

Reviewed: Summer 2021  
Review period: Annual

# Bacup and Rawtenstall Grammar School



## Safeguarding and Child Protection Policy

## Whole-School Policy on Safeguarding and Child Protection

### Bacup & Rawtenstall Grammar School

#### A. Named staff/personnel with specific responsibility for Child Protection

Academic Year	Designated Senior Lead & 'Back-Up' or Deputy DSL	Nominated Governor
2020-2021	Paul Reeves (DSL)  David Morriss/Susan Baines/Rachel Fletcher (Deputies)	David Cain

#### B. Training for Designated Staff in School

Name of Staff Member / Governor	Date when last attended CP Training	Provided by Whom (e.g. LCC, Governor Services)
Paul Reeves (DH)	23/10/2020	LCC
Susan Baines (Nurse)	8/10/2020	LCC
David Morris (AHT)	1/10/2020	LCC
Caroline Conway (VI Pastoral)	June 2020	
Rachel Fletcher (Student Sup)	5/5/2021	LCC
Alan Porteous (HT)	23/6/2021	LCC
David Cain (GOV)	7/2019	Manchester Health Academy

#### C. Whole School Child Protection Training Lancashire Safeguarding Children Board Best practice guidance for education states that minimally this should be every 3 years and best practice is annually.

Who attended (e.g. all teaching and welfare / support staff, Governors, volunteers)	Date	Training Delivered by
All staff, including support staff	Sept 2019	DSL

**D. Safer Recruitment Training** in line with KCSiE at least one person on any recruitment and selection panel has to have undertaken Safer Recruitment training (LCC recommends this is updated every 5 years)

<b>Name of Staff Member / Governor</b>	<b>Date when attended</b>	<b>Provided by Whom (e.g. LCC, Governor Services, on line training )</b>
Alan Porteous	June 2021	Online training
Suzanne Taggart	June 2021	Online training
James Johnstone	June 2021	Online training
Emma Gauntlett	June 2021	Online training

**E. Review dates for this policy**

<b>Review Date</b>	<b>Changes made</b>	<b>By whom</b>
<b>Jan 2014</b>		
<b>May/June 2014</b>	<b>Adopted LCC template</b>	<b>DSL</b>
<b>Sept 2014</b>	<b>Updated: New DSL</b>	<b>DSL</b>
<b>Sept 2015</b>	<b>Updated from LCC template</b>	<b>DSL</b>
<b>Sept 2016</b>	<b>Updated from Sept 2015 version</b>	<b>DSL</b>
<b>Oct 2017</b>	<b>General revision</b>	<b>DSL</b>
<b>May 2021</b>	<b>General revision</b>	<b>DSL</b>

## **1. PURPOSE OF A SAFEGUARDING & CHILD PROTECTION POLICY**

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

The safeguarding agenda is wide – and covers a range of issues: the physical security of the school site, attendance, behaviour, anti-bullying, e-safety, care for children with SEN or who are looked after, peer on peer abuse including all forms of sexual assault, staff conduct and managing allegations as well as whistle blowing, safer recruitment and the specific curriculum offered to students. Many of the above have specific policies associated with them. This SCP policy focusses mainly on the child protection aspect of SCP, but should be read with the wider safeguarding agenda in mind.

## **2. INTRODUCTION**

Our students are full of ambition and our staff challenge and support them in achieving their aspirations. Although we are a selective school, our students come from a wide range of backgrounds. We pride ourselves on our traditional values and strong "family" ethos and offer a safe, secure environment where students can flourish and excel. We fully recognise the contribution we can make to protect children and support pupils in school. It is our intention to safeguard children from abuse or radicalisation and to act where there is suspicion that these may be occurring or at risk of occurring.

There are three main elements to our Child Protection Policy.

- (a) **Prevention:**  
Creating a positive school atmosphere, teaching and pastoral support to pupils where children have opportunities to have a voice and that their wishes and feelings are listened to and taken into account.
- (b) **Protection:**  
By following agreed procedures, ensuring staff are trained to recognise possible signs and symptoms of abuse and are trained and supported to respond appropriately and sensitively to child protection concerns.
- (c) **Support:**  
To pupils and school staff and to children who may have been abused.

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

### 3. SCHOOL COMMITMENT

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.

Our school will therefore:

- (a) Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to. That they have opportunities to talk and their wishes and feelings are sought, listened to and taken into account.

*We do this in a variety of ways:*

- Counselling opportunities for vulnerable groups and individuals
- School Council
- The year and whole school assembly programme
- Informal opportunities throughout the school day
- Developing trusting relationships with adults where children are confident to approach adults if they are worried or have issues to discuss
- Ensure they develop skills and strategies to keep them safe through opportunities in the curriculum

- (b) Ensure that children know that there are adults in the school who they can approach if they are worried or are in difficulty.

*We do this in a variety of ways:*

- Discussion /themes in assemblies
- Themed weeks or days – Anti Bullying Week or E-Safety day through assembly programme
- Staff develop trusting relationships with pupils through everyday interactions
- Discussions through PSHCE
- Named DSL in school – Mr P Reeves
- Named Deputy DSL – Mr D Morris/Mrs S Baines/Mrs R Flethcer
- Named Governor for Child Protection – Mr D Caine
- School Nurse, pastoral manager and pastoral teams

- (c) Ensure there are opportunities in the curriculum and in particular opportunities within PSHCE which equip children with the skills they need to stay safe and / or communicate their fears or concerns about abuse or radicalising influences. Students are regularly encouraged to speak to staff if they have any concerns. This is achieved through assemblies, PSHCE, discussions with staff, HOY and advice offered around the site. Specific concerns will be dealt with by the DSL and deputy DSL. Specific advice is also offered by the pastoral manager and the school nurse.

- (d) We include in the curriculum material/lesson delivery which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.

- (e) Ensure that every effort will be made to establish effective working relationships with parents and colleagues from other agencies. We are in regular contact with all

local agencies and hold meetings to develop understanding, thresholds of support and where further advice can be found. Our aim is to provide the best possible support for our students and their families as possible.

#### **4. FRAMEWORK**

Effective safeguarding systems are those where:

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

Child protection is the responsibility of *all* adults and especially those working with children. The development of appropriate procedures and the monitoring of good practice are the responsibilities of the Lancashire Safeguarding Children Board (LSCB).

#### **5. ROLES AND RESPONSIBILITIES**

All adults working with or on behalf of children have a responsibility to protect children. There are, however, key people within schools and the Local Authority who have specific responsibilities under Child Protection procedures. The names of those carrying these responsibilities in school for the current year are listed on the cover sheet of this document.

**The Governing Body will ensure that:**

- there is clear accountability for the commissioning and / or provision of services designed to safeguard and promote the welfare of children
- there is a nominated governor to take leadership responsibility for the school's safeguarding arrangements
- the school has a child protection policy and procedures in place which are provided to and read by all staff – including temporary staff and volunteers on induction. These are in accordance with government guidance and refer to locally agreed inter-agency procedures put in place by the LSCB, are updated annually, and available publicly either via the school or college website or by other means
- all staff read at least part one of DfE statutory Guidance *Keeping Children Safe in Education*

- all staff undertake appropriate child protection training
- a senior member of the school's leadership team is designated to take lead responsibility for child protection (Designated Safeguarding Lead). This is explicit in the DSL's job description and there is always "cover for the role" ie a backup DSL
- the DSL has the appropriate authority and the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children
- a designated teacher is appointed to promote the educational achievement of children who are looked after and to ensure that this person has appropriate training
- the school has a staff behaviour policy (code of conduct) provided to all staff – including temporary staff and volunteers, on induction
- the school operates safer recruitment procedures as defined in Keeping Children Safe in Education and makes sure that it adheres to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required; and ensures volunteers are appropriately supervised
- the school has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures
- the chair of governors is nominated to be responsible for liaising with the LA and/or partner agencies in the event of allegations of abuse being made against the head teacher.
- there are procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned
- it considers how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social health and economic education (PSHE), and/or through relationship and sex education (RSE)
- there are procedures in place to handle allegations against other children such as peer on peer abuse
- where services or activities are provided on the school premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the school on these matters where appropriate
- there is a regular review of policies and procedures/safeguarding arrangements
- without delay, any deficiencies or weaknesses regarding child protection arrangements are remedied.

**The Headteacher should 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
- he will be the case manager and liaises with the LA designated officer (LADO) in the event of allegations of abuse being made against a member of staff or volunteer

- he receives appropriate child protection training which is regularly updated
- he will ensure that sufficient resources and time are allocated to enable the staff to discharge their responsibilities, will help to create an environment where all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children and will address any concerns sensitively and effectively in a timely manner in accordance with the agreed whistle blowing policies.

**The Designated Safeguarding Lead (DSL) should ensure that:**

- there is always cover for this role including arrangements for any out of school provision that the school is responsible for and how staff contact the DSL if they are not in school at the time.

**Managing referrals**

The DSL will:

- act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies
- Refer all cases of suspected abuse to the local authority children's social care
- Liaise with the headteacher to inform him of ongoing issues and enquiries under section 47 of the Children Act 1989 and police investigations

**Training**

The DSL will access appropriate training carried out every two years in order to:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
- Ensure each member of staff has access to and understands the school's child protection policy and procedures, especially new and part time staff
- Be alert to the specific needs of children in need, those with special educational needs and young carers
- Be able to keep detailed, accurate, secure written records of concerns and referrals
- Obtain access to resources and attend any relevant or refresher training courses
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them
- Ensure that the school has suitably trained staff to fulfil its obligation under Operation Encompass
- They will also undertake other relevant training commensurate with their role, in line with LSCB best practice guidance, this will be minimally 1 other multi agency course within their 2 year refresher period.



## **Raising Awareness**

The DSL will ensure the school or college's policies are known and used appropriately:

- Ensure the school or college's child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with the governing body regarding this
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this
- Link with the LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding
- Ensure that the school's commitment to Operation Encompass is known throughout the school via staff training, parental information, posters and the school web-site
- Where children leave the school or college ensure their child protection file is copied for any new school or college as soon as possible (LSCB best practice guidance is that this is within 15 working days of the child going off role) but transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.
- School will retain the original CP file in line with National Record Office guidelines along with a record of when and to which establishment the copy was sent. Minimally this will be for all children until their 25<sup>th</sup> Birthday.

## **Ensure that all staff and volunteers:**

- read at least part one of the most recent version of Keeping Children Safe in Education
- are aware of systems within their school which support safeguarding and these will be explained to them as part of staff induction. This includes: the school's child protection policy; the school's staff behaviour policy (sometimes called a code of conduct); and the identity and role of the DSL
- receive appropriate safeguarding training which covers child protection issues (including radicalisation), which is regularly updated
- be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection
- maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child
- where there are concerns about a child, raise these with the DSL and ensure that they are recording using the CPOMS system and certainly within 24 hours
- understand that, whilst anyone can make a referral to CSC, that the correct school procedure is to report their concerns to the DSL in the first instance. They should however, escalate their concerns for the child if they do not feel those concerns have been taken seriously and/or procedures have not been followed and/or the child's situation does not appear to be improving. They can make a referral to CSC by ringing 0300 1236720 and follow this up in writing on the CSC referral form within 48 hours and emailing it securely to [cypreferrals@lancashire.gov.uk](mailto:cypreferrals@lancashire.gov.uk). Prior to this, they can access advice from the safeguarding in education team on 01772 531196.

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

Andrea Glynn	Schools Safeguarding Officer	01772 531196
Tim Booth	LADO	01772 536694

It is recognised that child protection is an emotive area of work and staff will be made aware that there are support networks available to them outside to school:- LCC Employee Welfare and Counselling Service 08000 214 154  
[www.youareap.co.uk](http://www.youareap.co.uk) or <http://lccintranet2/corporate/web/?siteid=5193&pageid=27239>

## 6. PROCEDURES

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

This policy will be implemented, monitored and evaluated annually by governors through the full Governors and the nominated governor for safeguarding.

Staff are kept informed about child protection procedures annually through policy review and also through the use of the school INSET. Whole staff briefings, school email and CPOMs are also used to keep staff informed of any changes or current issues and concerns, providing a forum for discussions.

Induction of new and/or temporary staff, students and volunteers is undertaken. Child Protection and Safeguarding Policy and procedures will be shared and copies given and signposted to further information on the school network. All paperwork regarding induction will be signed as received.

Parents are informed of the school's duties and responsibilities under the Child Protection procedures through the School Website, Insight, signposting of information through the "Blueprint" newsletter and copies of policies and procedures in the school Prospectus.

Anyone who has a concern about a student, or has had a student disclose information to them, must report this to the DSLs as soon as possible.

If a student discloses information:

- Listen, but do not ask leading questions
- Note the date, time, as much detail about the conversation as possible, sign the document and hand this to a DSL. Alternatively, complete a CPOMS action.
- Do not promise to keep the information confidential, tell the student that you have a duty of care and may need to pass on details.

If you suspect any form of child abuse has occurred do not discuss this with the student. All concerns should be referred to a DSL.

School are aware of and will focus on identifying incidents of:

**Physical abuse**  
**Sexual Abuse**  
**Emotional Abuse**  
**Neglect**

With these four defined categories of abuse, school staff are additionally aware of:

- Drug/ substance/ alcohol misuse (students and parents)
- Child sexual exploitation and trafficking
- Extremism and radicalisation
- Children missing education
- Domestic abuse
- Peer relationship abuse – peer on peer abuse
- Risky behaviours
- Obesity/malnutrition
- On-line grooming
- Breaches of accepted equalities – race, sexual preference and orientation, gender, disability
- Self harm
- Female genital mutilation
- Forced marriage

### **Physical Contact**

Physical contact may be misconstrued by a student, parent or observer. There may be occasions where a distressed student needs comfort and reassurance. Staff should use their discretion in such cases to ensure that this is not unnecessary or unjustified, as perfectly innocent actions may lead to allegations. In one to one situations, particularly in a room that cannot be seen into, staff should leave the door open or ask another adult to be present.

There are occasions when a student may need to be restrained, either for their own safety, or that of others.

## **7. TRAINING AND SUPPORT**

Our school will ensure that the Designated Senior Lead, back up Designated Senior Lead and the nominated governor for Child Protection attend training relevant to their role at intervals of no longer than 2 years. The Designated Senior Lead/back up DSL will also attend Multi Agency Child Protection training within this timescale.

- All staff receive an annual update – Level 1 Child Protection Training delivered by the DSL.
- As new information arises, relevant staff will be updated accordingly.
- Networks are available to staff if there are concerns or queries (e.g. LCC Employee Welfare and Counselling Service 08000 214 154 [www.youreap.co.uk](http://www.youreap.co.uk) or use the link <http://lccintranet2/corporate/web/?siteid=5193&pageid=27239>

## **8. CONFIDENTIALITY**

Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. See also school's Confidentiality and Information Sharing Policy.

Staff will be informed that they must never promise to keep secrets, that if a child ask them to keep a secret they will tell them that they that cannot keep secrets and that any information that indicates that they or another child or adult is being harmed or is at risk of being harmed will be shared with DSL's/backup DSL's named within this policy.

See appendix 2.

Professionals can only work together to safeguard children if there is an exchange of relevant information between them. This has been recognised in principle by the courts. Any disclosure of personal information to others, [including Children's Social Care Services], must always have regard to both common and statute law.

Normally, personal information should only be disclosed to third parties (including other agencies) with the consent of the subject of that information (*Data Protection Act 1998, European Convention on Human Rights, Article 8*). Wherever possible, consent should be obtained before sharing personal information with third parties. In some circumstances, consent may not be possible or desirable but the safety and welfare of a child dictate that the information should be shared. The law permits the disclosure of confidential information necessary to safeguard a child or children. Disclosure should be justifiable in each case, according to the particular facts of the case, and legal advice should be sought if in doubt.

## **9. RECORDS AND MONITORING**

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

All concerns regarding children and any disclosures made will be recorded via CPOMS. This will be done as soon as possible and within 24 hours of the disclosure. CPOMS is a secure online system. The DSL/backup DSL will share information on a need to know basis. It is recognised that in some cases the initial reporting to the DSL will be verbal to enable a timely response to the concerns raised.

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

Where a referral to Children's Social Care and/or the police is required, it will normally be the DSL that undertakes this action, but recognising that anyone can make a referral to CSC and/or the police.

Where children leave, the school/college will ensure their child protection file is transferred to the new school or college as soon as possible and in accordance with LSCB best practice guidance, this will be within 15 working days of the child going off role. It is recognised that best practice is that there will be a verbal handover between the DSL and the DSL at the receiving school/college prior to the file transfer happening. This will be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

## **10. SUPPORTING PUPILS AT RISK**

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

It is also recognised that some children who have experienced abuse may in turn abuse others. This requires a considered, sensitive approach in order that the child can receive appropriate help and support.

We will endeavour to support pupils through:

- (a) The curriculum, to encourage self-esteem and self-motivation;
- (b) The school ethos, which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued;
- (c) The implementation of school behaviour management policies (required under the Code of Practice, 1993 Education Act);
- (d) A consistent approach, which recognises and separates the cause of behaviour from that which the child displays. This is vital to ensure that all children are supported within the school setting;
- (e) Regular liaison with other professionals and agencies who support the pupils and their families, in-line with appropriate confidentiality parameters;
- (f) A commitment to develop productive, supportive relationships with parents, whenever possible and so long as it is in the child's best interests to do so;
- (g) The development and support of a responsive and knowledgeable staff group trained to respond appropriately in child protection situations.

We recognise that, statistically, children with behavioural difficulties and disabilities are particularly vulnerable to abuse. School staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behaviour problems will need to be particularly sensitive to signs of abuse.

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

It must also be stressed that children can be exposed to a range of issues and in the home environment examples of these would be where there is domestic abuse , drug or alcohol misuse, parental mental ill health issues, these children may also be particularly vulnerable and in need of support or protection.

## **11. TAKING ACTION TO ENSURE THAT CHILDREN ARE SAFE.**

All staff and volunteers follow the LSCB Child Protection Procedures

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

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

## **12. ALLEGATIONS AGAINST MEMBERS OF STAFF.**

If a student alleges that they have been abused by a member of staff, inform the Headteacher or a DSL. Make a note of the date, time and substance of the conversation. As with any allegations of abuse, do not promise to keep information confidential. Listen, but do not ask leading questions. Allegations against staff will not automatically result in suspension, action will only be taken if the Headteacher considers that the case warrants further investigation. The protocols described in the “Statement of procedure for managing allegations of abuse against staff” will be followed.

In line with part four of KCSiE, governing bodies and proprietors will ensure there are procedures in place to handle allegations against members of staff and volunteers. Such allegations should be referred to the LADO at the local authority. There must also be procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned.

If the allegation is against a member of staff/volunteer then the Head Teacher is the Case Manager who deals with this and liaises with the Local Authority. If the allegation is against the Head Teacher then the Case Manager who deals with this is the Chair of Governors.

In all instances, the Case Manager has no role of investigation at the onset of the allegation and advice should be sort from the LADO (Local Authority Designated Officer for Allegations) 01772 536694 or Safeguarding in Education Team 01772 531196.

Parents or carers of a child or children involved should be told about the allegation as soon as possible if they do not already know. However, there will be some cases that require a strategy discussion with CSC and/or the police and it will be within the strategy discussion that decisions are made as to what information can be disclosed to parents or carers.

## **Confidentiality in relation to allegations.**

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

### **13. SAFER SCHOOLS, SAFER STAFF**

The School Staffing Regulations require governing bodies of maintained schools to ensure that at least one person on any appointment panel has undertaken safer recruitment training.

In line with part three of KCSiE, governing bodies and proprietors will take steps to prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required; and ensuring volunteers are appropriately supervised. The school or college should have written recruitment and selection policies and procedures in place.

The level of DBS certificate required, and whether a prohibition check is required, will depend on the role and duties of an applicant to work in a school or college, as outlined in this guidance. It is recognised that for most appointments, an enhanced DBS certificate, which includes barred list information, will be required as the majority of staff will be engaging in regulated activity (as defined in KCSiE)

### **13. USE OF MOBILE PHONES AND CAMERA'S**

The development of digital imaging technologies has created significant benefits to learning, allowing staff and students instant use of images that they have recorded themselves. However, staff, parents / carers and students need to be aware of the risks associated with digital images on the internet.

Under the Data Protection Act 1998, school seeks parental consent to take photographs and record video. Images/ video will be transferred to the school network (password protected) and deleted from the photographic device promptly. The use of these images is made clear to parents in an acceptable use policy, and parents have the right to withdraw their permission for images to be taken and/ or used of their children either within any aspect of school – be it physical, print or digital.

School has a mobile phone policy that describes the use of mobile phones for students and what is and is not allowed. Our E-safety policy describe the manner in which digital images may and may not be used.

## 14. RELATED SCHOOL SAFEGUARDING POLICIES

Safeguarding is not just about protecting children from deliberate harm (child protection). It includes:

- protecting children from maltreatment
- preventing impairment of children's health or development
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes

and relates to:

- pupils' health and safety
- the use of reasonable force
- meeting the needs of pupils with medical conditions
- providing first aid
- educational visits and work experience
- intimate care
- internet or e-safety
- appropriate arrangements to ensure school security, taking into account the local context.
- rigour with which absence is followed up
- decision-making process involved in taking pupils off roll
- care taken to ensure that pupils placed in alternative provision are safe at all times

Safeguarding can involve a range of potential issues such as:

- Child sexual exploitation
- Bullying including 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
- Peer on peer abuse
- Private fostering
- Preventing radicalisation
- Sexting
- Teenage relationship abuse
- Trafficking.

Related school policies include

- Attendance, admissions & exclusions



- Anti-bullying
- Behaviour
- Child Protection
- Complaints
- Confidentiality and Information Sharing
- Educational Visits – all visits are fully risk assessed and only proceed with the headteachers’ approval. In addition, foreign exchanges comply with Lancashire guidance and suitable hosts are established through partnership working between schools.
- Equal opportunities
- E-Safety inc Acceptable Use Policy ( AUP)
- First Aid (inc. medicines, intimate personal care etc)
- Health and Safety
- Home School Agreements
- Managing Allegations
- Mobile phone policy
- PSHE inc Relationships and Sex Education
- Peer on Peer abuse
- Special Needs
- Staff behaviour/codes of conduct
- Staff Discipline
- Use of photographs / videos / imagery
- Whistle blowing
- Work experience – school follows the guidelines laid down in “ Safeguarding Young People on Work Related Experience including Work Experience” – DSCF 2010.

## SCHOOL CHILD PROTECTION PROCEDURES

The Designated Safeguarding Lead will ensure that the school Child Protection policy is made publicly available and that parents are aware of the fact that all cases of suspected abuse or neglect will be referred to Children's Social Care and the school/colleges' role within this. That staff know the policy and use it appropriately, it is reviewed and updated regularly.

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

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

**The Designated Safeguarding Lead is: Mr Paul Reeves**

**The Back up Designated Safeguarding Leads are: Mr David Morriss/Mrs Susan Baines/Mrs Rachel Fletcher**

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

#### **Staff should never:**

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

#### **What should the DSL consider right at the outset?**

- Am I dealing with 'risk' or 'need'? (By definition, a child at risk is also a child in need. However, what is the *priority / level and immediacy* of risk / need?)
- Can the level of need identified be met:
  - In or by the school or by accessing universal services/ undertaking a level 2 or 3 CAF/TAF without referral to Children's Social Care or other targeted services
  - By working with the child, parents and colleagues?
- What resources are available to me / the school and what are their limitations?
- Is the level of need such that a referral needs to be made to Children's Social Care which requests that an assessment of need be undertaken? (**Level 4 on the Continuum of Need (CoN)**)

- Is the level and/or likelihood of risk such that a child protection referral needs to be made (i.e. a child is suffering or is likely to suffer significant harm? **(Level 4 on the CoN)**)
- What information is available to me: Child, Parents, Family & Environment?
- What information is inaccessible and, potentially, how significant might this be?
- Who do I/don't I need to speak to now and what do they need to know?
- Where can I access appropriate advice and/or support? (Safeguarding in Education Team 01772 531196)
- If I am not going to refer, then what action am I going to take? (e.g. CAF, time-limited monitoring plan, discussion with parents or other professionals, recording etc)

## 2. Feedback to Staff Who Report Concerns to the Designated Safeguarding Lead

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

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

Where a Designated Safeguarding Lead or back up considers that a referral to CSC may be required, there are two thresholds for (and their criteria) and types of referral that need to be carefully considered:

### (i) Is this a Child In Need?

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

- (a) He is unlikely to achieve or maintain, or to have the opportunity to achieve or maintain, a reasonable standard of health or development, without the provision of services by a local authority;
- (b) His health or development is likely to be impaired, or further impaired, without the provision of such services;
- (c) He is disabled.

### (ii) Is this a Child Protection Matter?

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

- (a) is the subject of an Emergency Protection Order;
- (b) is in Police Protection; or where they have
- (c) **reasonable cause to suspect that a child is suffering or is likely to suffer significant harm.**

Therefore, it is the 'significant harm' threshold' that justifies statutory intervention into family life. A professional making a child protection referral under s.47 must

therefore provide information which clearly outlines that a child is suffering or is likely to suffer significant harm.

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

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

The Lancashire CoN provides 4 levels to describe family circumstances

- **LEVEL 1** Universal – thriving
- **LEVEL 2** Additional Support Needs – Just coping
- **LEVEL 3** Complex Support Needs – Struggling to Cope
- **LEVEL 4** Intensive Needs – Not Coping



The link below enables access to the documents to enable a referral to CSC

<http://www.lancshiresafeguarding.org.uk/>

CAF/TAF forms as well as relevant guidance documents can be found at:

[www.lancashirechildrenstrust.org.uk](http://www.lancashirechildrenstrust.org.uk) › Resources

## 5. CSC Responses to Referrals and Timescales

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

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

## 6. Feedback from Children's Social Care

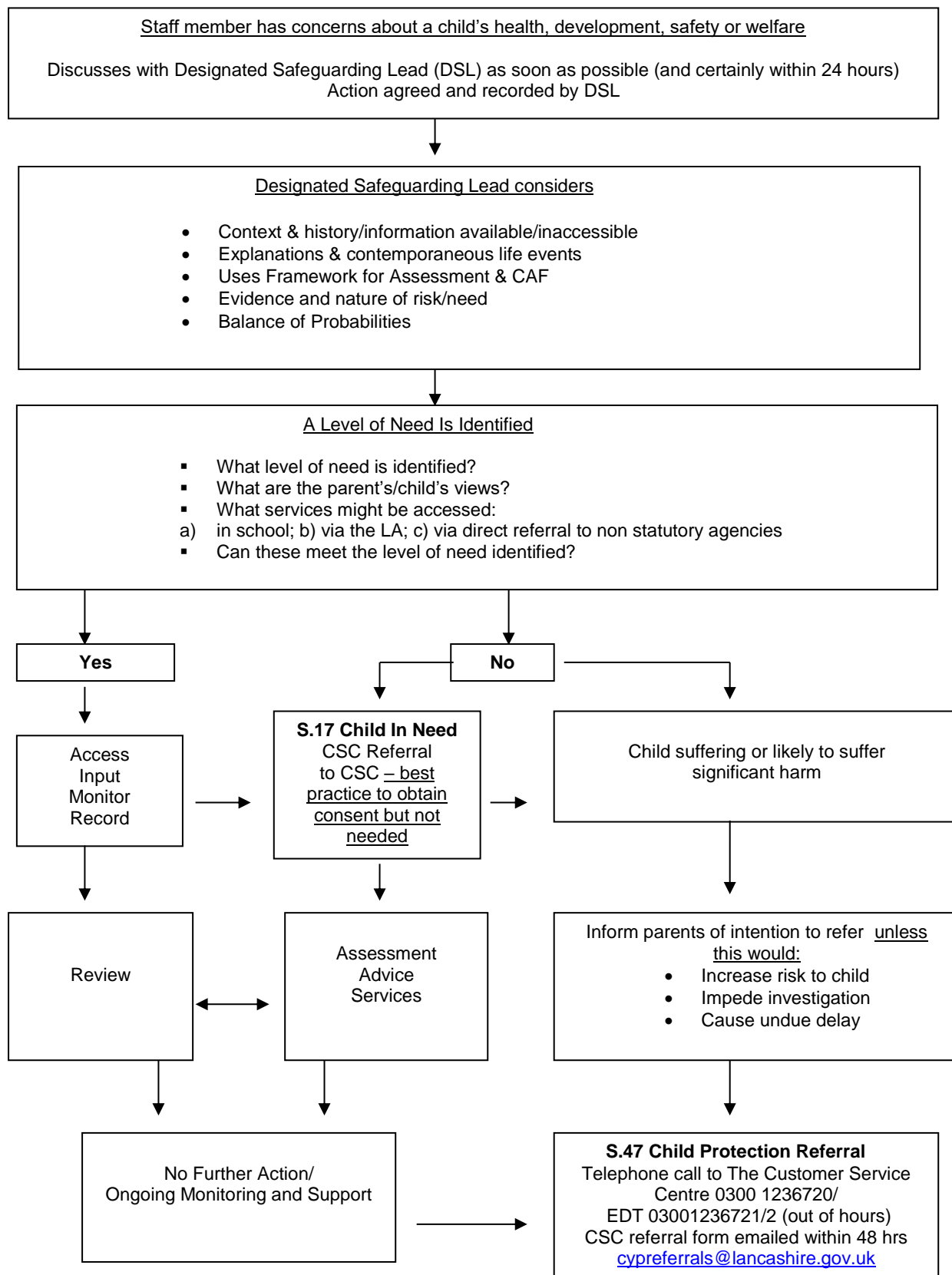
Upon receiving referral, Children's Social Care will decide on a course of action. They should acknowledge receipt of a written referral within ONE working day. If the referrer has not received an acknowledgement within THREE working days they should make contact with the relevant manager in the Children's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

## 7. Risk Assessment 'Checklist'

- Does/could the suspected harm meet the LSCB definitions of abuse?
- Are there cultural, linguistic or disability issues?
- I am wrongly attributing something to impairment?
- Does the chronology indicate any possible patterns which could/do impact upon the level of risk?
- Are any injuries or incidents acute, cumulative, episodic?
- Did any injuries result from spontaneous action, neglect, or intent?
- Explanations consistent with injuries/behaviour?
- Severity and duration of any harm?
- Effects upon the child's health/development?
- Immediate/longer term effects?
- Likelihood of recurrence?
- Child's reaction?
- Child's perception of the harm?
- Child's needs, wishes and feelings?
- Parent's/carer's attitudes/response to concerns?
- How willing are they to cooperate?
- What does the child mean to the family?
- What role does the child play?

- Possible effects of intervention?
- Protective factors and strengths of/for child (i.e. resilience/vulnerability)
- Familial strengths and weaknesses?
- Possibilities?
- Probabilities?
- When and how is the child at risk?
- How imminent is any likely risk?
- How grave are the possible consequences?
- How safe is this child?
- What are the risk assessment options?
- What are the risk management options?
- What is the interim plan?

## APPENDIX 1: TAKING ACTION ON CHILD WELFARE/PROTECTION CONCERNS IN SCHOOL



The Designated Safeguarding Lead in School is: **Mr Paul Reeves**

The 'Back Up' DSLs are: **Mr David Morriss/Mrs Susan Baines/Mrs Rachel Fletcher**

## APPENDIX 2: TALKING AND LISTENING TO CHILDREN

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

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

### You should **NEVER**

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

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

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

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

### Recordings should

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

### What information do you need to obtain?

- Schools have **no investigative role** in child protection (Police and Children's Social Care will investigate possible abuse very thoroughly and in great detail, they will gather evidence and test hypotheses – leave this to them!);
- Never prompt or probe for information, your job is to listen, record and pass on;



- Ideally, you should be clear about what is being said in terms of **who, what, where and when**;
- The question which you should be able to answer at the end of the listening process is 'might this be a child protection matter?';
- If the answer is yes, or if you're not sure, record and pass on immediately to the Designated Safeguarding Lead /Head Teacher/line manager.

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

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

#### **What else should we think about in relation to disclosure?**

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

## **APPENDIX 3: Children's Social Care**

### **Referrals**

#### **Lancashire**

The Customer Service Centre 0300 123 6720  
email address for referrals [cypreferrals@lancashire.gov.uk](mailto:cypreferrals@lancashire.gov.uk)  
Emergency Duty Team (Out of Hours) 0300 123 6721/3

#### **Customer Service Contact Numbers in neighbouring Local Authorities:-**

**Blackburn with Darwen** 01254 666400 EDT 01254 587547

**Blackpool** 01254 477299

**Cumbria** 0333 240 1727

**North Yorkshire** 01609 536993 EDT 0845 0349417

**St Helens** 01744 676600 or 0300 6500 148 EDT 0845 0500 148

**Wirrell** 0151 606 2008 EDT 0151 604 63501

**Sefton** 0845 140 0845 EDT 0151 9208234

**Rochdale** 0300 303 0440 EDT 0300 303 8875

**Bradford** 01274 437500 EDT 01274 431010

**Wigan** 01942 828300 EDT 0161 834 2436