. This can include CCE, CSE, and other forms of exploitation.

All staff will be aware of and alert to the signs that a pupil may be the victim of modern slavery. Staff will also be aware of the support available to victims of modern slavery and how to refer them to the National Referral Mechanism. (From The Modern Slavery Act 2015, Section 52) The public authority (including schools) bears this obligation where it has 'reasonable grounds to believe that a person may be a victim of slavery or human trafficking'.

17. FGM – Female Genital Mutilation

FGM is defined as all procedures involving the partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

All staff will be alert to the possibility of a pupil being at risk of FGM, or already having suffered FGM. If staff are worried about someone who is at risk of FGM or who has been a victim of FGM, they are required to share this information with CSC and/or the police. The school's procedures relating to managing cases of FGM and protecting pupils will reflect multi-agency working arrangements.

As outlined in Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015), teachers are **legally required** to report to the police any discovery, whether through disclosure by the victim or visual evidence, of FGM on a pupil under the age of 18. Teachers failing to report such cases may face disciplinary action. Teachers will not examine pupils, and so it is rare that they will see any visual evidence, but they must personally report to the police where an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also consider and discuss any such case with the DSL and involve CSC as appropriate. **NB:** This does not apply to any suspected or at-risk cases, nor if the individual is over the age of 18. In such cases, local safeguarding procedures will be followed.

All staff will be aware of the indicators that pupils may be at risk of FGM. While some individual indicators they may not indicate risk, the presence of two or more indicators could signal a risk to the pupil. It is important to note that the pupil may not yet be aware of the practice or that it may be conducted on them, so staff will be sensitive when broaching the subject.

Indicators that a pupil may be at heightened risk of undergoing FGM include:

- The socio-economic position of the family and their level of integration into UK society
- The pupil coming from a community known to adopt FGM
- Any girl with a mother or sister who has been subjected to FGM
- Any girl withdrawn from PSHE
- Travel abroad or a long holiday with relatives to a country known to practise FSM.

FGM is included in the definition of **honour-based' abuse (HBA)** which involves crimes that have been committed to defend the honour of the family and/or community. All forms of HBA are forms of abuse and will be treated and escalated as such. Staff will be alert to the signs of HBA, including concerns that a child is at risk of HBA, or has already suffered from HBA, and will consult with the DSL who will activate local safeguarding procedures if concerns arise.

18. Forced marriage

Forced marriage is defined as a marriage that is entered into without the full and free consent of one or both parties, and where violence, threats or any other form of coercion is used to cause a person to enter into the marriage. Threats can be physical, emotional, or psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent, e.g. due to some forms of SEND. Forced marriage is a crime in the UK and a form of HBA.

Staff who have any concerns regarding a pupil who may have undergone, is currently undergoing, or is at risk of forced marriage will speak to the DSL and local safeguarding procedures will be followed – this could include referral to CSC, the police or the Forced Marriage Unit

19. Extremism & Radicalisation

Defining Extremism

Radicalisation is defined as the process by which people come to support terrorism and extremism and, in some cases, to then participate in terrorist activity. Extremism goes beyond terrorism and is defined in the Government's Counter Extremism Strategy as "vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. We also regard calls for the death of members of armed forces as extremism".

A Legal Duty

The Counter Terrorism and Security Act 2015 places a duty on a number of organisations, including schools, to prevent all radicalisation and extremism. The purpose is to protect children from harm and to ensure that they are taught in a way that is consistent with the law and British values

A Whole School Approach

Preventing radicalisation and extremism is an integral part of safeguarding in school. For example, we will be mindful of its potential significance in respect of recruitment and selection, online safety, the use of external providers and speakers, the curriculum and our duty to promote and support children's spiritual, moral, social and cultural development and British values.

In order to comply with the Prevent Duty we adopt a tiered approach:

- Generally
 - Developing a risk assessment and action plan to reduce and manage risk. This reflects our local context, has been signed-off and is reviewed by governors;
 - by ensuring that all staff in school are trained and that they understand the risks affecting children and young people ;
 - having appropriate systems in place for filtering, monitoring, reporting and responding to inappropriate online searches (including in languages other than English);
 - by building resilience, e.g. through the curriculum, teaching and learning. Providing a safe environment in which children and young people can discuss and learn about British Values, respect, citizenship etc.
- Specifically ensuring that DSLs have attended specific [WRAP] training in-line with statutory guidance. This ensures that they are able to provide advice and support to other staff;

- having strategies and systems in place which enable us to manage access to extremist material i.e. by ensuring appropriate and proportionate online filtering and monitoring occurs in school, and by having clear processes in place for monitoring behaviour, including online, so that we are able to identify individuals who may be at risk;
- conducting relevant checks in order to prohibit extremist speakers and events in school.
- Procedurally having clear procedures in place which enable us to protect and support those identified as being at risk, i.e. working in partnership with local authorities, the police and others in the community, including parents.

Vulnerability & Potential Indicators

Extremists often target the vulnerable – including the young – by seeking to sow divisions between communities on the basis of race, faith or denomination; justifying discrimination towards women and girls; seeking to persuade others that minorities are inferior; or arguing against the primacy of democracy and the rule of law in our society. There is no obvious profile of a person likely to become involved in extremism or a single indicator of when a person might move to adopt violence in support of extremist ideas. (As a broad rule of thumb, children who are more vulnerable in the real world are also more vulnerable online!)

The process of radicalisation is different for every individual and can take place over an extended period or within a very short time frame. As with any other concern, the risk of harm is raised when young people are vulnerable and is often noticed when children change their behaviour, clothing or attitudes.

Younger children may repeat the language and comments of adults while older siblings and adults may also show signs. Early indicators which everyone should be aware of include:

- Showing sympathy for extremist causes;
- Glorifying violence, especially to other faiths or cultures;
- Making remarks or comments about being at extremist events or rallies outside school;
- Evidence of possessing illegal or extremist literature;
- Advocating messages similar to illegal organisations or other extremist groups;
- Out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent);
- Secretive behaviour;
- Online searches or sharing extremist messages or social profiles;
- Intolerance of difference, including faith, culture, gender, race or sexuality;
- Graffiti, art work or writing that displays extremist themes;
- Attempts to impose extremist views or practices on others;
- Verbalising anti-Western or anti-British views;
- Advocating violence towards others.

Acting on Concerns

Any concerns about radicalisation or extremism of any kind should be treated as a safeguarding issue, in-line with this policy i.e. in the first instance a discussion should take place with the DSL, who will make a decision about speaking to parents / carers, the need to seek external advice and, where necessary make ongoing referrals to Channel, children's social care and / or police in-line with locally agreed procedures and protocols.

HM Government adopts the following definitions:

- **Radicalisation** is defined as – “the process by which people come to support terrorism and extremism and, in some cases, to then participate in terrorist activity”.
- **Extremism** is defined as – “vocal or active opposition to fundamental British values including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs”. The government also includes in its definition calls for the death of me.
- **Prevent** is the name given to the Government’s strategy to respond to the challenge of extremism; it is part of its broader counter terrorism strategy which is known as **Contest**. We recognise that Prevent is an integral part of safeguarding in school, that it is not separate and does not stand alone. For example, we will be mindful of its potential significance in respect of:
 - Recruitment and selection;
 - The use of external providers and speakers;
 - Online safety;
 - The curriculum and our duty to promote and support children’s spiritual, moral, social and cultural development and British values.

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

Can we evidence that we:

- Developed a Prevent action plan to reduce this risk, which has been signed off by governors;
- Conduct relevant checks in order to prohibit extremist speakers and events in school;
- Put strategies in place to manage access to extremist material i.e. by ensuring appropriate and proportionate online filtering and monitoring occurs in school.
- Work in partnership with parents, the local community and other agencies to fulfil our duties;

There is no obvious profile of a person likely to become involved in extremism or a single indicator or when a person might move to adopt violence in support of extremist ideas.

The process of radicalisation is different for every individual and can take place over an extended period or within a very short time frame. As with any other concern, the risk of harm is raised when young people are vulnerable and is often noticed when children change their behaviour, clothing or attitudes. Younger children may repeat the language and comments of adults and staff should be alert to this (alongside the fact that older siblings and adults may also show signs).

Early indicators which everyone should be aware of include:

- showing sympathy for extremist causes;
- glorifying violence, especially to other faiths or cultures;
- making remarks or comments about being at extremist events or rallies outside school;
- evidence of passing illegal or extremist literature;
- advocating messages similar to illegal organisations or other extremist groups;
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent);
- secretive behaviour;
- online searches or sharing extremist messages or social profiles;
- intolerance of difference, including faith, culture, gender, race or sexuality;
- graffiti, art work or writing that displays extremist themes;

- attempts to impose extremist views or practices on others;
- verbalising anti-Western or anti-British views;
- advocating violence towards others;

Staff will use their judgement in identifying children who might be at risk of radicalisation and respond proportionately; this may include making a referral to the Channel programme (with consent). Any concerns about radicalisation or extremism of any kind should be treated as a safeguarding issue, in-line with this policy i.e. in the first instance a discussion should take place with the DSL, who will make a decision about speaking to parents/carers, the need to seek external advice and, where necessary make ongoing referrals to Channel, children social care and/or police in-line with locally agreed procedures and protocols. If school makes a referral to Channel, the DSL may be asked to attend a Channel panel to discuss the individual referred to determine whether and what ongoing support is required.

DSLs understand when it is appropriate to make a referral to the Channel Panel and are aware of how to do so. 'Notice. Check. Share.'



LPP Lancashire
School Audit & Planni

The Online Safety Policy will support the safeguarding of children online by ensuring they cannot access terrorist and extremist material when using the internet and that suitable filtering software and supervision is in place.

Our single point of contact (SPOC) for Prevent in school: Angela Wilson DSL

External, Prevent-related advice can be sought from: Pam.Smith@lancashire.gov.uk, **01772 530591**

If you are concerned about extremism in a school or organisation that works with children, or if you think a child might be at risk of extremism you can also seek advice and support via:

Email: counter.extremism@education.gov.uk

Helpline: **020 7340 7264** (Open Monday to Friday from 9am to 6pm (excluding bank holidays))

There is also a central Safeguarding Team based at Police HQ, Hutton. This is the public protection team of the Counter Terrorism Branch (TCB) Telephone: **01772 413029**

Further Information & Resources

[Prevent duty guidance](#)

[Prevent duty advice for schools](#)

<http://www.tscb.co.uk/docs/schools-prevent-self-assessment-toolkit-section-2.docx>

[Educate Against Hate Website](#)

<https://www.educare.co.uk/courses/prevent-duty-early-years/>

<https://www.pacey.org.uk/working-in-childcare/spotlight-on/british-values/>

Please contact any of the above if you have a concern, are unsure whether you need to make a Channel referral or want to discuss an open case. Remember it's got to be Prevent/Channel concern i.e. there is a worry around radicalisation or extremism or potential for the same.

If out of hours and you have a concern that you feel needs **urgent action** then please consider the telephone numbers below and ask that CTB are informed.

- **Police Emergency 999**

- **The police non-emergency number 101**
- **Anti-Terrorism Hotline 0800 789 321**

Protecting pupils from the risk of radicalisation is part of the school’s wider safeguarding duties. The school will actively assess the risk of pupils being radicalised and drawn into extremism and/or terrorism. Staff will be alert to changes in pupils’ behaviour which could indicate that they may need help or protection. Staff will use their professional judgement to identify pupils who may be at risk of radicalisation and act appropriately, which may include contacting the DSL or making a Prevent referral. The school will work with local safeguarding arrangements as appropriate.

The school will ensure that they engage with parents and families, as they are in a key position to spot signs of radicalisation. In doing so, the school will assist and advise family members who raise concerns and provide information for support mechanisms. Any concerns over radicalisation will be discussed with the pupil’s parents, unless the school has reason to believe that the child would be placed at risk as a result. The DSL will undertake Prevent awareness training to be able to provide advice and support to other staff on how to protect pupils against the risk of radicalisation and ensure that all staff and governors have received appropriate and up-to date training – Lead DSL completed this with Lancashire Police May 2021. The DSL will hold formal training sessions with all members of staff to ensure they are aware of the risk indicators and their duties regarding preventing radicalisation.

The Prevent Duty

Under section 26 of the Counter-Terrorism and Security Act 2015, all schools are subject to a duty to have “due regard to the need to prevent people from being drawn into terrorism”, known as **the Prevent duty**, forming part of the school’s wider safeguarding obligations.

The school’s procedures for carrying out the Prevent duty, including how it will engage and implement the Channel programme, are outlined in the Prevent Duty Policy.

Balshaw’s C.E high School will ensure that ALL Staff, Governors and volunteers are informed and have 'due regard to the need to prevent people from being drawn into terrorism', known as the 'Prevent Duty.'

Prevent Lead	Angela Wilson
Prevent Governor Lead	Paul Davies
Prevent Curriculum Lead	Steven Haycocks

20. Private fostering

Where a period of UK homestay lasts 28 days or more for a child aged under 16, or under 18 for a child with SEND, this may amount to private fostering under the Children Act 1989. Where the school becomes aware of a pupil being privately fostered, they will notify the LA as soon as possible to allow the LA to conduct any necessary checks.

21. Pupils with family members in prison

Approximately 200,000 children have a parent sent to prison each year and we are mindful that these children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. For some children the process can feel very like bereavement and we will provide them with appropriate support at every stage.

It will be the DSL and Principal who lead in these circumstances. They will work closely with relevant staff in school as well as any other agencies and professionals involved, as required and in-line with locally agreed protocols and procedures. They may also draw upon the useful guidance provided by the National Information Centre on Children of Offenders (NICCO) which provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Pupils with a family member in prison will be offered pastoral support as necessary. They will receive a copy of 'Are you a young person with a family member in prison?' from Action for Prisoners' Families where appropriate and allowed the opportunity to discuss questions and concerns.

22. Child on Child Abuse including sexualised abuse

Child on Child abuse is defined as abuse between children under 18 years of age. **Balshaw's C.E High School** has a **zero-tolerance approach to abuse**, including child on child abuse. Balshaw's C.E High School will refer to specific guidance in Keeping Children Safe in Education Part five: Child on Child Sexual Violence and Sexual Harassment and Lancashire Procedures. [5.31 Peer Abuse \(proceduresonline.com\)](https://www.proceduresonline.com)

All staff will be aware child on child abuse can occur between pupils of any age and gender, both inside and outside of school, as well as online. All staff will be aware of the indicators of Child on Child abuse, how to identify it, and how to respond to reports. All staff will also recognise that even if no cases have been reported, this is not an indicator that Child on Child Abuse is not occurring. All staff will speak to the DSL if they have any concerns about Child on Child Abuse.

All staff will understand the importance of challenge inappropriate behaviour between peers, and will not tolerate abuse as "banter" or "part of growing up".

Child on Child abuse can be manifested in many different ways, including:

- Bullying, including cyberbullying and prejudice-based or discriminatory bullying.
- Abuse in intimate personal relationships between peers.
- Physical abuse – this may include an online element which facilitates, threatens and/or encourages physical abuse.
- Sexual violence – this may include an online element which facilitates, threatens and/or encourages sexual violence.
- Sexual harassment, including online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent.
- The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
- Upskirting.
- Initiation- and hazing-type violence and rituals, which can 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 will be clear as to the school's policy and procedures regarding child on child abuse and the role they have to play in preventing it and responding where they believe a child may be at risk from it.

All staff will be made aware of the heightened vulnerability of pupils with SEND, who evidence suggests are more likely to be abused than their peers. Staff will not assume that possible indicators of abuse relate to the pupil's SEND and will always explore indicators further.

All staff will be made aware of the heightened vulnerability of LGBTQ+ pupils, who evidence suggests are also more likely to be targeted by their peers. In some cases, pupils who are perceived to be LGBTQ+, regardless of whether they are LGBTQ+, can be just as vulnerable to abuse as LGBTQ+ pupils. The school's response to sexual violence and sexual harassment between pupils of the same sex will be equally as robust as it is for incidents between children of the opposite sex.

Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or peers. Pupils will also be reassured that they will be taken seriously, be supported, and kept safe. This process will be continually reviewed by the DSLs and SLT.

The school's procedures for managing allegations of child on child abuse are outlined in the Behaviour for Learning Policy. Staff will follow these procedures, as well as the procedures outlined in the school's Anti-Bullying Policy and Behaviour for Learning Policy, where relevant.

Balshaw's C.E High School and the lead DSL will consider:

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

Following a report of sexual violence, the designated safeguarding lead (or deputy) will make an immediate risk and needs assessment, considering:

- the victim
- the alleged perpetrator
- all other children (and if appropriate adult students and staff)
- Risk assessments (if required) will be recorded and kept under review as a minimum termly
- Refer to Guidance in Keeping Children Safe in Education Sept 2024, Part 5.

Where relevant, risk assessments will be written, informed by the voice of the children involved, consulted on with parents and shared on a need to know basis with relevant staff. and kept under review as a minimum, termly.



Lancashire Education
Risk Management Pla



Lancashire Risk
Management Plans

23. Serious violence

Through training, all staff will be made aware of the indicators which may signal a pupil is at risk from, or is involved with, serious violent crime. These indicators include, but are not limited to:

- Increased absence from school.
- A change in friendships.
- Relationships with older individuals or groups.
- A significant decline in academic performance.
- Signs of self-harm.
- A significant change in wellbeing.
- Signs of assault.
- Unexplained injuries.
- Unexplained gifts or new possessions.

Staff will be made aware of some of the most significant risk factors that could increase a pupil's vulnerability to becoming involved in serious violence. These risk factors include, but are not limited to:

- Being male.
- Having been frequently absent from school.
- Having been permanently suspended from school.
- Having experienced child maltreatment or trauma.
- Having been involved in offending, such as theft or robbery.

Staff members who suspect a pupil may be vulnerable to, or involved in, serious violent crime will immediately report their concerns to the DSL.

24. Online safety and personal electronic devices

Balshaw's C.E High School will adhere to the Online Safety Policy at all times and is committed to keeping children safe online.

As part of a broad and balanced curriculum, all pupils will be made aware of online risks and taught how to stay safe online. The school will ensure that suitable filtering systems are in place on ICT equipment to prevent children accessing inappropriate material. This system will be monitored and reviewed with any inappropriate behaviours or searches being followed up appropriately. This filtering system is called Sophos XG firewall. Also, IWF and CTIRU lists of blocked websites feed directly into the Sophos blocked lists. We also use Sophos web filtering, in which over 3,000 applications can be blocked/throttled/reported on. Further safeguarding measures online internally include context aware keyword filtering - NetSupport DNA monitors keyword strokes and phrases and cross-checking against a database of over 4500 words/phrases.

Further information regarding the school's approach to online safety can be found in the Online Safety Policy on the school website. Finally, when school becomes aware of an online safety issue that has occurred outside of school, it is managed in accordance with the school Online Safety Policy.

Personal electronic devices

The use of personal electronic devices, including mobile phones and cameras, by staff and pupils is closely monitored by the school, in accordance with the Staff Code of Conduct and Behaviour for Learning Policy.

Where photographs and videos will involve pupils, who are CLA, adopted pupils, or pupils for whom there are security concerns, the Headteacher will liaise with the DSL to determine the steps involved. The DSL will, in known cases of pupils who are CLA or who have been adopted, liaise with the pupils' social workers, carers or adoptive parents to assess the needs and risks associated with the pupils.

Staff will report any concerns about pupils' or other staff members' use of personal electronic devices to the DSL, following the appropriate procedures. Balshaw's C.E High School is committed to keeping pupils safe by ensuring that electronic devices such as cameras, phones and tablets are used in an appropriate manner. School will therefore ensure that:

- parental consent is obtained to take and use photographs and/or videos of children, for use in school, to market the school or to share on social media / internet
- staff, visitors, volunteers and students do not use their own mobile phones or devices to take or record any images of children.

Upskirting

Under the Voyeurism (Offences) Act 2019, it is an offence to operate equipment for the purpose of upskirting. "**Operating equipment**" includes enabling, or securing, activation by another person without that person's knowledge, e.g. a motion-activated camera.

Upskirting will not be tolerated by the school. Any incidents of upskirting will be reported to the DSL, who will then decide on the next steps to take, which may include police involvement.

25. Sharing nude and semi nude images

Formally referred to as sexting, sharing nudes and semi nudes is defined as the production, sending or posting of nude or semi-nude images, videos or live streams online by young people under the age of 18. This could be via social media, gaming platforms, chat apps or forums.

UKCIS – Sharing nudes and semi-nudes: advice for education settings (UKCIS, 2020)

<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>

It includes nude or nearly nude images and/or sexual acts. It is also referred to as 'youth produced sexual imagery'. 'Sexting' does not include the sharing of sexual photos and videos of under-18 year olds with or by adults. This is a form of child sexual abuse and must be referred to the police.

The school will ensure that staff are aware to treat the sharing of indecent images, including through sexting, as a safeguarding concern.

Staff will receive appropriate training regarding child sexual development and will understand the difference between sexual behaviour that is considered normal and expected for the age of the pupil, and sexual behaviour that is inappropriate and harmful. Staff will receive appropriate training around how to deal with instances of sexting in the school community, including understanding motivations, assessing risks posed to pupils depicted in the images, and how and when to report instances of sexting.

Staff will be aware that creating, possessing, and distributing indecent imagery of children is a criminal offence, regardless of whether the imagery is created, possessed, and distributed by the individual depicted; however, staff will ensure that pupils are not unnecessarily criminalised.

Where a member of staff becomes aware of an incidence of sexting that involves indecent images of a pupil, they will refer this to the DSL as soon as possible. Where a pupil confides in a staff member about the circulation of indecent imagery, depicting them or someone else, the staff member will:

- Refrain from viewing, copy, printing, sharing, storing or saving the imagery.
- Tell the DSL immediately if they accidentally view an indecent image and seek support.
- Explain to the pupil that the incident will need to be reported.
- Respond positively to the pupil without blaming or shaming anyone involved, and reassuring them that they can receive support from the DSL.
- Report the incident to the DSL.

The DSL will attempt to understand what the image contains **without viewing it** and the context surrounding its creation and distribution – they will categorise the incident into one of two categories:

- **Aggravated:** incidents which involve additional or abusive elements beyond the creation and distribution of indecent images of pupils, including where there is an adult involved, where there is an intent to harm the pupil depicted, or where the images are used recklessly.
- **Experimental:** incidents involving the creation and distribution of indecent images of pupils where there is no adult involvement or apparent intent to cause harm or embarrassment to the pupil.

Where it is necessary to view the imagery, e.g. if this is the only way to make a decision about whether to inform other agencies, the DSL should:

- never copy, print, share, store or save them; this is illegal.
- discuss the decision with the headteacher or a member of the senior leadership team
- make sure viewing is undertaken by the DSL (or equivalent) or another member of the safeguarding team with delegated authority from the headteacher or a member of the senior leadership team
- make sure viewing takes place with another member of staff present in the room, ideally the headteacher or a member of the senior leadership team.
- wherever possible, make sure viewing takes place on the premises of the education setting, ideally in the headteacher or a member of the senior leadership team's office
- make sure wherever possible that they are viewed by a staff member of the same sex as the child or young person in the images
- record how and why the decision was made to view the imagery in the safeguarding or child protection records, including who was present, why the nudes or semi-nudes were viewed and any subsequent actions.
- if any devices need to be taken and passed onto the police, the device(s) should be confiscated and the police should be called.

The above summarised points are explained in further detail with important supporting guidance in the UKCIS guidance – Sharing nudes and semi-nudes: advice for education settings

Where the incident is categorised as 'aggravated', the situation will be managed in line with the school's Peer-on-Peer Abuse Policy. Where the incident is categorised as 'experimental', the pupils involved are supported to understand the implications of sharing indecent imagery and to move forward from the incident. Where there is reason to believe that indecent imagery being circulated will cause harm to a pupil, the DSL escalates the incident to CSC. Where indecent imagery of a pupil has been shared publicly, the DSL will work with the pupil to report imagery to sites on which it has been shared and will reassure them of the support available.

- **Sextortion**

There has been a large increase in reports of children and young people being forced into paying money or meeting another financial demand after an offender has threatened to release nudes or semi-nudes of them. This is financially motivated sexual extortion, a type of online blackmail often referred to as 'sextortion'. It is a form of child sexual abuse. We will ensure through effective communication and staff updates that staff are aware that this can happen and the school will follow guidance issued by the [National Crime Agency](#).

26. Context of safeguarding incidents

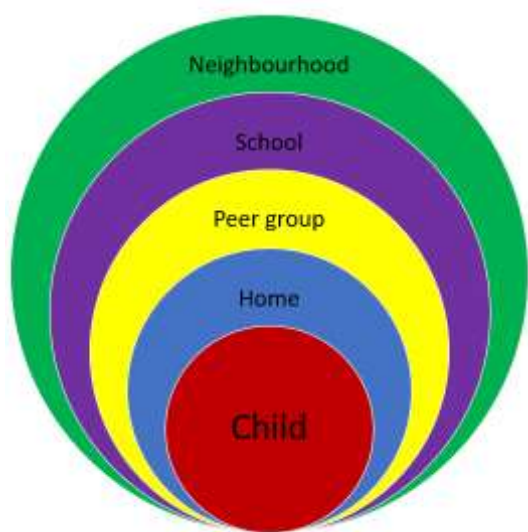
It is always safer to discuss any welfare, safeguarding or child protection matter with the DSL or DDSL in school, regardless of how minor it may appear at face value. You are not bothering anyone, wasting their time or being a nuisance; you are safeguarding children! If you have any concerns about a child's welfare or safety you should act immediately and discuss them with the DSL or Deputy DSL.

Safeguarding incidents can occur outside of school and can be associated with outside factors. All staff, particularly the DSL and deputy DSL(s), will always consider the context of safeguarding incidents. Assessment of pupils' behaviour will consider whether there are wider environmental factors that are a threat to their safety and/or welfare. The school will provide as much contextual information as possible when making referrals to CSC or external agencies.

Safeguarding policy and practice at our school reflects and is tailored to our local context and that of children and partners. This means that what we do and how we do it is oriented around a wide view and understanding of what may happen to children in school and beyond, including online.

We also remain firmly committed to making the fullest possible contributions to multi-agency planning, information gathering / sharing, risk assessment / management, support and review processes in order to:

- a. establish whether wider environmental factors are present in a child's life and are a threat to their safety and/or welfare; and
- b. ensure that interventions focus on addressing these.



Threats and risk can take a variety of different forms and children can be vulnerable to multiple threats, including: exploitation by criminal gangs and organised crime groups such as 'county lines', trafficking,

modern day slavery, online abuse, sexual exploitation and the influences of extremism leading to radicalisation. Extra-familial harms take a variety of different forms then and children can be vulnerable to multiple harms.

27. Pupils potentially at greater risk of harm

Balshaw's CE High School recognises that some groups of pupils can face additional safeguarding challenges, and understands that further barriers may exist when determining abuse and neglect in these groups of pupils. Additional considerations for managing safeguarding concerns and incidents amongst these groups are outline below.

- **Pupils who need social workers**

Pupils may need social workers due to safeguarding or welfare needs. These needs can leave pupils vulnerable to further harm and educational disadvantage.

As a matter of routine, the DSL within each school will hold and use information from their LA about whether a pupil has a social worker in order to make decisions in the best interests of the pupil's safety, welfare, and educational outcomes.

Where a pupil needs a social worker, this will inform decisions about safeguarding, e.g. responding to unauthorised absence, and promoting welfare and educational outcomes, e.g. considering the provision pastoral or academic support and support with behaviour.

- **Home-educated children**

Parents may choose elective home education (EHE) for their children. In some cases, EHE can mean that children are less visible to the services needed to safeguard and support them.

In line with the Education (Pupil Registration) (England) Regulations 2006, [name of school]will ensure it informs their LA of all deletions from the admissions register when a pupil is taken off roll.

Where a parent has expressed their intention to remove a pupil from a school within the trust for EHE, the school and other key professionals, will coordinate a meeting with the parent, where possible, before the final decision has been made, particularly if the pupil has SEND, is vulnerable, and/or has a social worker.

Where children are removed from roll for Elective Home Education and there are safeguarding concerns, school will ensure that concerns are shared with the LA.

Pupils with SEND

When managing safeguarding in relation to pupils with SEND, staff will be aware of the following:

- Pupils with SEND or disabilities are nearly 4 times more likely to be a victim of abuse
- Certain indicators of abuse, such as behaviour, mood and injury, may relate to the pupil's disability without further exploration; however, it should never be assumed that a pupil's indicators relate only to their disability
- Pupils with SEND can be disproportionately impacted by issues such as bullying, without outwardly showing any signs
- Communication barriers may exist, as well as difficulties in overcoming these barriers

When reporting concerns or making referrals for pupils with SEND, the above factors will always be taken into consideration. When managing a safeguarding issue relating to a pupil with SEND, the DSL will liaise with the school's SENDCO, as well as the pupil's parents where appropriate, to ensure that the pupil's needs are met effectively.

The well-being of all children in our school is supported and our pastoral system ensures that we build relationships and monitor pupil wellbeing on a regular basis. We are also mindful that children with special educational needs (SEN), disabilities and/or medical conditions can face additional safeguarding challenges, not least because additional barriers can exist when recognising abuse and neglect:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's

disability, without further, appropriate exploration;

- There can be a reluctance to even consider the possibility that someone would abuse a disabled child;
- Being more prone to peer group isolation than other children;
- The potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers.
-

We recognise that Children with special educational needs (SEN) and disabilities can be disproportionately impacted by issues such as bullying – without outwardly showing any signs. Research also indicates that they are especially vulnerable to all forms of abuse and neglect, including fabricated or induced illness, for various reasons e.g. dependency; communication difficulties, isolation etc. A number of serious case reviews have also highlighted the dangers inherent in focusing on adult rather than a child's needs and on a primary focus on support as 'opposed' to potential risk (of abuse).

Additional barriers can exist when recognising abuse and neglect in this group of children. For example, assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability, without further exploration, or a reluctance to even consider the possibility of abuse. These children can also suffer abuse in ways other than via overt physical or sexual assaults which means that staff need to be mindful of a wide-range of issues when working with these young people.

For example, privacy, dignity and respect, food, mobility/restraint, intimate care, finances, medication, the use of aids and adaptations. In order to safeguard children with more complex needs, staff in school will work especially hard to develop the skills they need to give them a 'voice'. In practice, three essential questions always need to be asked:

- I. What is expected of this child? – developmentally, behaviourally etc;**
- II. Do I / we understand how any condition, disability, impairment or other factor e.g. culture impacts?**
- III. How well can I / we understand and communicate with this child?**

National guidance makes it clear that for some children it is not yet possible to prescribe techniques for communicating about possible abusive experiences in ways which are reliable and evidentially safe. Spontaneous disclosures are rare from disabled children, especially those who use alternative or augmentative communication systems and abuse is more likely to be identified via physical signs, behavioural responses and/or emotional presentation/changes. Therefore, it is imperative that staff are vigilant.

First, we will apply the principles and practice laid-out in this and related policies to all children who attend our school. Where SEN and disabled children are concerned we will ensure that:

- We fulfil our duties under the Equality Act 2010 in relation to making reasonable adjustments, non-discrimination and our Public Sector Equality Duty;
- We know our children and their wider circumstances and context(s) well;
- We work effectively with parents, carers and other agencies / professionals, including where any safeguarding or child protection issues arise;
- Key staff are absolutely familiar with relevant guidance protocols, procedures and documentation

Staff possess / develop the skills they need to give all children a 'voice' and, where necessary, to ensure that we are able to advocate effectively for them

- Staff develop appropriate skills and knowledge around issues and conditions affecting individual children, accessing further and specialist training where necessary;
- Transitions are well planned and as smooth as possible.
- Where children with SEN and / or disabilities are concerned, we are especially mindful of the need for a proactive, cautious and measured approach where promoting positive behaviour and, in extremis, the use of reasonable force are concerned.
- We plan carefully and in partnership so that we can deliver positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers. We will also monitor, review and reflect on any issues or incidents in order to try and reduce the occurrence of behaviour which challenges and the need to use reasonable force.

Disabled children might also suffer abuse other than via overt physical or sexual assaults. This means that staff need to think carefully and holistically about the needs of individual children in respect of things like privacy, dignity and respect, food, mobility, online activity, promoting positive behaviour, medication, finances, supervision, restraint, intimate care and the use of aids and adaptations.

The SENDCO in school is: Marie Rogerson

Further Information and Guidance

[Council for Disabled Children EHC Plans explained](#)

[Council for Disabled Children useful resources - participation, transitions etc.](#)

[Medical-conditions: supporting pupils at school](#)

[Mental health and behaviour](#)

[Ofsted 2018 - physical intervention and restriction of liberty](#)

- **Looked After Children LAC**

The most common reason for children becoming Looked After by the LA is as a result of abuse, abandonment and or neglect. Because of this, they can be at potentially greater risk in relation to safeguarding. Previously CLA, also known as care leavers, can also remain vulnerable after leaving care.

The school will ensure that the appropriate staff have the information they need, such as:

- Looked after legal status, i.e. whether they are looked after under voluntary arrangements with consent of parents, or on an interim or full care order.
- Contact arrangements with parents or those with parental responsibility.
- Care arrangements and the levels of authority delegated to the carer by the authority looking after the pupil. The Lead for children in school who are LAC is Mrs A Wilson – Deputy Headteacher.

• **LGBTQ+ pupils**

The fact that a pupil may be LGBTQ+ is not in itself an inherent risk factor for harm; however, staff will be aware that LGBTQ+ pupils can be targeted by other individuals. Staff will also be aware that, in some cases, a pupil who is perceived by others to be LGBTQ+ (whether they are or not) can be just as vulnerable as pupils who identify as LGBTQ+.

Staff will also be aware that the risks to these pupils can be compounded when they do not have a trusted adult with whom they can speak openly with. All staff will endeavour to reduce the additional barriers faced by these pupils and provide a safe space for them to speak out and share any concerns they have.

• **Adverse Childhood Experiences and trauma**

We acknowledge that children who have experienced adverse childhood experiences and trauma may be at increased risk of developing health and social difficulties.

All staff will be made aware of the long lasting impact of experiencing adversity and the lasting effect trauma can have on a child's development.

Where a pupil is known to have experienced trauma, appropriate arrangements will be made to provide support based on the needs of the pupil and in line with all relevant guidance and policies. This may include close multi-agency working with external services.

28. Extracurricular activities and clubs

Extra-curricular activities and clubs hosted by external bodies, e.g. charities or companies, will work in collaboration with the school to effectively safeguard pupils and adhere to local safeguarding arrangements. Staff and volunteers running extracurricular activities and clubs are aware of their safeguarding responsibilities and promote the welfare of pupils. Paid and volunteer staff understand how they should respond to child protection concerns and how to make a referral to CSC or the police, if necessary.

All national governing bodies of sport that receive funding from either Sport England or UK Sport must aim to meet the Standards for Safeguarding and Protecting Children in Sport.

Balshaw's will always consider safeguarding arrangements when an extracurricular activity or club is arranged in view of DSL availability or ensuring that a transfer of control document has been completed for external agencies and the school is satisfied that the agency has appropriate safeguarding policies and procedures in place.

Where the governing body provides the activities under the direct supervision or management of school staff, child protection arrangements will apply. Where activities are provided separately by another body, this may not be the case; therefore, the governing board will seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place, including inspecting these as needed. The governing board will also ensure that there are arrangements in place to liaise with the school on these matters where appropriate. The governing body will ensure safeguarding requirements are included in any transfer of control agreement, i.e. a lease or hire agreement, as a condition of use and occupation of the premises, and specify that failure to comply with this would lead to termination of the agreement.

29. Alternative provision

The school will remain responsible for a pupil's welfare during their time at an alternative provider. When placing a pupil with an alternative provider, the school will obtain written confirmation that the provider has conducted all relevant safeguarding checks on staff. Balshaw's staff will also conduct safeguarding checks on all Alternative Provision and ensure regular updates and attendance and absence are received regularly. Mr Anthony Holland, Assistant Headteacher Curriculum is in charge of Alternative Provision

30. Work experience

When a pupil is sent on work experience, the school will ensure that the provider has appropriate safeguarding policies and procedures in place. Where the school has pupils conduct work experience at the school, an enhanced DBS check will be obtained if the pupil is over the age of 16. Mr Trevor Smith, Assistant Headteacher is in charge of Work Experience

31. Managing referrals

The school reporting and referral process will be followed accordingly. All staff members, in particular the DSL, will be aware of the LA's arrangements in place for managing referrals. The DSL will provide staff members with clarity and support where needed. When making a referral to CSC or other external agencies, information will be shared in line with confidentiality requirements and will only be shared where necessary to do so.

The DSL will work alongside external agencies, maintaining continuous liaison, including multi-agency liaison where appropriate, in order to ensure the wellbeing of the pupils involved. The DSL will work closely with the police to ensure the school does not jeopardise any criminal proceedings, and to obtain help and support as necessary.

Where a pupil has been harmed or is in immediate danger or at risk of harm, the referrer will be notified of the action that will be taken within one working day of a referral being made. Where this information is not forthcoming, the referrer will contact the assigned social worker for more information.

The school will not wait for the start or outcome of an investigation before protecting the victim and other pupils: this applies to criminal investigations as well as those made by CSC. Where CSC decide that a statutory investigation is not appropriate, the school will consider referring the incident again if it is believed that the pupil is at risk of harm. Where CSC decide that a statutory investigation is not appropriate and the school agrees with this decision, the school will consider the use of other support mechanisms, such as early help and pastoral support.

At all stages of the reporting and referral process, the pupil will be informed of the decisions made, actions taken and reasons for doing so. Discussions of concerns with parents will only take place where this would not put the pupil or others at potential risk of harm. The school will work closely with parents to ensure that the pupil, as well as their family, understands the arrangements in place, such as in-school interventions, is effectively supported, and knows where they can access additional support.

32. Concerns about staff and safeguarding practices

If a staff member has concerns about another member of staff (including supply staff and volunteers), it will be raised with the Headteacher. If the concern is with regards to the Headteacher, it will be referred to the chair of governors.

Any concerns regarding the safeguarding practices at the school will be raised with the SLT, and the necessary whistleblowing procedures will be followed, as outlined in the Whistleblowing Policy. If a staff member feels unable to raise an issue with the SLT, they should access other whistleblowing channels such as Vic Welch, Principal HR Manager - 01772 531814, email WhistleblowingComplaints@lancashire.gov.uk
Chair of Governors – k.woodcock@balshaws.org.uk
Or the NSPCC whistleblowing helpline 0800 028 0285.

33. Allegations of abuse against staff

There are clear policies in line with those from the CSAP (Children's Safeguarding Assurance Partnership) for dealing with allegations against people who work with children.

All allegations against staff, supply staff, volunteers and contractors will be managed in line with the school's Whistleblowing Policy – a copy of which will be provided to, and understood by, all staff. The school will ensure all allegations against staff, including those who are not employees of the school, are dealt with appropriately and that the school liaises with the relevant parties.

When managing allegations against staff, the school will recognise the distinction between allegations that meet the harms threshold and allegations that do not, also known as “low-level concerns”. Allegations that meet the harms threshold include instances where staff have:

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

All staff at Balshaw’s C. E High School are aware of these procedures and aware of the following expectations and protocol:-

- ALL staff and volunteers are aware that they must refer allegations or concerns around staff (including supply staff) conduct to the Headteacher
- ALL staff and volunteers are aware of the requirement to, and process of referring allegations or concerns around the Headteacher to the nominated Governor and how to contact them
- The Headteacher and/or Chair of Governors will discuss the allegation with the Local Authority Designated Officer (LADO)
- CSAP procedures for dealing with allegations against staff will be followed http://panlancashirescb.proceduresonline.com/chapters/p_allegations.html
- ALL staff and volunteers remember that the welfare of the child is paramount and that they have a duty to inform the Headteacher if any adult’s conduct gives cause for concern
- All staff recognise the importance of sharing and reporting low-level concerns surrounding staff or any adult in a position of trust to the Headteacher.
- ALL staff are aware of the school’s Whistle Blowing Policy which enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place
- Staff are fully aware of Guidance for Safer Working Practice 2022 and the Staff Code of Conduct and are aware of professional expectations of their own behaviour and conduct.
- Further information, LADO referral information and flowchart of how allegations are managed: [Local Authority Designated Officer \(LADO\) - Lancashire County Council](#) includes the threshold matrix.
- Referrals will be made using the required format below when necessary. https://my.apps.lancashire.gov.uk/w/webpage/request?form=management_of_allegations_notification

Balshaw’s C.E High School recognises that children may make disclosures against someone who is in a position of trust not in the school setting. This may be an adult in a place of worship, a sports coach or a club leader. After ensuring that the child is safe, we recognise that we must refer to the LADO and share information.

Low level concerns

Low Level Concerns

Balshaw’s ensure that all staff are aware of how to recognise and report **low level concerns** around staff behaviour or conduct.

The term ‘low-level’ concern does not mean that it is insignificant. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a ‘nagging doubt’ - that an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work and
- does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to:

- being over friendly with children
- having favourites
- taking photographs of children on their mobile phone, contrary to school policy
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door, or
- humiliating pupils.

Balshaw's High School will promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school or college (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately. Balshaw's High School will strive to embed a culture of openness, trust and transparency in which our school's values and expected behaviour set out in the staff code of conduct are lived, monitored and reinforced constantly by all staff.

Balshaw's High School will ensure that staff are encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

All staff are clear on how to report low level concerns and will be empowered to do so. Staff must report their concerns to the Head teacher, Mr Haycocks or Mrs Wilson Deputy Headteacher. The Headteacher will always be kept informed of a low level allegations in a timely manner. If concerns are surrounding the Head teacher, this must be referred to the Chair of Governors. Guidance from Keeping Children Safe in Education, September 2024 will be followed in view of recording and storage of such concerns.

If in doubt whether the concern is a low-level concern, the Headteacher will consult with LADO for guidance. The governing body will ensure low level concern procedures and staff behaviour expectations are clearly addressed within the Staff Code of Conduct and procedures are implemented effectively, ensuring that appropriate action is taken in a timely manner to safeguard children and facilitate a whole school or college approach to dealing with any concerns.

Whistleblowing

All staff and volunteers should feel able to raise concerns about poor or unsafe practice. Appropriate whistleblowing procedures, which are reflected in staff training are in place and any such concerns can and should be raised with:

- i. The **Headteacher** in the first instance; or
- ii. The **Chair of Governors**

Appropriate whistleblowing procedures should be in place. Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, these are two whistleblowing channels they could use:

Advice on whistleblowing and Government guidance: Whistleblowing for employees-

Local Authority Designated Officer

Lancashire LADO – Tim Booth, Shane Penn & Donna Booth LADO.admin@Lancashire.gov.uk

Public Concern at Work (National charity offering free whistle-blowing help and advice)

Tel: 020 7404 6609

E: helpline@pcaw.co.uk

Ofsted

Tel: 0300 123 3155

whistleblowing@ofsted.gov.uk

NSPCC Whistleblowing Helpline

Tel: 0800 028 0285

E: help@nspcc.org.uk

Anyone can make a referral to Children's Services too of course

- Children's Social Care Lancashire **0300 123 6720**
- (Emergency Duty Team / Out of House) **0300 123 6722**

34. Safer recruitment

Balshaw's C.E High School is committed to keeping pupils safe by ensuring that adults who work or volunteer in school are safe to do so. We therefore ensure that:

- Lancashire County Council Human Resources Guidance is adhered to, to ensure that there is a strong reference and commitment to safeguarding during advertisement, selection and recruitment of new staff

An enhanced DBS check with barred list information will be undertaken for all staff members engaged in regulated activity. A person will be considered to be in 'regulated activity' if, as a result of their work, they:

- Are responsible on a daily basis for teaching, training, instructing or the care or supervision of children.
- Regularly work in the school at times when children are on the premises.
- Regularly come into contact with children under 18 years of age.

(Regular is defined as; at least 3 times in a 30 day period.)

The DfE's [DBS Workforce Guides](#) will be consulted when determining whether a position fits the child workforce criteria.

The governing board will conduct the appropriate pre-employment checks for all prospective employees, including internal candidates and candidates who have lived or worked outside the UK.

School will ensure that:

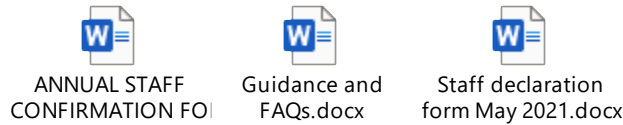
- The appropriate DBS and suitability checks will be carried out for all governors, volunteers, and contractors.
- The original DBS certificate is seen for all appointees to the school, even where the on-line DBS system indicates that the check is clear
- There are sufficient staff/Governors who have undertaken appropriate Safer Recruitment training in the last 5 years to enable at least one person on every recruitment panel to be appropriately trained and there are at least 2 people on each selection panel
- Covering (umbrella) letters will be obtained from agencies and other employers that provide staff to work in school to confirm that appropriate checks have been undertaken. Agencies will be requested to complete the checklist found at Appendix Q of the R&S Guidance.



Appendix Q -
Agency R&S checklist

- Individual identity checks will be undertaken on those staff detailed above to ensure they are employees of the named agency/employer
- A transfer of control agreement will be used where other agencies/organisations use school premises and are not operating under school's safeguarding policies and procedures
- With regard to Disqualification Under the Childcare Act we will adhere to Guidance from [Lancashire County Council Human Resources](#)

- It is good practice to ensure that this declaration is renewed annually for those staff working in a relevant setting and evidenced using the LCC staff confirmation form (May 2021). This form will be retained and stored securely.



- When an issue is declared, advice will be sought from Ofsted about the need to apply for a waiver. If a waiver is necessary, a risk assessment will be carried out and proportionate measures put in place until a waiver has been issued or matters resolved. If it is not resolved, this must be reported:- disqualification@ofsted.gov.uk
- Advice will be sought from Human Resources, LADO and/or Schools Safeguarding Officers if any staff are unclear about any aspects of Safer Recruitment.

Referral to the DBS

There is a legal requirement for schools and colleges to make a referral to the DBS where they remove an individual from regulated activity (or would have removed an individual had they not left), and they believe the individual has:

- engaged in relevant conduct in relation to children and/or adults, and/or
- satisfied the harm test in relation to children and/or vulnerable adults, and/or
- been cautioned or convicted of a relevant (automatic barring either with or without the right to make representations) offence.

35. Single central record (SCR)

The school keeps an SCR which records all staff, including agency, third-party supply staff and teacher trainees on salaried routes, who work at the school, even if they work for one day.

All members of the proprietor body are also recorded on the SCR.

The following information is recorded on the SCR:

- An identity check
- A barred list check
- An enhanced DBS check
- A prohibition from teaching check
- A check of professional qualifications, where required
- A check to determine the individual's right to work in the UK
- Additional checks for those who have lived or worked outside of the UK
- Any other information deemed relevant.

If any checks have been conducted for volunteers or Governors, these may also be recorded on the SCR. If risk assessments are conducted to assess whether a volunteer should be subject to an enhanced DBS check, (with/without a barred list check, depending on whether they are in regulated activity), the risk assessment will be recorded.



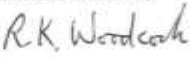
The details of an individual will be removed from the SCR once they no longer work or volunteer at the school.

36. Review of our Policy

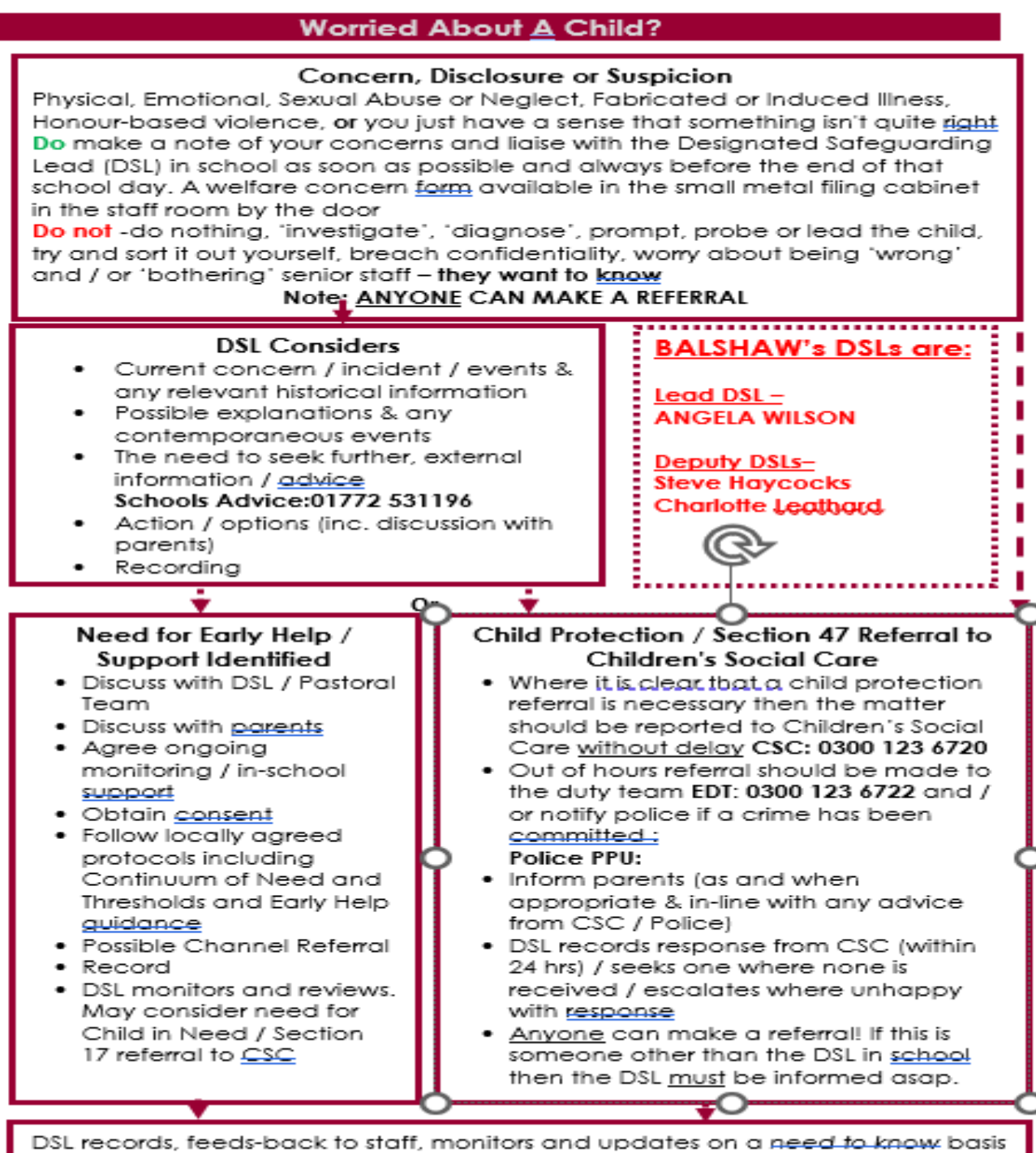
This Policy is subject to ongoing review throughout the year as the safeguarding agenda for our school changes; however, it will be reviewed no later than September 2025.

REVIEWS

First policy ratified by Governors	March 1995
Reviewed:	Annually
This annual review & amendments	March 2006
Review ratified by Governors	June 2006
Reviewed	September 2007
Reviewed	June 2008
Reviewed	March 2009
Re-written	September 2010
Updated	October 2011
Updated	September 2012
Reviewed	December 2013
Re-written in light of KCSIE 2014	September 2014
Ratified by Governors	November 2014
Updated	June 2015
Re-written in light of KCSIE 2016	September and October 2016
Re-written with guidance from Phil Threlfall, Safeguarding Consultant	September 2017
Updated in light of KCSIE 2018	September 2018
Updated in light of KCSIE 2019	September 2019
Updated with 2019/20 training and change of nominated Governor	March 2020
Updated in light of KCSIE 2020	September 2020
Updated in light of KCSIE 2021	September 2021
Updated in light of KCSIE 2022	September 2022
Updated in light of KCSIE 2024	September 2023
Updated in light of KCSIE 2024	September 2024

Lead DSL	Mrs Angela Wilson 
Head teacher	Mr Steve Haycocks 
Chair of Governors	Mr Keith Woodcock 

Appendix A - Worried about a child flowchart



Lead DSL – Angela Wilson Ext 172

Deputy DSLs

Steven Haycocks, Headteacher's Office Ext 128

Charlotte Leathard Ext 146

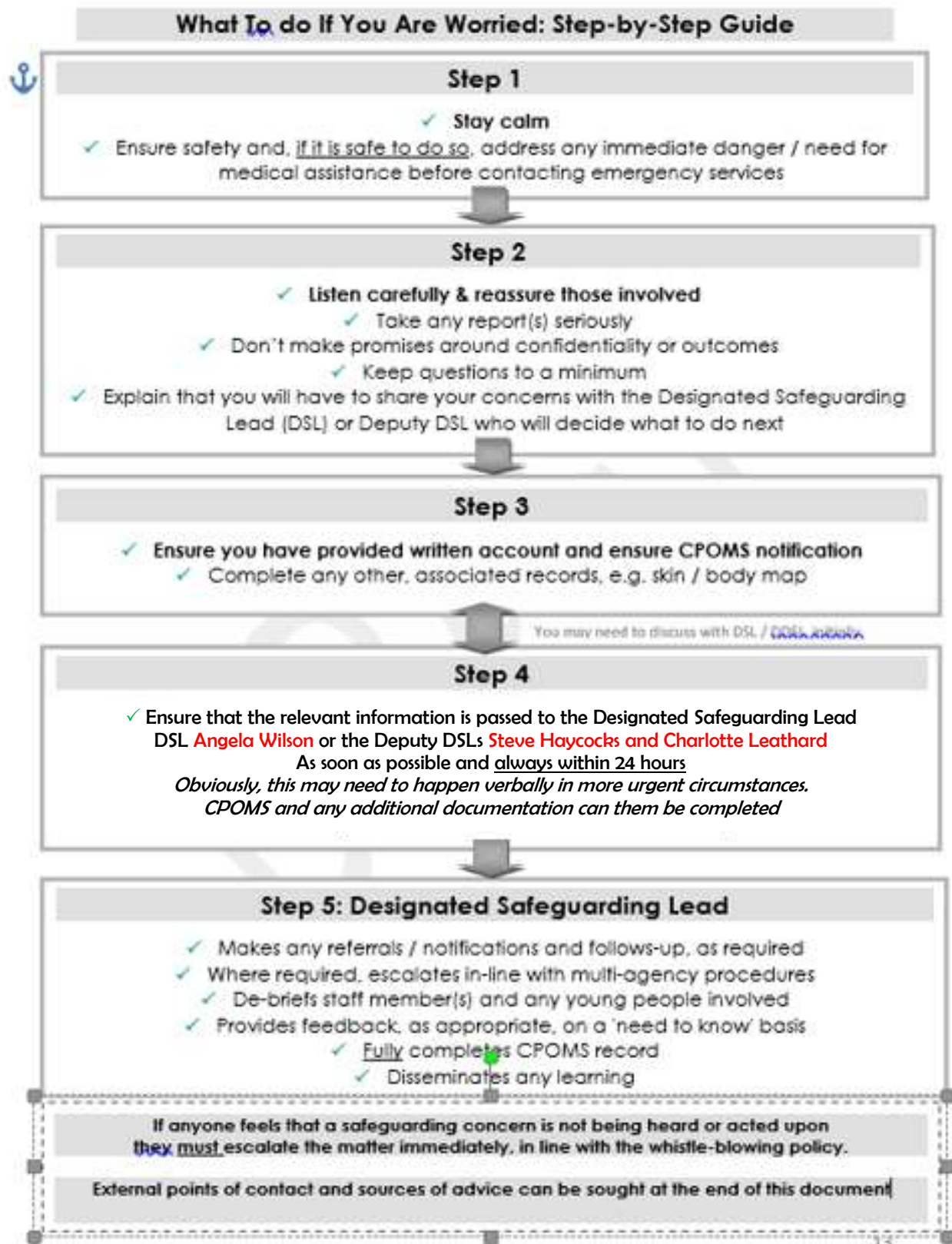
Heads of House –

Head of Clayton House – Danielle Lupton Ext 145

Head of Cuerden House – Charlotte Leathard Ext 146

Head of Farington House – Steve Riley Ext 153

Appendix B – What to do if you are worried about a child



Appendix C – Listening to Children

Listening Effectively & Responding to a Disclosure

DO

- ✓ Stay calm
- ✓ Check that people are safe here and now
- ✓ Look interested - keep body language open & respond to theirs
- ✓ Listen
- ✓ Be attentive, don't rush and respect pauses / silence
- ✓ Offer reassurance and help them to open up
- ✓ Use minimal prompts and remember **TED** (tell, explain, describe); go on ... what happened next ...
- ✓ If you are unsure establish a timeframe, i.e. "when did / was the last time this happened?"
- ✓ Reassure the person that you will only share sensitive information on a 'need to know' basis
- ✓ Reflect back what they said to check your understanding
- ✓ Use their language to show it's their experience
- ✓ Make a professional record focusing on the facts as you understand them
- ✓ Get your information to the DSL asap

AVOID

- ⊗ Investigating or interrogating
- ⊗ Making promises about confidentiality or keeping 'secrets'
- ⊗ Not listening because you're worried about getting it 'wrong'
- ⊗ Interrupting
- ⊗ Leading or multiple questions
- ⊗ Displays of shock or anger
- ⊗ Opinions about what may or may not have happened and / or why
- ⊗ Telling people to go and tell or repeat their account to someone else
- ⊗ Forgetting to make a professional record or to pass the information on to the DSL / DDSL as soon as possible

Recording

- ⊗ Stick to the **FACTS** as you understand them - who? what? where? when?
- ⊗ Use their words and phrases
- ⊗ Record what led up to the conversation, where it took place and who was present
- ⊗ Make a note of any questions you needed to ask or prompts you used
- ⊗ Demeanour and gestures can be really important to record, as can words or phrases that are repeated - try and describe these accurately
- ⊗ Differentiate between a fact and an interpretation or opinion
- ⊗ Record in ink, sign and date

If you're unsure what to record make a note of the key facts - as above - and discuss with the Designated Safeguarding Lead without delay

Appendix D – Brook Advisory Traffic Light Tool for Sexual Behaviours

Brook Traffic Light Tool - By identifying sexual behaviours as **GREEN**, **AMBER** or **RED**, professionals across different agencies can work to the same criteria when making decisions and protect children and young people with a unified approach.



This tool lists examples of presenting sexual behaviours within four age categories. All green, amber and red behaviours require some form of attention and response, but the type of intervention will vary according to the behaviour. This tool must be used within the context of the [guidance provided](#) and should not be used in isolation.

			0 to 5	5 to 9	9 to 13	13 to 17
<h3>Green behaviours</h3> <ul style="list-style-type: none"> solitary masturbation use of sexual language including swear and slang words having girl/boyfriends who are of the same, opposite or any gender interest in popular culture, e.g. fashion, music, media, online games, chatting online need for privacy consensual kissing, hugging, holding hands with peers <p>What is a green behaviour?</p> <p>What can you do?</p>	<h3>Amber behaviours</h3> <ul style="list-style-type: none"> uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress, withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing verbal, physical or cyber/virtual sexual bullying involving sexual aggression LGBT (lesbian, gay, bisexual, transgender) targeted bullying exhibitionism, e.g. flashing or mooning giving out contact details online viewing pornographic material worrying about being pregnant or having STIs <p>What is an amber behaviour?</p> <p>What can you do?</p>	<h3>Red behaviours</h3> <ul style="list-style-type: none"> exposing genitals or masturbating in public distributing naked or sexually provocative images of self or others sexually explicit talk with younger children sexual harassment arranging to meet with an online acquaintance in secret genital injury to self or others forcing other children of same age, younger or less able to take part in sexual activities sexual activity e.g. oral sex or intercourse presence of sexually transmitted infection (STI) evidence of pregnancy <p>What is a red behaviour?</p> <p>What can you do?</p>				