LOSTOCK HALL ACADEMY

Safeguarding and Child Protection Policy and Procedures

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Date approved by Trustees	September 2024
Policy Prepared by	Mr N Clitheroe, SAVP.

This document is available via the school website or from the school office on request.

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Part One: Introduction and Overview

At Lostock Hall Academy (LHA) safeguarding permeates *all* aspects of school life and is everyone's responsibility; the school forms part of a wider safeguarding system. To fulfil our responsibilities, we adopt a child-centred approach. This means that:

- Safeguarding systems and procedures are oriented around the wishes, feelings, and best interests of children;
- We seek to give children a 'voice', listen to what they say, take them seriously and work collaboratively to meet their needs;
- Ensure all human and equality rights are considered for all students, staff, trustees, and guests/visitors to the academy;
- Whilst all young people should be protected, it is important to recognize that vulnerable groups of students including Children Looked After (CLA), Special Education Needs and Disabilities (SEND), Child Protection (CP), Children in Need (CiN) students, LGBTQ+ students and students in Alternative Provision are potentially at greater risk of harm (including online) and in some cases may find it difficult to communicate what is happening to them. All actions taken by staff should be to ensure the best educational outcomes for young people.
- We aim to provide help as soon as a problem emerges (early help), and maltreatment inside and/or outside of the home, including online. Early help is important and we recognize the risk children face within different areas of their lives.

Children with SEND and/or physical health issues can face additional safeguarding challenges, both in relation to their vulnerability to possible abuse and neglect and also in terms of being able to report such incidents. These challenges can include:

- Assumptions that indicators of possible abuse such as behavior, mood and inquiry may relate to the child’s disability or medical condition without further exploration;
- These children being more prone to peer group isolation or bullying than other children;
- The potential for children with SEND or certain medical conditions being disproportionally impacted by behaviour such as bullying, without outwardly showing signs;
- Communication barriers and difficulties in managing or reporting these challenges.

Extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place led by the SENDCo. SENDIAS offers information, advice and support for schools, parents and carers of children and young people with SEND.

The Safeguarding and Child Protection Policy and Procedures follow the guidance of Keeping Children Safe in Education (KCSiE 24). Part One and Annex A are shared with all staff on an annual basis at the start of the academic year or as and when a new member of staff starts throughout the year as part of their induction.

Below is a link to KCSiE 24, which is followed for all safeguarding issues:

https://assets.publishing.service.gov.uk/media/6650a1967b792ffff71a83e8/Keeping_children_safe_in_education_2024.pdf

KCSiE 2024 is used together with 'Working Together to Safeguard Children 2023' to safeguard and promote the welfare of children. The link to Working Together to Safeguard Children 2023 ca be found below:

https://assets.publishing.service.gov.uk/media/65cb4349a7ded0000c79e4e1/Working_together_to_safeguard_children_2023_-_statutory_guidance.pdf

Our school aims to provide a positive, stimulating, caring and safe environment which promotes the social, physical, emotional and moral development of each child. We work hard to maintain a safeguarding ethos and culture whereby children feel safe and are safe whilst at school and on their way to and from school.

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

This policy applies to **all students, staff, parents, carers, trustees, volunteers and visitors** in our school, and it should be read and understood alongside the following policies/practices:

- Attendance and punctuality/children absent from education
- Anti-Bullying
- Education of Children Looked After by a Local Authority
- ICT and Online Safety
- Safer Recruitment and Selection
- Promoting Positive Behaviour/Staff Code of Conduct
- Whistle-blowing
- Behaviour for Learning Policy
- Positive Mental Health and Well-Being Policy
- SEND policy

The Trustees at LHA ensures that the safeguarding arrangements consider the procedures and practice of the Local Authority as part of the inter-agency procedures set up by the Children's Safeguarding Assurance Partnership (Safeguarding Partners).

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and/or alcohol misuse, unexplainable and/or persistent absences from education, serious violence (including that linked to county lines), radicalisation and consensual and non-consensual sharing of nude and semi-nude images and/or videos. 8 can be signs that children are at risk.

Additional information on these safeguarding issues and information on other safeguarding issues is included in Annex B of KCSiE 2024.

Weekly safeguarding meetings where a vulnerable student register is discussed and appropriate actions and support are implemented to support students and their families. Appropriate safeguarding arrangements are in place to support children who are absent from education, particularly on repeat occasions and/or for prolonged periods of time; children who are open to CSC or require addition support are always discussed to ensure the correct provision/support is in place.

Definitions

Child(ren) means everyone under the age of 18. National, statutory guidance 'Working Together to Safeguard Children' (2018) defines **safeguarding and promoting welfare** as:

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

Therefore, 'safeguarding' includes but is about much more than 'child protection'. However, all staff are aware of our responsibility to act in order to **protect** children from various potential sources and types of harm:

- Physical, sexual, emotional abuse and neglect;
- Domestic abuse;
- Bullying, including online bullying and prejudice-based bullying;
- Racist, disability and LGBTQ+, homophobic or transphobic abuse;
- Gender-based violence/violence against women and girls;
- Peer on peer abuse;

- Child on child sexual violence and sexual harassment;
- Radicalisation and/or extremist behaviour;
- Child criminal exploitation and County Lines;
- Child sexual exploitation and trafficking;
- The impact of new technologies on sexual behaviour, for example sexting and accessing pornography;
- Teenage relationship abuse;
- Substance misuse;
- Issues that may be specific to a local area or population for example, gang activity and youth violence;
- So-called 'honour-based violence' including female genital mutilation, forced marriage, breast ironing / flattening;
- Fabricated or induced illness (formerly known as 'Munchausen's');
- Poor parenting, particularly in relation to babies and young children;
- Child on child sexual violence and/or sexual harassment;
- Homelessness;
- Other issues not listed here but that pose a risk to children and young people.

Our Commitment to best Safeguarding Practice

At LHA we do more than just what is required. Research and experience tell us that outstanding safeguarding is underpinned by some key characteristics and these are reflected in our approach.

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

- Children's and learners' health and safety and well-being, including their mental health meeting the needs of children who have special educational needs and/or disabilities;
- Ensure safe and positive learning environment where students follow 'The LHA Way' and 'LHA Core Values' to realise their potential;
- Checking staff/visitor DBS clearance and ensuring procedures are followed where staff/volunteers who are DBS cleared (wear a red lanyard) and have member of staff with them at all times;
- During visits, organised by school to employers and education establishments, students will be accompanied by a DBS staff member throughout the visit.
- During take your child to work experiences, students will be accompanied by their parent/carer or other person designated by the parent/carer.

- The positive delivery of Relationship Education, Relationship and Sex Education and Health Education (RSHE) through Life Studies/Citizenship lessons to educate students on all key topics and agenda's;
- The use of reasonable force;
- Meeting the needs of children and learners with medical conditions;
- Providing first aid;
- Educational visits;
- Intimate care and emotional well-being;
- Online safety and associated issues;
- Appropriate arrangements to ensure children's and learners' security, taking into account the local context;
- Ensuring student attendance is good to ensure good progress. The Attendance Improvement Officer (AIO) monitors and supports individual students and their families to ensure good attendance. The link below to the new attendance guidance Working Together to improve school attendance is used to monitor student attendance:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf

Ethos, Culture and Robust Governance at LHA

- We have Trustees who are visible, proactive and well informed to ask the right questions in order to hold senior leaders to account.
- Senior staff and Trustees ensure that safeguarding is a priority across all aspects of our work.
- We have high expectations of everyone respect of courteous and responsible behaviour as this enables everyone to feel secure and protected.
- We set great store by good attendance at school and monitor absence carefully. We also follow-up where necessary and liaise with the local authority to ensure that children are safe and that they are attending regularly.

Empowering Children and Building Resilience

- 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.
- We ensure that we have more than one emergency contact for all students, where possible.

- 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 consult with children so that their wishes and feelings are known and taken into account.
- We include in the curriculum activities and opportunities for PSHE and RSE which equip children with the skills they need to stay safe - including online, 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.

Mental Health and Well-being

Schools have an important role to play in supporting student health and well-being. 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.

We can access a range of advice to help identify children in need of extra mental health support. At LHA, we employ a team of 'School Counsellors' (Charlotte Lowe Psychological Services- CL) who leads with Staff and Student mental health and wellbeing. Further counselling support is offered to students via UCLan Trainee Counsellors. CL oversees the training and allocates students to the trainees who will report all case findings.

From September 2023, the new Education Mental Health Practitioner (EMHP's) commenced their role at LHA. The purpose of the partnership is to further develop and improve on the existing mental health support for students, staff and parents/carers.

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

Mental health and wellbeing takes a high profile in school and is delivered to all members of staff, students and parents/carers through assemblies, Life Studies/Citizenship lessons, the Student Bulletin on Synergy and via social media. Further parent/carers and staff conferences are organised and led by CL.

Mental health and wellbeing resources are shared on a regular basis with students, parents and carers via synergy/social media and via the school website.

Partnerships/Multi-Agency

Together the three safeguarding partners (Social Services/Police/Health) will be responsible for agreeing on and implementing new safeguarding strategies that should improve multi-agency working capacity and in turn improve the provision of safeguarding and child protection arrangements at LHA. To achieve this, the safeguarding partners must outline exactly how they will work together with all relative agencies and make clear the arrangements for reviews.

- We do everything possible to establish effective working relationships with parents/carers and colleagues from other agencies.
- We are clear about our safeguarding role and those of other agencies and contribute to inter–agency (Local authority, Clinical Commissioning Group and Chief Officer of the Police) working in line with statutory guidance, working together to safeguard children transitional working together guidance.
- 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 if they are worried.
- A comprehensive pastoral system (BfL Faculty/extended Safeguarding Team) helps us to identify vulnerability, risk and need and enables us to provide - and / or work with - other agencies to provide early help and support.
- We manage sensitive information appropriately and work as openly and honestly as possible with parents/carers, in children's best interests.

Systems, Policies and Procedures

- We have clear policies and procedures that are compliant, embedded, reviewed and updated regularly.
- Clear lines of accountability, communication and robust record-keeping systems enable us to build 'pictures' and, where necessary, share appropriate information with those who need it.
- All safeguarding concerns are communicated by staff via CPOMS, email or directly to the Safeguarding Team/DSL's.
- Secure email (egress) communication with safeguarding partners.
- Weekly safeguarding meetings during term time with the extended safeguarding team (DSL's, Principal, Trustee, SENDCo, BfL staff, Senior Form Tutors, Vice Principal in charge of PP, Attendance Improvement Officer).

- If there are any school closures the safeguarding team will meet twice a week (online) to discuss and support all vulnerable students.
- All safeguarding information for new students will be requested prior to starting at LHA.
- Any students who leave LHA and have safeguarding concerns will have their information shared with the relevant school, college or safeguarding partners.
- All staff/volunteers are DBS cleared and where BDS clearance has not been approved they will be fully supervised by a member of LHA staff whilst on the school premises.

Children who need a Social Worker (Child in Need and Child Protection Plans)

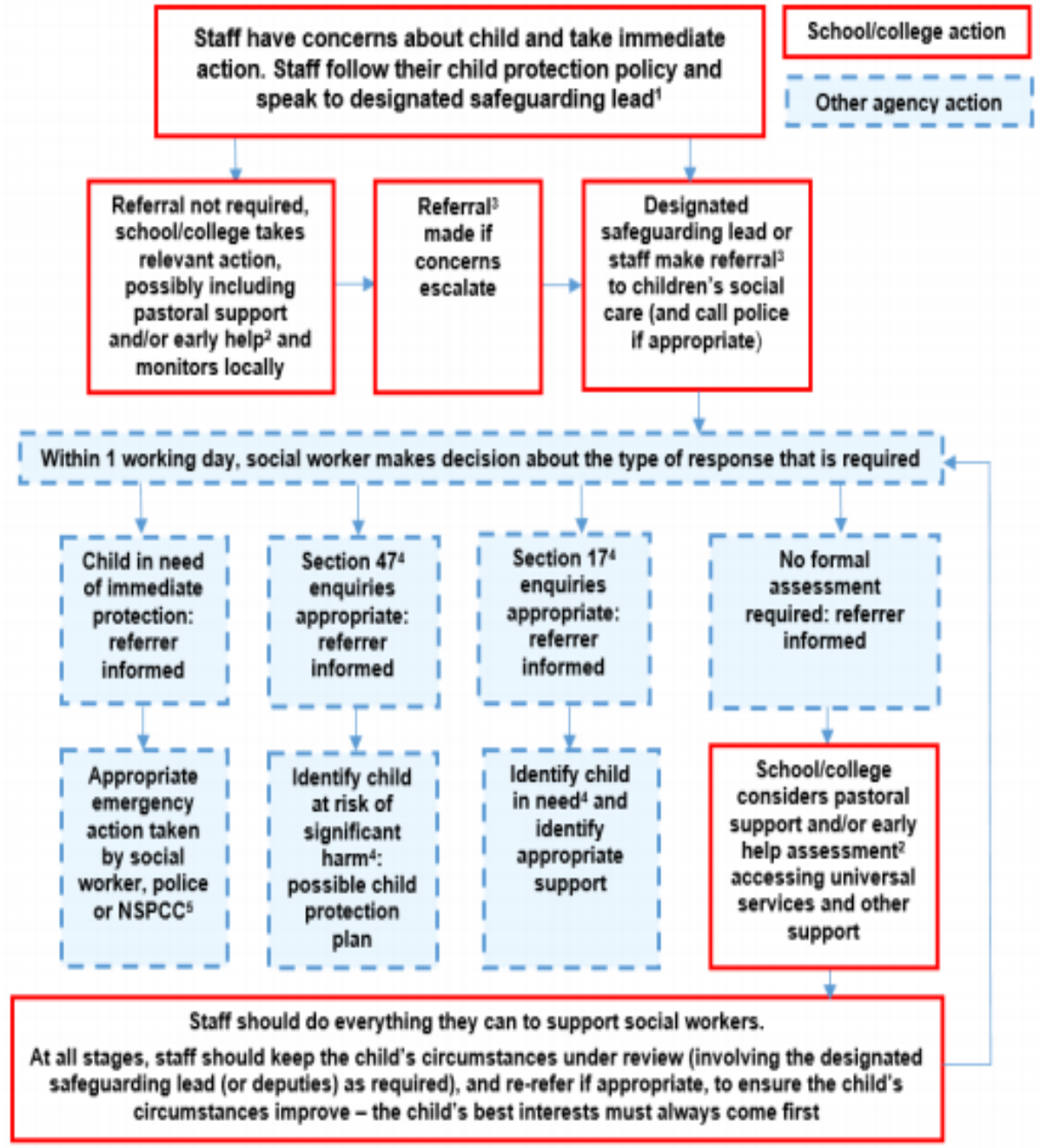
Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experience of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, education, behaviour and mental health.

Local authorities should share the fact a child has a social worker, and the DSL should hold and use this information so that decisions are made in the best interest of the child's safety, welfare, and educational outcomes. This should be considered as a matter of routine. There are clear powers to share this information under existing duties on both local authorities and schools and colleges to safeguard and promote the welfare of children.

Where children need a social worker, this should inform decisions about safeguarding and promoting welfare.

The actions below are followed where there are concerns for a child:

Actions where there are concerns about a child



(1) In cases which also involve a concern or an allegation of abuse against a staff member, see Part Four of this guidance.

(2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from coordinated early help, an early help inter-agency assessment should be arranged. Chapter one of Working Together to Safeguard Children provides detailed guidance on the early help process.

(3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of Working Together to Safeguard Children.

(4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of Working Together to Safeguard Children.

(5) This could include applying for an Emergency Protection Order (EPO).

A Safe Environment

KCSiE 24 Part Two: The Management of safeguarding is followed to ensure effective practice.

- 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 doing all that is reasonable to limit children's exposure to risk by putting safety mechanisms in place, filtering and monitoring usage and educating children and staff about safe and acceptable IT use. Whilst it is essential that appropriate filters and monitoring systems are in place, they should be careful that 'over blocking' does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding;
- Everyone is clear about expected codes of conduct and what to do if they are worried about an adult or child's behaviour;
- Everyone, including students and parents/carers, are clear about and understands 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 as part of these processes;
- We consider broader, health and safety issues and day-to-day arrangements are clear and understood by everyone through regular Staff CPD;
- Mobile phones are not to be used by students in and around school, unless in a supervised activity with a member of staff.
- Reasonable force is sometimes appropriate and a 'No Contact' policy can leave staff unable to fully support and protect students. The decision to use reasonable force to control or restrain a child is down to the professional judgment of the staff concerned and should always depend on individual circumstances.

Well Trained Staff

- A high priority is given to safeguarding training and we ensure that everyone is up to date, in-line with statutory guidance and LSCB recommendations. It is also integral to induction for anyone joining the school, including volunteers.
- All staff participate in annual Safeguarding and Child Protection CPD at the start of the academic year. Further twilight, morning CPD sessions and Safeguarding Newsletters are delivered throughout the academic year as and when required.
- DSL training is complete every 2 years.

Framework Underpinning this Policy

This policy and procedures have been written and will be implemented in-line with the safeguarding and child protection procedures established by Lancashire Safeguarding Children Board (LSCB). It is also written in accordance with legislation established by the Children Acts 1989 and 2004, the Education Act 2002 and other core legislation and guidance [the following list is not exhaustive]:

- Making sense of… Keeping Children Safe in Education 2024;
- Working Together to Safeguard Children (2023);
- Keeping Children Safe in Education (2024);
- Sexual violence and sexual harassment between children in schools (2018);
- Positive environment where children can flourish (2018);
- Teacher Standards (2012);
- What to do if you're worried a child is being abused;
- Information sharing advice for practitioners (2015);
- Disqualification under the Childcare Act 2006 (2015);
- Counter Terrorism and Security Act 2015 (Inc. the 'Prevent Duty');
- Serious Crime Act (2015);
- Ofsted 160047, August 2016;
- Guidance for Safer Working Practice
- Education (Independent School Standards) Regulations (2014).

Safeguarding Roles and Responsibilities at LHA

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children has an important role to play.

School staff are particularly important as they are in a position to identify concerns early, provide help for children, promote children's welfare and prevent concerns from escalating. It is important all staff (including those who do not work directly with children) recognize the important role they play in protecting children.

For the purposes of safeguarding, a child is anyone under the age of 18. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

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

All staff should:

- Be aware of the systems in school (CPOMS and email) which support safeguarding, and these should be explained to them as part of staff induction;
- Receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff should receive safeguarding and child protection updates (for example, via emails, e-bulletins and staff meetings), as required, and at least annually, to provide them with the skills and knowledge to safeguard children effectively;
- Know the identity of Designated Safeguarding Leads (DSL's) and how to contact them;
- Know what to do if a child tells them they are being abused or neglected. This includes the understanding they should never promise a child that they will not tell anyone else about a report of abuse, as this is unlikely to be in the best interests of the child;
- Demonstrate professional curiosity and communicate with DSL's/safeguarding team when they have concerns about a young person. Staff need to be aware that young people may not feel ready or not know how to tell someone they are being abused, exploited or neglected, and/or they may not recognize their experiences as harmful.

School staff have no investigative role where child protection is concerned; this is a matter for police and children's social care. However, schools do have a responsibility to provide a safe environment in which children can learn and all staff, including volunteers, have a responsibility to act to safeguard and promote children's welfare. Some people have specific and / or additional safeguarding responsibilities.

Staff are trained to share any safeguarding/child protection concerns with a member of staff from the safeguarding team, no matter how trivia they may appear to be. Follow up meetings/investigations will ensure that all concerns are supported in the best interest of a young person.

Safeguarding requirements are in place when the school site is used by outside organisations. This will never be during the school and students are on site. Where concerns are raised regarding a person or organization the safeguarding procedures will be followed and the LADO informed.

Safeguarding and home visits at LHA

Where a student home visit is required to be undertaken to check on a student's/family member's wellbeing, 2 staff will always attend a visit to ensure staff safety. All home visits will be recorded on CPOMS/Synergy to log any communication.

Trustees

Trustees take seriously their responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children. The Trustees monitor compliance with the statutory requirements and identify areas for improvement. At least annually the Designated Safeguarding Lead will prepare a safeguarding report to be tabled at a full Board of Trustees meeting. Discussions will be recorded and any agreed and / or remedial action(s) documented and followed-through, formally and without delay. CPOMs software will also be used in order to file and review this information.

The Trustees ensures that children at LHA are taught about safeguarding in school (including when the students are online at home).

The Chair of Trustees is:

Margaret Scrivens

The Nominated / Link Safeguarding Trustee is:

Bryan Pilkington

- The Principal will ensure that the policies and procedures adopted by the Trustees, particularly concerning referrals of cases of suspected abuse and neglect, are fully implemented and followed by all staff;
- Act as a strategic link between the DSLs, the Trustees on safeguarding matters;
- Be the case manager and liaise with the Local Authority Designated Officer (LADO) in the event of allegations of abuse being made against a member of staff or volunteer;
- Ensure that a senior leader is appointed as the DSL in school and that there is always cover for this role;
- Ensure that the DSLs access appropriate training which is regularly updated in-line with statutory and LSCB guidance;
- Ensure that sufficient resources and time are allocated to enable staff to discharge their

responsibilities;

- Put in place safeguarding responses in cases where children go missing from education;
- Ensure that safeguarding policies and procedures are followed by all staff;
- Ensure that safeguarding procedure take into account local guidance including Risk Management Toolkit and Lancashire Continuum of Need and Threshold Guidance;
- Ensure that children are safe online by ensuring that appropriate filters and monitoring systems are in place;
- Ensure that children are taught about safeguarding;
- Ensure staff in school are aware of, and policies reflect, an understanding of specific issues such as peer on peer abuse and safeguarding children with disabilities and special educational needs and disabilities;
- Refer cases to the DBS where a person is dismissed or leaves our employment due to risk/harm to a child - this is a legal requirement;
- Lead in such a way as to create an environment where all staff and volunteers feel empowered to raise concerns about poor or unsafe practice and will address any concerns sensitively, effectively and in a timely manner.

The Role of Designated Safeguarding Lead (DSL)

Ultimate, lead responsibility for safeguarding and child protection, as set out below, is the responsibility of the named DSL; this is never delegated although we have a Deputy DSL in place that works with and may provide cover for the named DSL in their absence. During term time one of these two senior members of staff will always be available (in school hours) for staff in the school to discuss any safeguarding concerns. Adequate and required cover arrangements are in place for any out of hours/out of term contact requirements. The DSL and Deputy DSL undertake training and refresher training in-line with statutory requirements and LSCB recommendations, completing their DSL training every 2 years.

The DSL should take the lead responsibility for safeguarding and child protection (including online safety).

The Designated Safeguarding Lead (DSL) in School is:

Mr Neil Clitheroe - Senior Assistant Vice Principal

The Back-up / Deputy DSL is:

Miss Kirsty Gregson

The Designated Senior Lead's role is described in Keeping Children Safe in Education 2024, Annex C.

Briefly, **our DSL(s):**

- Ensure Child Protection policies are known, understood and used appropriately; ensure the school's child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with the Board of Trustees regarding this; and ensure the child protection policy is available publicly and parents/carers are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this.
- Link with the safeguarding partner (In Lancashire this is the Children's Safeguarding Assurance Partnership) arrangements to make sure staff are aware of any training opportunities and the latest policies on local safeguarding arrangements;
- Promote educational outcomes by working closely with their teachers and sharing information about their welfare, safeguarding and child protection concerns;
- Raise awareness of the lasting impact of adversity and trauma on education, behavior, mental health and well-being, so that it is understood by senior leaders and staff and reflected in the mental health and behavior policy.

- Provide advice and support to other staff on child welfare, safeguarding and child protection matters.
- Refer cases of suspected abuse to children's social care as required and participate in strategy discussions and inter agency meetings;
- Support staff who make referrals to Local Authority Children's Social Care;
- Refer cases to the Channel programme where there is a radicalisation concern and / or support staff who make referrals to the Channel programme;
- Refer cases to DBS where a person is dismissed or left due to risk/harm to a child;
- Liaise with other inter-agencies and act as point of contact for the three safeguarding partners (Local Authority, Clinical Commissioning Group, Chief Officer of Police)
- Refer cases where a crime may have been committed to the Police, as required;
- Liaise with the Principal to inform him or her of safeguarding and child protection issues, especially ongoing enquiries under section 47 of the Children Act 1989 and any police investigations;
- Liaise with, advise and support staff (especially pastoral support staff, school nurses, IT Technicians, and SENCOs) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies;
- As required, liaise with the "case manager" - as per KCSiE (2024) and the designated officer(s) at the local authority (LADO) regarding concerns or allegations about a staff member;
- Ensure appropriate representation at and contributions to multi-agency safeguarding meetings by our school, including the provision of written reports in line with LSCB guidance / templates;
- Ensure compliance with best practice and statutory guidance in respect of safeguarding record keeping per se and, in particular, the seeking and passing-on of relevant information when children join and leave our school (This includes written acknowledgement of receipt from receiving schools / professionals);
- Be available during school hours;
- Act as a source of support, advice and expertise for all staff;
- Ensure that LHA students are taught about safety and safeguarding (including online and digital safety) through the Life Studies program (PSHE).

The DSL's role will be explained to staff as part of all in-school safeguarding training, including induction.

Part Two: A Safer School

Safer Recruitment and Selection

In line with Keeping Children Safe in Education Part Three: Safer Recruitment (2024), we do everything possible to prevent people who pose a risk of harm from working with children in our school.

We do this by:

- Ensuring that our site is as secure as possible - so that we know that students are where they should be and that adults are safe and are not where they shouldn't be;
- Checking the identity of visitors to school and implementing robust sign-in and supervision arrangements – including visitors, supply and agency staff;
- Adhering to our legal responsibilities to check staff and volunteers and, where we feel it is necessary, going above and beyond what is required;
- Training those involved in the recruitment and selection of staff to work in our school to do so safely;
- Maintaining a record of checks conducted on our Single Central Record (SCR) and ensuring that this is up-to-date and fit for purpose – in line with Keeping Children Safe in Education 2024;
- Termly checks of the SCR are carried out by the Link Trustee responsible for Safeguarding;
- Assessing risk and putting appropriate and proportionate plans and supervision in place;
- Adopting a robust approach to commissioning, the use of contractors, third-party and agency or supply staff and organisations who wish to use our facilities, and maintaining records centrally to this effect;
- All new staff/volunteers are DBS Enhanced Checked and are part of the DBS Update Service; See flow chart and Annex G below. DBS information will be recorded to confirm the appropriate checks have been complete for all new appointments, however copies of DBS certificates will not be retained by LHA.
- Online candidate searches including social media will be complete for all shortlisted candidates. Candidates will be informed that these checks will be complete.
- Supply staff are recruited from agencies. All staff are fully DBS checked prior starting at LHA.

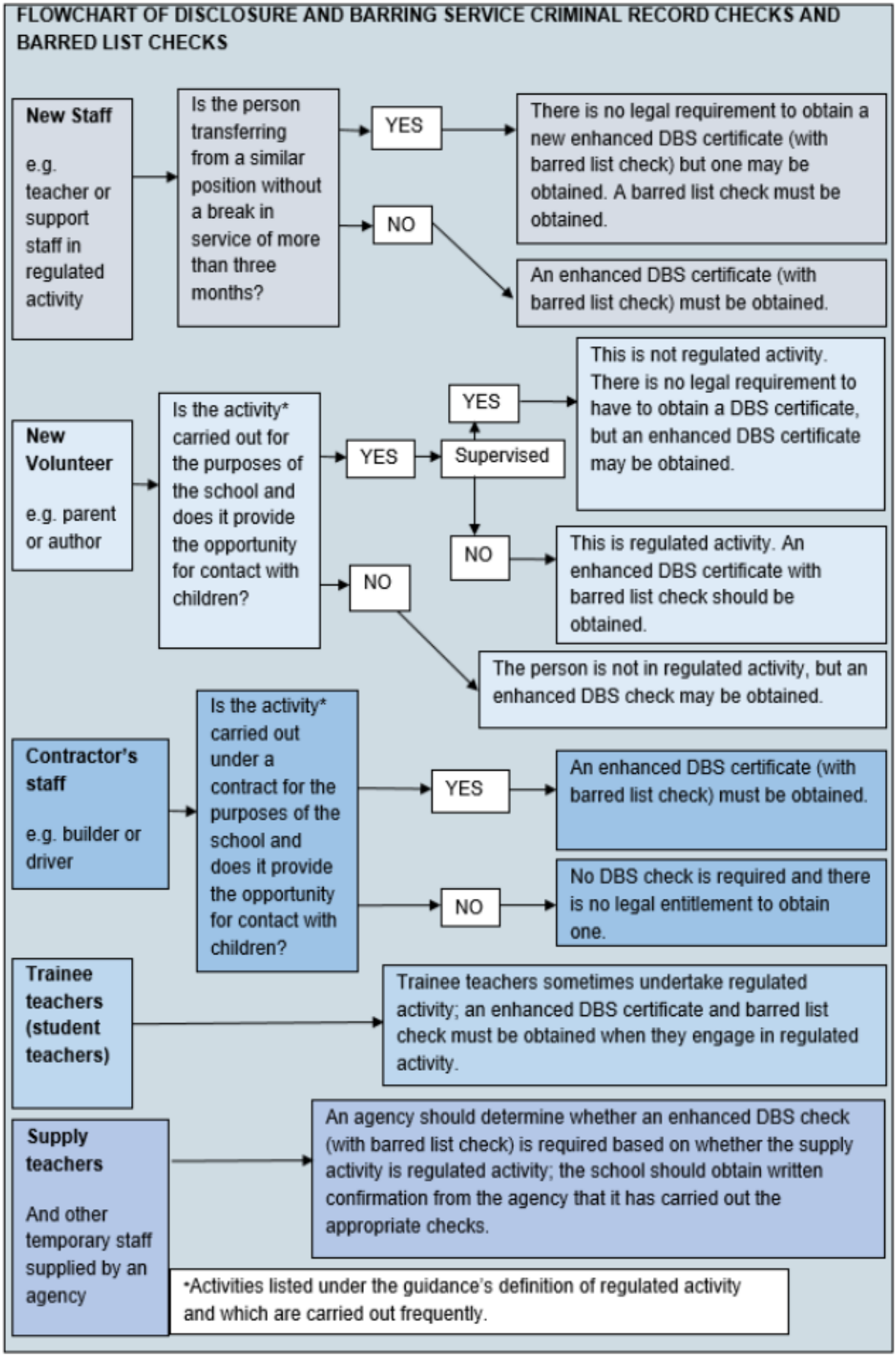
In KCSiE 24, there are four sections providing schools with legal requirements and important information about:

i. The recruitment and selection process;
ii. Pre-appointment and vetting checks, regulated activity and recording of information;
iii. Other checks that may be necessary for staff, volunteers and others, including the responsibilities on schools for children in other settings; and
iv. How to ensure the ongoing safeguarding of children and the legal reporting duties on employers.

KCSiE 24: Part Three will be followed for all staff appointments at LHA.

Data Protection Act 2018 and the UK GDPR 92

It is important that trustees and SLT are aware that among other obligations, the Data Protection Act 2018, and the UK General Data Protection Regulation (UK GDPR) place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure. See ICO guidance 'For Organisations' which includes information about your obligations and how to comply, including protecting personal information, and providing access to official information.


FLOWCHART OF DISCLOSURE AND BARRING SERVICE CRIMINAL RECORD CHECKS AND BARRED LIST CHECKS
New Staff
e.g. teacher or support staff in regulated activity
Is the person transferring from a similar position without a break in service of more than three months?
YES
There is no legal requirement to obtain a new enhanced DBS certificate (with barred list check) but one may be obtained. A barred list check must be obtained.
NO
An enhanced DBS certificate (with barred list check) must be obtained.
New Volunteer
e.g. parent or author
Is the activity* carried out for the purposes of the school and does it provide the opportunity for contact with children?
YES
Supervised
YES
This is not regulated activity. There is no legal requirement to have to obtain a DBS certificate, but an enhanced DBS certificate may be obtained.
NO
This is regulated activity. An enhanced DBS certificate with barred list check should be obtained.
NO
The person is not in regulated activity, but an enhanced DBS check may be obtained.
Contractor's staff
e.g. builder or driver
Is the activity* carried out under a contract for the purposes of the school and does it provide the opportunity for contact with children?
YES
An enhanced DBS certificate (with barred list check) must be obtained.
NO
No DBS check is required and there is no legal entitlement to obtain one.
Trainee teachers (student teachers)
Trainee teachers sometimes undertake regulated activity; an enhanced DBS certificate and barred list check must be obtained when they engage in regulated activity.
Supply teachers
And other temporary staff supplied by an agency
An agency should determine whether an enhanced DBS check (with barred list check) is required based on whether the supply activity is regulated activity; the school should obtain written confirmation from the agency that it has carried out the appropriate checks.
*Activities listed under the guidance's definition of regulated activity and which are carried out frequently.

Annex G: Disclosure and Barring Service checks

These are the types of checks available to those working with children:

Type of check	What the check involves	Positions eligible for this level of check
Standard check	Check of the Police National Computer records of convictions, cautions, reprimands and warnings.	The position being applied for must be covered by an exempted question in the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975.
Enhanced check	Check of the Police National Computer records **plus** additional information held by police such as interviews and allegations. Additional information will only be disclosed where a chief police officer reasonably believes it to be relevant and considers that it ought to be disclosed.	The position being applied for must be covered by an exempted question in the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 and by provisions in the Police Act 1997 (Criminal Records) Regulations 2002.*
Enhanced criminal record check with children's and/or adult's barred list information	Check of the Police National Computer records **plus** additional information held by police **plus** check of the DBS Children's Barred List **plus** check of the DBS Adults' Barred List.	The position must be eligible for an enhanced level criminal record check as above and be for a purpose listed in the Police Act 1997 (Criminal Records) (No2) Regulations 2009 as qualifying for a barred list(s) check.

*This legislation does not provide a list of job roles that are eligible for this check – such a list does not exist. Instead, the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 sets out the 'exempted questions' for which a standard check can be obtained. Similarly, the Police Act 1997 (Criminal Records) Regulations 2002 set out the purposes for which an enhanced check can be obtained, and the Police Act 1997 (Criminal Records) (No 2) Regulations 2009 list the circumstances in which an enhanced check will automatically include a barred list check. It is important to note that the Regulations can also remove roles, duties or activities through the removal of an exempted question or of a particular purpose. The Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975, the Police Act 1997 (Criminal Records) Regulations 2002 and the Police Act 1997 (Criminal Records) (No 2) Regulations 2009 can all be found on the legislation website.

Any individual (including an applicant for a job which does not involve working with children) can be asked to apply for a basic criminal record check. This will show only unspent convictions and cautions. This service is currently provided via the Disclosure and Barring Service. Further details can be found on gov.uk

Staff /Trustee Training and Induction

All new staff and volunteers are inducted and safeguarding / child protection is integral to this process.

The DSL's undergo training to provide them with the knowledge and skills to carry out the role. Training is complete every 2 years and includes Prevent Awareness Training.

All staff and volunteers will be provided with key policies and procedures, including:

- Part One and Appendix A of Keeping Children Safe in Education 2024;
- This safeguarding and child protection policy and procedure(s);
- The staff code of conduct;
- LHA Behaviour and rewards policy.

These policies are stored within the staff intranet/safeguarding section on Synergy.

The policy is reviewed annually and is available for all staff, parents and carers on the school website.

Therefore, anyone who comes to work with our children will be clear about arrangements in school, especially what to do if they are worried about a child. This happens at the beginning of each school year and / or as part of induction. Each academic year all staff are asked to sign to confirm that they have received, read, understood and will work to these policies and procedures and a record is retained centrally to this effect.

At times throughout the academic year, new staff may come into post. All checking procedures will be made prior to any appointment. Safeguarding/child protection and online safety training will be delivered as soon as a new member of staff comes into post.

We adopt a whole-school approach to safeguarding training to ensure that everyone is clear about roles, responsibilities and processes in school and beyond. Training is accessed in-line with statutory guidance and LSCB recommendations and regular updates are also provided via e-bulletins, staff meetings/CPD twilights and INSET days. Some staff access more advanced safeguarding training commensurate with their role in school and in-line with statutory guidance and LSCB recommendations e.g. Designated Safeguarding Leads/Extended Safeguarding Team and those involved in the recruitment and selection of staff.

Lostock Hall Academy is committed to providing staff and volunteers with the skill and knowledge needed to safeguard children. We therefore ensure that:

- ALL staff and volunteers will receive Safeguarding Training annually;
- The DSL/s will provide ALL staff, volunteers and trustees with regular safeguarding updates;
- At least one member of SLT and one trustee will attend Safer Recruitment Training. This will be renewed at least every 5 years;
- ALL staff, volunteers and trustees will undertake any additional training on matters such as Child Sexual Exploitation, Prevent, Peer on Peer abuse, Sexual Violence/Sexual Harassment, N-Compass and Online Safety etc. as is deemed necessary by SLT.
- Trustees receive a safeguarding update (report and presentation) via termly meetings.
- All new Trustees receive LCC child protection and safeguarding training as part of the induction, and this is regularly updated.
- NGC/KG deliver Safeguarding/Child Protection training to trustees on an annual basis, to equip them with the knowledge to provide strategic challenge to themselves that the safeguarding policy and procedures in school are effective and support a robust whole school approach to safeguarding.
- Trustees are invited to the whole staff safeguarding/child protection sessions which are led by external agencies/professionals. These sessions are organised on a bi-annual basis.

Safeguarding Training Record

Date	Name	Course	Provider
14.5.24	Staff (voluntary)	CAMHS – Mental Health Training	CAMHS
14.3.24	Neil Clitheroe	Cyber Security webinar	Lancashire Police
20.2.24	SLT	Safer Recruitment Training	Phil Threlfall Ltd.
31.1.24	Neil Clitheroe	Online Safety webinar	Knowsley City Learning
10.1.24	All staff	Attachment and Trauma training - twilight	DfE
6.11.23	Kirsty Gregson	Staff well-being course	Lancaster University
3.10.23	All staff	Safeguarding/ Child Protection updates	Phil Threlfall Ltd.
27.9.23	Neil Clitheroe	EVC – Autumn Network Meeting	LCC
2.9.23	All staff	Attachment and Trauma training	DfE
1.9.23	All staff	KCSiE 2023/Children protection at LHA	NGC/KG
14.3.23	Neil Clitheroe	Senior Mental Health Lead Refresher training	Anna Freud
6.2.23	Neil Clitheroe	Countering Far Right Extremism	Small Steps webinar
18.1.23	15 staff	Understanding self-harm	Lancashire MIND
9.11.22	15 staff	Suicide First Aid Course	Lancashire MIND
28.9.22	Neil Clitheroe	EVC Network Refresher Meeting	LCC
1.9.22	All staff	Prevent online	Gov.uk
1.9.22	All staff	KCSiE 2022/Children protection at LHA	NGC/KG
30.3.22	All staff	Safeguarding update – morning briefing	NGC/KG
24.3.22	Trustee training	Safeguarding – sexual violence/sexual harassment	NGC (DSL)
18.3.22	Neil Clitheroe	Senior Mental Health Lead Training – Day 2	Anna Freud
23.2.22	All staff	BfL/safeguarding – Recovery strategy	NGC
28.1.22	Neil Clitheroe	Senior Mental Health Lead Training – Day 1	Anna Freud
30.11.21	Neil Clitheroe/Kirsty Gregson	DSL training	LCC – Heather Fowler
19.10.21	All staff/trustees	Safeguarding/ Child Protection	Phil Threlfall Ltd.

3.9.21	All staff	Prevent training	Lancashire Police
1.9.21	All staff	KCSiE 2021/Children protection at LHA	NGC/KG
4.1.2021	All staff	KCSiE/safeguarding refresher Online	NGC/KG
14.10.2020	Neil Clitheroe/Kirsty Gregson	Prevent training – Right wing – Combined awareness and counter narrative training Online course	Small steps
1.9.2020	All staff	KCSiE 2020/Children protection at LHA	NGC/KG
6.7.2020	Neil Clitheroe/Kirsty Gregson	Online Safety	NOS
11.3.2020	All staff/trustees	Prevent training	HM Government (online)
26.2.2020	Kirsty Gregson	Lancashire virtual schools (MH workshop) training day	Safeguarding Partners
31.1.2020	Kirsty Gregson	Anna Freud Link Programme	Anna Freud
14.1.2020	Elaine Blackburn	Online safety conference	SWGfL
14.1.2020	Neil Clitheroe	Online safety conference	SWGfL
11.12.2019	Trustees	Safeguarding training	NGC
13.11.2019	All staff	Safeguarding twilight	NGC/KG
15.11.2019	Kirsty Gregson	DSL Training	Phil Threlfall Ltd.
15.11.2019	Neil Clitheroe	DSL Training	Phil Threlfall Ltd.
16.9.2019	New staff	Safeguarding induction	KG
2.9.2019	All staff	KCSiE 2019/Children protection at LHA	NGC/KG
22.5.2019	All staff	Safeguarding/N-Compass	NGC/KG
17.1.19	Kirsty Gregson	N-Compass training	Safeguarding Partners
16.1.19	All staff	Mental Health and wellbeing training	Charlotte Lowe
20.11.18	Kirsty Gregson	Child Sexual Exploitation	Safeguarding Partners
31.10.18	All staff/trustees	Safeguarding/Child protection	Phil Threlfall
16.9.2018	New staff	Safeguarding induction	KG
3.9.2018	All staff	KCSiE 2018/Children protection at LHA	NGC/KG

Conduct and Safer Working Practice

Everyone at our school is clear about expected codes of conduct and we set the highest possible standards in this respect, both in and outside school. All staff and volunteers must uphold public trust in our school and, where applicable, the teaching profession.

The principles which underpin our approach are drawn from the Safer Recruitment Consortium's national 'Guidance for Safer Working Practice for those working with Young People in Education Settings'. At LHA and based on these guidelines the welfare of the child is paramount. In addition, staff should fully understand their responsibilities to safeguard and promote the welfare of students, applying the same professional standards regardless of culture, disability, gender, language, racial origin, religious beliefs and sexual orientation.

These are reflected in the Staff Handbook and Code of Conduct which is provided to all staff and volunteers during induction and again at the beginning of each school year. Everyone must read and work to this.

To support good practice at Lostock Hall Academy, we are part of the Endeavour Learning Trust and attend half termly safeguarding network meetings to share good practice and ensure that we are abreast of any new policy and procedures regarding child protection and safeguarding for all young people at LHA.

The Management of Allegations against teachers, including supply teachers, other staff, volunteers and contractors.

At LHA, we follow KCSiE 24 Part Four: Allegations of abuse made against teachers and other staff should any allegations of abuse be made against a member of staff. See flow chart below for the Procedures for Managing Allegation against Staff.

Keeping Children Safe in Education 2024 (Part four) defines an allegation as follows:
"... all cases in which it is alleged that anyone working in school that provides education for children under 18 years of age, including supply teachers, volunteers and contractors has:

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

It is essential that any allegation of abuse made against a teacher or other member of staff or volunteer in a school is dealt with very quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation, as an employer, has a duty of care to its employees. Therefore, it will ensure that effective support is provided for anyone facing an allegation. Suspension is not an automatic response to an allegation and will respond proportionately to them in order to manage risk and provide appropriate support.

Legislation imposes restrictions which make clear that "publication" of material that may lead to the identification of a member of staff who is subject of an allegation is prohibited. "Publication" includes "any speech, writing, relevant programme or other communication in whatever form, which is addressed to the public at large or any section of the public". This means that a parent/carer who, for example, published details on a social networking site would be in breach of the reporting restrictions (if what was published could lead to the identification of the teacher by members of public).

Each section of KCSiE 24: Part Four will be followed should there be any allegations against any member of staff.

Reporting and Responding to Allegations

The flowchart over the page provides a step-by-step guide to the management process and this clarifies important issues such as consultation, information sharing, confidentiality, support, feedback, recording and notifications.

Anyone, including parents or carers, who is concerned about the conduct of a member of school staff or volunteer should **report the matter to the Principal.** Where there are concerns about the Principal this should be **reported to the Chair of Trustees**.

This person, to whom the allegation has been reported, becomes the **'case manager'** and must ensure compliance with the Management of Allegations Policy, KCSIE (2024, Part four) and the LSCB Procedures.

In the first instance, and before doing anything else, the case manager can and should seek advice from the **Local Authority's Designated Officer:**

Tim Booth- 01772 536694

Tim.booth@lancashire.gov.uk

Emergency Duty Team – 0300 1236722

These discussions and any agreed and further actions will be recorded by the case manager. Any in-school processes will be held in abeyance pending the outcome of any external enquiries by police and / or children's social care.

Further guidance can be used to support LHA staff. This includes:
School Safeguarding Helpline – 01772 531196 (Matt Chipchase 01254 220989/Jenny Ashton 01772 531643)
MASH (emergency line) – 0300 123 6720
Victoria Wallace/Jenny Ashton – School Safeguarding Officer – Advice line – 01772 531196 school.safeguarding@lancashire.gov.uk

Whistleblowing

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime and that such concern will be taken seriously by the senior leadership team. Appropriate whistle-blowing procedures, which are reflected in staff training and the Code of Conduct, are in place and any such concerns can and should be raised with:

i) The Academy Principal, Mrs Gaynor Gorman, in the first instance; or
ii) The Chair of Trustees, Mrs Margaret Scrivens and the DSLs as listed.

Where a staff member feels unable to raise an issue with either or both of the above, for whatever reason, or feels that their genuine concerns are not being addressed, other [whistle-blowing] channels are open to them:

- General guidance can be found at- Advice on whistleblowing
- The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk.

Procedure for Managing Allegations Against Staff

IT IS ALLEGED THAT

A teacher, member of staff or volunteer in school has:

A. **behaved in a way that has harmed a child, or may have harmed a child;**

B. **possibly committed a criminal offence against or related to a child;** or

C. **behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children**

D. **behaved or may have behaved in a way that indicates they may not be suitable to work with children.**

CONFIDENTIALITY REMINDER

Report to Principal who acts as Case Manager
(Or Chair of Governors if Allegation is against Principal)

- Case Manager begins timeline / record & ensures any immediate risk managed
- Without speaking to anyone else at this stage or investigating the matter, Case Manager contacts Working with Schools and discusses the matter with a HR Advisor and / or the local authority Designated Officer (LADO) to establish whether LADO notification and / or children's social care / police referral is required **(LADO: Tim Booth)**
- Case Manager gathers any additional information as advised by LADO

CONFIDENTIALITY REMINDER

- Case manager clarifies next steps e.g. strategy meeting / discussion and what, if any, information that can be shared with staff member and parents
- Discuss and seek advice from Working with Schools re next steps in school
- Support and single point of contact provided for staff member
- Support for child(ren) / parents/carers.

NFA / School Action

- Update and proceed with any in-school action
- Ensure appropriate support for all
- Case Manager records, including formal outcome on HR file
- Consider any learning & share with HR, staff and parents/carers as appropriate

Or

Threshold IS met

- Case Manager completes LADO notification & ensures any onward consultation / referral(s) to Children's Social Care and Police
- Discuss with HR

Strategy Meeting

Back to school for internal action

Police enquiries

Section 47

Manage confidentiality and any media issues

Malicious | False | Unsubstantiated | Substantiated

Once external enquiries and processes have run their course

In-school action completed, including DBS referral in-line with KCSIE 2020 (part four). If a person in a regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned.

Preventing Radicalisation and Extremism

Children may be susceptible to radicalisation into terrorism. Similar to protecting children from other forms of harms and abuse, protecting children from this risk is a part of LHA's safeguarding approach.

HM Government adopts the following definitions:

- **Extremism** is defined as **-** "vocal or active opposition to fundamental 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 members of the armed forces. Students who may become involved in gang related/football hooligan activities may fall into extremism.
- **Radicalisation** is defined as **-** "the process by which a person comes to support terrorism and extremism and, in some cases, to then participate in terrorist activity".
- **Terrorism** is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat **must** be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

The **Prevent Duty** 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 **Channel**. 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.

The Counter Terrorism and Security Act 2015 places a duty on many organisations, including schools, to prevent all radicalisation and extremism. The purpose is to protect children who are susceptible to radicalisation and being at risk of being drawn into terrorism. In order to comply with the Prevent Duty we adopt a tiered approach:

(i) Generally - by ensuring that all staff in school are trained and that they understand the risks affecting children and young people;
(ii) Specifically - having clear processes in place for monitoring behaviour, including online, so that we are able to identify individuals who may be at risk;
(iii) Procedurally - having clear procedures in place which enable us to protect and support those identified as being at risk.

School will continue to:

- Put strategies in place to manage access to extremist material i.e. by ensuring appropriate and proportionate online filtering and monitoring occurs in school[1];
- Work in partnership with parents/carers, the local community and other agencies to fulfill our duties[2];
- Educate students on radicalization and extremism through Life Studies (PHSE) lessons.

There is no obvious profile of a child likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

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 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.

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalization being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection.

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's social care and / or police in-line with locally agreed procedures and protocols.

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being susceptible to being drawn into terrorism. Prevent referrals are assessed and may be passed to a multiagency Channel panel, which will discuss the individual referred to determine whether they are at risk of being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual will be required to provide their consent before any support delivered through the programme is provided.

The designated safeguarding lead (or a deputy) should consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse or those who are currently receiving support through the 'Channel' programme and have that support in place for when the child arrives. Statutory guidance on Channel is available at: Channel guidance and Channel training from the Home Office.

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.

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

Lindsay Frew (lindsay.frew@lancashire.pnn.police.uk)

Prevent Officer
South Division
Tel: 01772 209733
Mobile: 07957 463593

External, Prevent-related advice can be sought from:

Colin Dassow (colin.dassow@lancashire.pnn.police.uk)

01772 209733/830

Information Technology and Online Safety

Online safety is recognised as an essential part of our safeguarding work. Strategically, the Principal, with the support of trustees, aims to embed online safety into the culture of the school.

The lead responsibility for online safety in our school has been designated to a member of the senior leadership team and is Neil Clitheroe.

KCSiE 24: Part Two and Annex D states:

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school or college to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate.

All staff and volunteers are responsible for promoting and supporting safe behaviour in classrooms / around school and must adhere to the Acceptable User Policy (AUP) and Online Safety Policies and Procedures. Central to this is the fostering of a 'No Blame' culture so that students feel able to report any bullying, abuse or inappropriate materials.

All staff should be familiar with the Academy's ICT and ONLINE SAFETY Policy which supports KCSiE 24: Part Two and Annex D: Online Safety. This includes guidance on:

- Safe use of e-mail;
- Safe use of Internet including use of internet-based communication; services, such as instant messaging and social network;
- Safe use of school network, equipment and data;
- Safe use of digital images and digital technologies, such as mobile phones and digital cameras;
- Publication of student information/photographs and use of website;
- Online Bullying;
- Their role in providing online safety education for students through assembly's ICT/Computing lesson and Personal Development lessons (PSHE/RSE); and
- Safe use of Ed Tech. platforms to support student online learning for example, synergy, Microsoft Teams, Zoom, Dr Frost, Seneca, Collins connect, Reading plus etc.

We adopt a whole school approach to online safety and, in so doing, recognise the need to link **technology, people, processes and procedures.** We also understand that our approach must recognise and respond to the fact that children are not merely passive consumers; they are creators and distributors of their own content.

- We have in place appropriate systems and software for filtering, monitoring reporting and responding to inappropriate content / activity - this enables us to identify any patterns or problems early and take appropriate action;
- The filtering software used in school is Fortinet, Google apps for education, Impero and Classroom Cloud. Impero also has a 'Confide' system which gives user the opportunity to submit any concerns they may have about themselves or others;
- Staff are trained in online safety (Classroom Cloud monitoring) and updates are provided at least annually;
- Children are taught about online safety and responsible use through assembly's ICT/Computing lesson and Personal Development lessons (PSHE/RSE);
- We consult and work in partnership with parents and carers;
- We carry out online safety surveys with staff, parents and students to raise awareness, identify any issues, trends or patterns, and to ensure that preventative and protective strategies are tailored and more effective;
- We ask that parents/carers to sign and return our online safety/AUP form;
- We work hard to ensure that children, and parents/carers, know how to minimise and manage online risks and that they know how to report any worries or concerns with adults / staff in school. This includes sharing resources and signposting them to appropriate sources of advice and support outside school;
- We share online safety information with parents/carers via Synergy, email and social media.

At LHA:

Andy Slingsby – Senior IT Technician manages the filtering and monitoring systems.

All filtering and monitoring provision is reviewed on an annual basis, to ensure its effectivity. Monthly filtering checks are complete by IT staff using the SWGfL checking tool.

Harmful and inappropriate content is blocked without unreasonably impacting teaching and learning.

The IT/BfL teams monitor student IT use and follow up any safeguarding concerns with the students. Appropriate support and actions are implemented where and when it is required.

The UK Safer Internet Centre website is used to support staff when dealing with any online safety concerns. See the link below for the website:

https://saferinternet.org.uk/

A Proportional Approach to Risk and Online Safety

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

• **Content**: being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist, misogynistic, self-harm, suicide; anti-Semitic, radical or extremist views;

• **contact**: being subjected to harmful online interaction with other users; for example commercial advertising and adults posing as children or young adults, for the purpose of grooming children;

• **conduct**: personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, sharing other explicit images and online bullying.

Mobile Phones

Staff, visitors, volunteers and students are not permitted to use their own mobile phones to take or record any images of children for their own records during session times.

Staff have the right to confiscate a student's mobile phone, which will then need to be collected from the main reception by a parent or carer at the end of the school day (see BfL policy re mobile phones).

Online or Cyberbullying

Everyone should minimise the potential for and be aware of the impact of so-called cyberbullying; this might include:

- Sending threatening or disturbing text messages;
- LGBTQ+, homophobia, racism or sexism;
- Making silent, hoax or abusive calls;
- Creating and sharing embarrassing images or videos;
- 'Trolling', the sending of menacing or upsetting messages on social networks, chat rooms or online games;
- Excluding children from online games, activities or friendship groups;
- Setting up hate sites or groups about a particular child;

- Encouraging young people to self-harm;
- Voting for someone in an abusive poll;
- Hijacking or stealing online identities to embarrass a young person or cause trouble using their name;
- Youth Produced Images/Sexting - which may be done to pressure a child into sending images or engaging in other unsafe and / or inappropriate activity.

We adopt a zero-tolerance approach to all forms bullying behaviour in our school and expect students and parents/carers to do the same. **Any** concerns about online bullying should be reported to the DSL/BfL Team without delay.

Youth Produced Images/Sexting

Sexting is one IT-related issue that has risen to prominence in recent years. Part of the National Crime Agency, the Child Exploitation and Online Protection Centre has recently updated its guidance for schools and settings:

https://learning.nspcc.org.uk/research-resources/briefings/sexting-advice-professionals

Sexting can be defined as:

- Images or videos generated by children under the age of 18, or
- of children under the age of 18 that are of a sexual nature or are indecent

There may be various reasons why a student has engaged in sexting; it may be a romantic/ sexual exploration scenario or due to grooming / coercion. What action is to be taken will depend on a number of factors and each case must be assessed on its merits by the DSL in school in the first instance. Regardless of what action is taken, incidents and the rationale for any action must always be recorded centrally. It may also be necessary to assist a young person and / or parents/carers in reporting and / or removing the image from a website or elsewhere.

Guidance on Searching Devices

The Education Act 2011 gives schools and/or teachers the power to seize and search an electronic device if they think there is good reason to do so i.e. if there is reason to believe it contains indecent images or extreme pornography. However, staff should exercise caution and bear the following in mind before searching a device:

• The action must be in accordance with the school's child protection / safeguarding and related policies and procedures e.g. IT / Online safety, anti-bullying, behaviour

• Any search should only be conducted following authorisation by the Principal

• Any search must be conducted sensitively i.e. by two members of staff, one of who is the same sex as the student wherever possible.

It is important to establish the location of the image and it is highly likely to have been created and potentially shared through mobile devices i.e. it may be that the image is not on one single device: it may be on a website or on a multitude of devices; it may be on either a school-owned or personal device. In any event, students may well be distressed and staff should be mindful of this and offer any necessary support.

Responding to Sexting

Staff should be mindful that students are likely to be distressed, especially if the image has been circulated widely and if they don't know who has shared it, seen it or where it has ended up. Consequently, they will need support during the disclosure and after the event.

Key questions to consider at the outset are:

- Is the student disclosing about themselves receiving an image, sending an image or sharing an image?
- What sort of image is it? Is it potentially illegal or is it inappropriate?
- Are the school child protection and safeguarding policies and practices being followed? For example, is a member of the child protection team on hand and is their advice and support available?
- How widely has the image been shared and is the device in their possession?
- Is it a school device or a personal device?
- Does the student need immediate support and or protection?
- Are there other students and or young people involved?
- Do they know where the image has ended up? This situation will need to be handled very sensitively.

Sexting and Further Action (including Referrals to Police, CEOP and Children's Social Care)

These matters must always be reported to the DSL/Deputy DSL in school without delay, in-line with this policy and safeguarding procedures and the process for dealing with an issue or incident is as follows:

- Decide who is best placed to respond sensitively (if there is a choice);
- Ensure the immediate safety and wellbeing of student(s);
- Secure device (if appropriate);
- Discuss with DSL / Principal - who will make an appropriate record;
- Assess risk and / or seek appropriate external advice e.g. safeguarding / child protection / police / CEOP;
- DSL/Deputy DSL makes appropriate referral;
- Safeguards, risk management and support strategies implemented then updated and reviewed;
- Any systemic and/or strategic lessons acted upon.

As with all safeguarding matters, sensitive information will be managed effectively and shared on a 'need to know basis' only. Parents/carers will be informed, and kept informed, at appropriate junctures and as soon as possible, unless to share with them might increase risk of harm or impede an investigation.

In some instances, protective action, including contacting a host site or making a referral to children's social care and / or the police, will be required. Under most circumstances it will be the DSL who makes this decision and who takes action. For example, if there is an indecent image of a child on a website or a social networking site, this should be reported directly to the site hosting it, in-line with that site's reporting procedure. However, in the case of a sexting incident involving a child or young person where you feel that they may be at risk of abuse, the matter must be reported directly to CEOP in order that an assessment can be undertaken by police, the case expedited with the relevant provider and appropriate action taken to safeguard the child:

https://www.ceop.police.uk/ceop-reporting/

As a broad rule of thumb:

- If illegal images are found or reported a report to police must be seriously considered by the DSL and advice sought where any doubt or uncertainty remains;
- If an “experimental” i.e. a child sending a picture of themselves - incident is not referred to the police the reasons for this must be recorded by the DSL;
- Any conduct involving, or possibly involving, the knowledge or participation of adults will always be referred to the police;
- The best interests of the child(ren) must always be the paramount consideration!

Reviewing online safety

Technology and risk and harm related to online safety evolve and change rapidly. An annual review/risk assessment of the approach to online safety will be carried out to consider and reflect on the risks that our students may face.

Additional support and guidance can be found in KCSiE 24: Annex D.

Dealing with Sexting and Related Issues - a quick guide

Always	Never
General	
Record the incident, inform the DSL / Principal and act in accordance with school safeguarding and child protection policies and procedures	Search a mobile device - even in response to an allegation or disclosure - if this is likely to cause additional stress to the student/young person UNLESS there is clear evidence to suggest that there is an immediate problem
Inform the Principal / DSL about the alleged incident before searching a device	Print out any material for evidence or move any material from one storage device to another
Image has been shared across a personal mobile device	
Confiscate and secure the device(s)	View the image unless there is a clear reason to do so, send, share or save the image anywhere, allow students to do any of the above
Image has been shared across a school network, a website or a social network:	
Block the network to all users and isolate the image	Send or print the image, move the material from one place to another, view the image outside of the protocols in this policy i.e. without first informing the Principal/ DSL.

Reporting functions provided by the main service providers:

Snapchat http://support.snapchat.com/en-US/ca/abuse

WhatsApp https://www.whatsapp.com/faq/en/general/21197244

Users are able to block other users here:

https://www.whatsapp.com/faq/en/s60/21064391

Instagram https://help.instagram.com/443165679053819/

Facebook https://www.facebook.com/help/128548343894719

Those who do not have a Facebook account are able to report directly to Facebook using this link https://www.facebook.com/help/263149623790594/

You Tube https://support.google.com/youtube/answer/2802027

Google The "right to be forgotten" ruling allows the public to request the removal of search results that they feel link to outdated or irrelevant information about themselves on a country-by-country basis. Users are able to complete a form to highlight what content they wish to be removed. Users have to specify why the content applies to them and why it is unlawful so the exact URLs relating to the search results need to be referenced. https://support.google.com/legal/contact/lr_eudpa?product=websearch

Part Three: Understanding Child Abuse and Neglect

One crucial aspect of our safeguarding work in school involves protecting children from abuse and neglect. Working Together to Safeguard Children defines four, overarching categories of child abuse: **Physical abuse, Sexual abuse, Emotional abuse and Neglect.**

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

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, students, parents/carers and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns. It is important to note that there are no absolute prescriptions and that abuse and neglect, far from being mutually exclusive, often overlap; consequently, it can be difficult to identify. Nonetheless, research identifies a number of potential indicators of which all adults in school should be mindful[3]

Serious case reviews also remind us of the prominence of the so-called *'toxic trio'* in many cases where children come to serious harm. Therefore, staff should always be observant and mindful of the existence and potential impact on children of

- **Domestic abuse,**
- **Substance / alcohol misuse; and**
- **The mental ill-health of a parent or carer.**

Combinations of any of the above issues warrant closer monitoring.

Abuse can take place wholly online, or technology may be used to facilitate offline abuse.

Definitions of Child Abuse and Neglect

Sexual abuse involves:

- Forcing or enticing, a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve:
- Physical contact including assault by penetration (for example, rape or oral sex);
- 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.

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:

- 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.

Physical abuse may involve:

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

Fabricated Illness

- 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;

Induced Illness

- The carer inflicts harm on the child e.g. poisoning, suffocation, tearing etc.

Neglect is :

The persistent failure to meet a child's basic physical and/or psychological needs:

- Likely to result in the serious impairment of the child's health or development;
- Neglect may occur during pregnancy as a result of maternal substance 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.

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/ self-harm
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	Depression/self-harm	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 can be found at:

www.nspcc.org.uk/core-info
NSPCC

Children who Abuse Other Children/Child on child abuse (KCSiE 24 Part Five: Child on child sexual violence and sexual harassment)

KCSiE 24: Part Five of the guidance is consulted and followed to ensure good practice at LHA.

At LHA we recognise that children are capable of abusing their peer and that sexual violence and sexual harassment can occur between two or more children of any age and sex. It can also occur through a group of children sexually assaulting or sexual harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physical and verbally) and are never acceptable.

It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBTQ+ children are at greater risk.

Educating students on all types of abuse is part of the Life Studies programme of study. External agencies and theatre groups are used to support the delivery of sensitive topics to students.

Any incidents of alleged or suspected abuse (including online) by children or young people will be taken seriously and reported to the DSL immediately. Staff must also be alert to the possibility that a child or young person who has harmed another may also be a victim and, as such, they may have significant unmet needs themselves. Child abuse might take various forms; for example (and the following list is not exhaustive):

- Sexual bullying (incl. online bullying/cyberbullying)/sexual violence and harassment/so called ‘initiation ceremonies’;
- Racial, homophobic, gender or culture-related bullying or abuse;
- Via the use of ICT e.g. sexting, 'revenge pornography' - staff should be particularly mindful of the potential for the misuse of information technology for bullying and abusive purposes;
- Grooming by peers as part of child sexual exploitation;
- Abuse linked to gang-related activity (incl. knife crime);
- County lines and child criminal exploitation;
- Abuse within intimate partner relationships;
- Sexual violence and sexual harassment;
- Physical abuse causing physical harm;
- Hazing/initiation types of violence and harm.

We follow the guidance of KCSiE 24 Part Five: Child on child sexual violence and sexual harassment/ DfE – Sexual violence and sexual harassment between children in schools and colleges to ensure good practice at LHA.

When dealing with child on child abuse, LHA consider the following:

- Procedures to minimize the risk of child on child abuse. Students are taught about peer on peer abuse through Life Studies/Citizenship lessons, RSHE and assemblies;
- How allegations of child on child abuse are recorded (CPOMS), investigated and dealt with.

Sexual Violence

It is important that LHA staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003 as described below:

- Rape
- Assault by Penetration
- Sexual Assault.

Sexual Harassment

When referring to sexual harassment we mean unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- Sexual "jokes" or taunting;
- Physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes and displaying pictures, photos or drawings of a sexual nature;
- Online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
    - Non-consensual sharing of sexual images and videos;
    - Sexualised online bullying;
    - Unwanted sexual comments and messages, including on social media;
    - Sexual exploitation; coercion and threats; and
    - Upskirting.

Staff are aware of the importance of:

- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- Not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- Challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risk normalising them.

We know that peer abuse might manifest differently for boys and girls e.g. girls being touched inappropriately or coerced into sexual activity, boys being initiated into gangs etc. Such abuse may also be indicative of a previous or ongoing abusive experience for a perpetrator and / or victim and research indicates that children with SEND, additional or complex needs are particularly vulnerable.

Staff should be mindful of the added vulnerability of children and young people who have been the victims of violent crime, including the risk that they may respond to this by abusing younger or weaker children. The alleged perpetrator is likely to have considerable unmet needs, as well as posing a significant risk of harm to other children. Evidence suggests that such children may have suffered considerable disruption in their lives, may have witnessed or been subjected to physical or sexual abuse, may have problems in their educational development and may have committed other offences. They may, therefore, be suffering, or at risk of suffering, significant harm and be in need of protection. Consequently, any plan to reduce and / or manage risk posed by a child who is alleged to have abused another must also address their needs and [multi-agency] responses should not be about criminalising children unnecessarily.

At LHA, with all allegations of child on child abuse the options are to:

- Manage internally;
- Seek early help with a multi-agency approach;
- Refer to Children’s Social Care;
- Reporting to the police.

We recognise that is not enough 'just' to respond to incidents should they arise. Therefore, we will **minimise the possibility of child abuse** by:

- Creating and maintaining an environment which is safe, caring, respectful and stimulating, and which seeks to promote the social, physical and moral development of our students;
- Ensuring that core safeguarding and child protection policies and procedures, are understood

and implemented in conjunction with other, related policies and procedures e.g. ICT use and Online Safety and Anti-bullying;

- Actively discouraging and challenging all unacceptable behaviour, including all forms of bullying and abuse. We will also challenge the attitudes and behaviours which underpin it;
- Having in place clear strategies for promoting positive behaviour, including a system of rewards and sanctions that is clear to staff, students and parents / carers alike;
- Maximising opportunities within the curriculum, via Life studies, PSHE/RSE, assemblies and focused weeks to deliver key keeping safe and associated behavioural, spiritual, moral, social and cultural messages - including the use of external resources and expertise e.g. ; the NSPCC's 'Pants / Underwear Rule' guidance and drawing upon the expertise of external speakers and groups;
- Striking appropriate balances between student's right to privacy and the need for proportionate supervision to keep them safe in and around school;
- Ensuring that all adults associated with our school understand their role and responsibilities as role models;
- Ensuring that staff and any volunteers are trained to look for and respond appropriately to any potential indicators of peer abuse;
- Seeking appropriate and timely advice where uncertainty exists and / or concerns arise i.e. from Children's Social Care;
- Ensuring that children, and parents/carers, know how to raise any worries or concerns with adults / staff in school and by signposting them to appropriate sources of advice and support outside school.

Upskirting

'Upskirting' typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence.

Any reports of 'upskirting' will be reported to the DSL(s) or safeguarding team who will follow the guidance as set out in KCSiE 24: Part Five.

Responding to Reports of Child on Child Abuse

Everyone in school recognises the need for sensitivity and proportionality when dealing with these difficult issues. The following rules of thumb will apply to their management:

- The DSL/Safeguarding Team will seek appropriate and timely advice wherever necessary and follow the LSCB procedures. The safety and best interests of victim(s) will be the paramount consideration at all times. The DSL will also consider the possibility and take account of any wider and / or ongoing risk(s) to others;
- The needs of the victim and the needs of the alleged perpetrator will be considered separately;
- In addition to safeguarding the identified victim, the school and other agencies should consider (i) whether the alleged perpetrator seems to pose a risk to any other children; and (ii) how best to manage that risk;
- Children and young people who abuse others are responsible for their abusive behaviour, and safeguarding action must include addressing their behaviour and its causes;
- The alleged perpetrator is likely to have considerable unmet needs as well as posing a significant risk of harm to other children;
- Where necessary, the school will participate fully in a co-ordinated approach by child welfare/ protection, youth offending, education and health agencies.

All staff at LHA should be clear about school's policy and procedures with regard to peer on peer abuse, these are:

- Educating students through Life Studies/Citizenship lessons, RSHE and assemblies;
- All allegations need to be reported to the DSL's/safeguarding team (incl. SENDo) where information will be recorded on CPOMS and investigations will start following advice from the LADO/Safeguarding partners;
- Victims, perpetrators and any other children affected will be supported by the safeguarding team;
- A clear statement of abuse is abuse and will not be tolerated or passed off as "banter", "just having a laugh" or "part of growing up";
- It is recognised that issues with disability, ethnicity, gender and sexual orientation may make it more difficult for children to report abuse;
- Recognition of the gendered nature of peer on peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all peer on peer abuse is unacceptable and will be taken seriously; and
- The different forms of peer on peer abuse can take, such as:

- Sexual violence and sexual harassment (including threats and harassment made online). Part Five of KCSiE 24 sets out how LHA will respond to reports of child on child sexual violence and sexual harassment.
- Sharing self-generated indecent images, also known as sexting.
- Abuse in intimate personal relationships between peers, where abusive behaviour can take the form of physical or sexual abuse; violent or threatening behaviour; controlling or coercive behaviour; economic abuse; psychological, emotional or other abuse; and
- Initiation/hazing type violence and rituals. Such as gang initiation.

Child Criminal Exploitation (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into a criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve criminal contact; it can also occur through the use of technology.

CCE can include children being forced to work in a cannabis factory, being coerced into moving drugs or money across the country (County Lines), forced to shoplift or pickpocket, or to threaten other young people.

Some of the following can be indicators of CCE:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education.

County Lines

County Lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other forms of "deal line".

Exploitation is an integral part of the county line offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of the victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutes, pupil referral units, SEN schools, children's homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

One of the ways of identifying potential involvement in county lines is missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

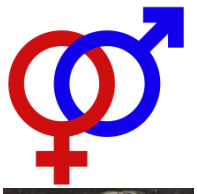
Child Sexual Exploitation (CSE)

Any concerns relating to CSE will be reported to the DSL who will follow the procedures laid-out here and the LSCB procedures:

Lancs CSE Standard Operating Protocol

CSE is a form of sexual abuse whereby children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Child sexual exploitation does not always involve physical contact and can be facilitated and/or take place online through the use of technology.

Potential 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

CSE can affect any child or young person under the age of 18, including 16 and 17 year olds who can legally consent to having sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media.

Consent

Consent is about having freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only is s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

Vulnerability (Children potentially at greater risk of harm)

CSE happens to children from all walks of life and research estimates that around a third of victims are boys. Looked after children might be especially vulnerable to CSE, as might those young people with additional learning needs. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

https://www.lancashire.gov.uk/media/436031/Lancashire-Strategy-For-Children-Who-Go-Missing.pdf

Statutory CME guidance for LA's Sept. 2016

Children who are lesbian, gay, bisexual or gender questioning

N.B. This section remains under review, pending the outcome of the gender questioning children guidance consultation, and final gender questioning guidance documents being published.

A child or young person being lesbian, gay, or bisexual is not in itself an inherent risk factor for harm, however, they can sometimes be targeted by other children. In some cases, a child who is perceived by other children to be lesbian, gay, or bisexual (whether they are or not) can be just as vulnerable as children who are.

However, the Cass review identified that caution is necessary for children questioning their gender as there remain many unknowns about the impact of social transition and children may well have wider vulnerabilities, including having complex mental health and psychosocial needs, and in some cases additional diagnoses of autism spectrum disorder and/or attention deficit hyperactivity disorder.
It recommended that when families/carers are making decisions about support for gender questioning children, they should be encouraged to seek clinical help and advice. When parents are supporting pre-pubertal children, clinical services should ensure that they can be seen as early as possible by a clinical professional with relevant experience.

As such, when supporting a gender questioning child, schools should take a cautious approach and consider the broad range of their individual needs, in partnership with the child's parents (other than in the exceptionally rare circumstances where involving parents would constitute a significant risk of harm to the child), including any clinical advice that is available and how to address wider vulnerabilities such as the risk of bullying. Schools should refer to our Guidance for Schools and Colleges in relation to Gender Questioning Children, when deciding how to proceed.

Risks can be compounded where children lack trusted adults with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and create a culture where they can speak out or share their concerns with members of staff.

Alternative Provision (AP)

A small number of LHA students who attend Alternative Provision (AP) often have complex needs. Excellent communication and support with the staff at AP will ensure that all students are supported. The Trustees are made aware of the additional risk of harm that students may be vulnerable to at an AP.

Where any students are placed in AP, the school remains responsible for the attendance, behaviour, progress and safeguarding arrangements for all students.

Prevention, Disruption and Ongoing Protection

There are a number of things that we can do to prevent CSE and / or help other agencies to disrupt the activities of those engaging or intent on engaging in it:

- Via the curriculum and through engagement with parents and carers, we will raise awareness around healthy relationships and, where appropriate, CSE and grooming processes, including how this can happen online;
- Information sharing is vital in identifying and tackling all forms of abuse and *especially* child sexual exploitation. We will be vigilant, seek advice, monitor attendance, keep robust registers, share information and contribute effectively to multi-agency processes designed to prevent, disrupt and / or prosecute perpetrators of CSE;
- We are also mindful of our contribution to processes designed to protect children who have been victims of CSE:
- (i) **Physically** - Making it as hard as possible for perpetrators to gain access to young people;

face-to-face but also via phones, online etc.

- (ii) **Relationally** - By ensuring that young people experience safe, stable relationships which counteract the abuse and, for Looked After Children, provide stability in terms of education and placements;
- (iii) **Psychologically** - Helping young people to find a source of [positive] identity outside of abusive relationships.

Domestic abuse

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

Children and young people can be victims of domestic abuse both in context of their home life where domestic abuse occurs between parents or carers, but also within their own intimate personal relationships. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children and young people. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

If there are any police reports of domestic abuse which involve any students, the academy is forwarded a MASH report via Encompass with all details of the allegations/incidents to enable support to be put in place to help the student and their families.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL's should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

Honour-Based Abuse (HBA) - including Forced Marriage, FGM

The Crown Prosecution Service defines 'honour-based violence' as: "A collection of practices which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and / or honour."

So-called 'honour-based' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing.

Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of these dynamics and additional risk factors when deciding what form of safeguarding action to take - see over.

If staff have a concern regarding a child that might be at risk of HBA or who has suffered from HBA, they should speak to the DSL's. As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

The issue is especially important when it comes to safeguarding people from SE Asian, African, Middle Eastern, Eastern European, LGBT and Gypsy / Roma Traveler communities. **All forms of so-called HBV constitute abuse** - regardless of the motivation - and should be handled and escalated as such i.e. **any concerns should always be reported to the DSL without delay.**

When dealing with the possibility, suspicions or allegations of HBV it is also imperative that:

- We apply the **'one chance rule'** i.e. we may only have one chance to listen, gather crucial information and, potentially, save a life. For example:
- Under no circumstances should attempts be made to mediate or discuss HBV related concerns with parents, carers, siblings, community leaders, elders or anyone other than the DSL in the first instance. Liaison can then take place with children's social care, police and other agencies as required, information shared, any risk(s) assessed and management and support strategies put in place.

Forced Marriage

Forced marriage is a crime in England and Wales and schools can play an important role in safeguarding children from it. A forced marriage is one 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 a marriage. It is important to remember that this happens to boys as well as girls and equally important not to assume that this does not happen to children of primary school age.
Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage.

The changes in law regarding forced marriage came into force in February 2023, This made it a crime to carry out any conduct whose purpose is to cause a child to marry before their 18th birthday, even if violence, threats or another form of coercion are not used, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

Risk indicators might include:

- Requests for extended period of absence;
- Failure to return from another country;
- Absence or persistent absence;
- Deterioration in behaviour, attendance, performance, punctuality;
- Withdrawal with no appropriate EHE;
- Not allowed to participate in extra-curricular activities;
- Sudden announcement of engagement to 'stranger'

Forced Marriage Unit (FMU) for advice or information.

FMU: 020 7008 0151 or email: fmu@fco.gov.uk.

Female Genital Mutilation (FGM)

Female Genital Mutilation comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. (Like breast ironing / flattening - see over - FGM can come to be seen as a natural and beneficial practice carried out by a loving family, which places barriers in the way of [potential] victims coming forward to raise concerns or talk openly. Equally, staff should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them). UNICEF indicates that 125 million women and girls in 29 countries in Africa and the Middle East have experienced FGM or Cutting. The map below gives an indication as to incidence and prevalence:

Country	Term used	Language	Meaning
Egypt	**Thara**	Arabic	Deriving from the Arabic word 'tahar' meaning to clean/purify
	Khitan	Arabic	Circumcision – used for both FGM and male circumcision
	Khifad	Arabic	Deriving from the Arabic word 'khafad' meaning to lower (rarely used in everyday language)
Ethiopia	**Megrez**	Amharic	Circumcision/cutting
Eritrea	**Absum**	Harrari	Name giving ritual
Kenya	**Mekhnishab**	Tigregna	Circumcision/cutting
	Kutairi	Swahili	Circumcision – used for both FGM and male circumcision
Nigeria	**Kutairi was ichana**	Swahili	Circumcision of girls
	Ibi/Ugwu	Igbo	The act of cutting – used for both FGM and male circumcision
Sierra Leone	**Sunna**	Mandingo	Believed to be a religious tradition/obligation by some Muslims
	Sunna	Soussou	Believed to be a religious tradition/obligation by some Muslims
	Bondo	Temenee/ Mandingo/Limba	Integral part of an initiation rite into adulthood
Somalia	**Bondo/Sonde**	Mendee	Integral part of an initiation rite into adulthood
	Gudniin	Somali	Circumcision – used for both FGM and male circumcision
	Halalays	Somali	Deriving from the Arabic word 'halal' ie. 'Sanctioned' – implies purity. Used by Northern & Arabic speaking Somalis.
Sudan	**Qodiin**	Somali	Stitching/tightening/sewing refers to infibulation
	Khifad	Arabic	Deriving from the Arabic word 'khafad' meaning to lower (rarely used in everyday language)
Chad - the Ngama	**Tahoor**	Arabic	Deriving from the Arabic word 'tahar' meaning to purify
Sara subgroup	**Bagne**		Used by the Sara Madjingaye
Guinea-Bissau	**Gadja**		Adapted from 'ganza' used in the Central African Republic

Gambia	**Fanadu di Mindjer**	Kriolu	'Circumcision of girls'
	Niaka	Mandinka	Literally to 'cut /weed clean'
	Kuyango	Mandinka	Meaning 'the affair' but also the name for the shed built for initiates
	Musolula Karoola	Mandinka	Meaning 'the women's side'/'that which concerns women'

FGM has been documented in Iraq, Israel, Oman, UAE, Occupied Palestinian Territories, India, Indonesia, Malaysia and Pakistan. It can also happen anywhere in the UK.

Risk factors include:

- Low level of integration into UK society;
- Mother or a sister who has undergone FGM;
- Mention of a 'party', 'celebration', 'becoming a woman';
- Visiting female elders from the country of origin;
- Being taken on an extended holiday to the country of origin;
- Talk about a 'special' procedure to become a woman.

FGM and the Law - including mandatory reporting

FGM has been illegal in the UK since 1985. Changes to the law in 2003 criminalised the carrying out of FGM on UK citizens overseas. More recently, the Serious Crime Act 2015 strengthened the law still further by introducing:

- The right to anonymity for victims;
- The offence of failing to protect a girl aged under 16 from the risk of FGM;
- The provision of preventative, Female Genital Mutilation Protection Orders (FGMPO); and
- A mandatory reporting duty (from July 2015) for teachers and regulated health and social care professionals to notify police when they discover that FGM appears to have been carried out on a girl under 18.

Any **suspicion** that a child might be at risk of FGM or has undergone FGM **must be discussed with the Designated Safeguarding Lead.**

If a disclosure of FGM is made or it is discovered by a teacher THEY must report this to police, personally, and notify the DSL, in line with Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015)

Breast ironing / flattening

Breast ironing is a form of physical abuse and should be responded to as such. Is practiced in all ten regions of Cameroon and has also been reported in Benin, Ivory Coast, Chad, Guinea-Bissau, Kenya, Togo, Zimbabwe and Guinea-Conakry. The United Nations (UN) estimates that it affects 3.8 million women around the world. Girls usually aged between 9 – 15 years and from practicing communities are at greatest risk.

The custom uses large stones, a hammer or spatulas that have been heated over hot coals to compress the breast tissue of girls. (Those who derive from richer families may opt to use an elastic belt to press the breasts so as to prevent them from growing). The mutilation is designed to make teenage girls look less "womanly" and to deter unwanted male attention, pregnancy and rape.

The practice is commonly performed by family members, often the mother, and girls are led to believe that it is in their best interests and so often remain silent about it. Research indicates that fathers may be unaware that the practice is being carried out.

Some indicators that a girl has undergone breast ironing are:

- Unusual behaviour after an absence from school or college including depression, anxiety, aggression, being withdrawn etc;
- Reluctance in undergoing normal medical examinations;
- Some girls may ask for help, but may not be explicit about the problem due to embarrassment or fear;
- Fear of changing for physical activities due to scars showing or bandages being visible.

Part Four: Safeguarding & Child Protection Procedures What to do if You are Worried about a Child

Anyone can make a referral to Children's Social Care if they are worried about a child's welfare. Everyone in school will adhere to the LSCB's Safeguarding Children Procedures.

Early Help and Support

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.

School staff are well placed to identify concerns early, provide help for children, and prevent concerns fromescalating. At LHA, our safeguarding team and pastoral systems enable us to identify children who may benefit from early help - this means providing support as soon as a problem emerges. We will work in partnership with parents/carers and, where necessary, other agencies, in-line with locally agreed procedures and protocols:

https://www.lancashiresafeguarding.org.uk/media/15003/Thresholds-Guidance-2016.pdf

https://www.lancashire.gov.uk/practitioners/supporting-children-and-families/early-help-assessment/

LHA has a strong pastoral team and meet weekly for safeguarding meetings. A child's needs are quickly identified; their behaviour and attendance monitored to ensure effective strategies and interventions are put in place if necessary. CPOMS is used within school for all staff to ensure effective recording and communication.

Staff may be required to support other agencies and professionals in an early help assessment and anyone who has a 'niggle' or concern about the need for early help for a child / family should liaise with the DSL in school. Frequent Early Help Assessments/meetings are held to try and provide early help in addressing a child's needs.

LHA staff will lead the Early Help Assessments and support meetings.

The new levels of need are listed below:

Level 1 – universal services – child is **"thriving"**

Level 2 – the child/family has identified additional needs and is deemed to be **"just coping"**

Level 3 – the child and family are **"struggling to cope"**

Level 4 – the child/family are **"not coping"** at level 4, this is now all referrals into the LA from requests for statutory assessment.

Level 4 is divided into 3 sections:

4a) a child in need

4b) a child at risk of significant harm or who has suffered significant harm

4c) a looked after child who requires additional services.

Where a CAF is already open, then the process is to attach that CAF to the CSC referral form, best practice is that consent for the referral is sort from the parents (or child if they are 13 or over and are Gillick competent/ Frazer Guidelines competent i.e. they fully understand the consequences of that consent) however if consent is not given a referral can still be made.

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

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care plan)
- has a mental health need
- is a young carer

• is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines

• is frequently missing/goes missing from education, home or care,

• has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit.

• is at risk of modern slavery, trafficking, sexual and/or criminal exploitation

• is at risk of being radicalised or exploited

• has a parent or carer in custody, or is affected by parental offending

• is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse

• is misusing alcohol and other drugs themselves

• is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage

• is a privately fostered child.

Things to Look Out For

Alongside those potential indicators of abuse and neglect outlined in Part Three of this policy, Working together to Safeguard Children makes clear that professionals should be especially alert where children:

- Are very young (although adolescents also feature disproportionately in serious case reviews, nationally);
- Are late or where their attendance is ad hoc, especially when this is repeated and / or where patterns emerge;
- Are disabled and / or have specific, complex or additional needs;
- Have special educational needs and disabilities;
- Are young carers;
- Are showing signs of engaging in anti-social or criminal behaviour and / or gang-related activity incl. knife crime;
- Live in an environment that is challenging because of issues such as substance abuse, adult mental health problems or domestic abuse;
- Are showing signs of insecure problematic attachments;
- Have returned home to their family from care; and/or
- Are showing early signs of abuse and/or neglect;
- Are at potentially increased risk because of cultural factors or language barriers.

We recognise that those adults who are new to school, who are there in an unpaid capacity or on a temporary basis, can sometimes pick-up on things and that some children may be especially likely to engage with them. Everyone has a responsibility to report concerns and everyone will be listened to and heard if they do so.

Sharing Concerns in School

Everyone should exercise their judgement and remember that it is always safer to discuss the matter with the DSL in order to ensure that a child is safe or to stop a problem from escalating than it is to assume and / or hope that everything will be ok. You are not bothering anyone, wasting their time or being a nuisance, you are safeguarding children!

Any and all of the following **MUST ALWAYS** be reported to the DSL without delay: (this list is not exhaustive)

- Any suspicion that a child is injured, marked, or bruised in a way that is not readily attributable to the normal bumps and knocks associated with play / growing up; and / or,
- Where the child is able to articulate and the explanation is inconsistent or changes;
- Any behaviours which give rise to suspicions that a child may have suffered harm (e.g. significant changes in behaviour, worrying drawings or play);[4]
- Any concerns that a child may be receiving inadequate care, suffering or likely to suffer any form of abuse or neglect;
- Any significant changes in a child's presentation, including non-attendance
- Any hint or disclosure of abuse or neglect by a child or from any other person - including disclosures of abuse or neglect perpetrated by adults outside of the family or by other children or young people;
- Any concerns regarding person(s) who may pose a risk to children (e.g. staff in school or person living in a household with children present) including inappropriate behaviour e.g. inappropriate sexual comments;
- Excessive one-to-one attention beyond the requirements of a staff member / professional or volunteer's usual role and responsibilities;
- Inappropriate behaviour online inc. accessing, downloading or sharing inappropriate images or material.

If a Child Wants to Talk to you or Discloses Possible Abuse

The table below offers staff guidance on how to respond and listen to a child who is worried or who has something difficult to say. Children must be **listened to, taken seriously and heard**, no exceptions! All adults in school should be clear about how to respond appropriately to someone who needs to talk:

Listening	Recording
1. **Do not make** [**false] promises** to the child about confidentiality or keeping 'secrets' 2. You have **no investigative role**. Do not engage in 'interviewing' children or 'investigating' possible or suspected abuse. 3. **Listen!** Keep calm and **don't interrupt**. Remember to leave at least five seconds / space for children to think and respond 4. If you *have* to *clarify* information then **ask only open questions** wherever possible. useful prompts include: "go on ... what happened next ... I see ... tell me more about that ..." 5. Focus on, pick-out and record the **facts** i.e. who, what, when, where? Don't get embroiled in 'how' or 'why'? 6. **Don't judge or react! Avoid displays of shock and keep opinions to yourself as these things** may act as barriers to a child who has something sensitive to tell you. 7. '**When was the last time this happened'** and 'has this ever happened before' (albeit that this is a closed question) are important things to ascertain. 8. **Reassure** the child and make clear to them what you need to do now.	1. It is not advisable to try and complete a full record of the dialogue whilst trying to listen actively and attentively. However, it is a good idea to **jot down any key phrases, dates, times** etc. as soon as possible 2. **Records** should be succinct, legible, accurate, timed, signed and dated 3. Records should **differentiate clearly between fact, opinion, interpretation** etc. Ideally, stick to the facts as you understand them and leave it to the investigative agencies to test the hypotheses 4. If children or adults are being quoted then they must be **quoted verbatim**. In particular, avoid using other words or adult 'equivalents' for words that children use 5. It is important to **record any questions asked** i.e. to show that these were not 'leading' 6. The **emotional context** of the dialogue is important i.e. did the child become distressed at any point or, alternatively, did they speak matter-of-factly about quite distressing things 7. Any **repetition** is important to note i.e. things that the child repeats – these may be particularly significant. Similarly, g**estures** are important to describe accurately e.g. which hand / which cheek.

Write down your conversation as soon as possible, using the child's actual words. Keep your records factual and report the matter to the Designated Safeguarding Lead immediately.

Recording Welfare and Child Protection Concerns

We recognise that accurate and up-to-date record keeping is essential for a number of reasons:

• It helps the school identify causes for concern at an early stage. Often it is only when a number of seemingly minor issues are taken as a whole that a safeguarding or child protection concern becomes clear

• It helps the school to monitor and manage its safeguarding practices

• It helps to evidence robust and effective safeguarding practice in inspections and audits.

• Accurate and specific records are important where there are child protection and safeguarding concerns, for example a chronology of information gathered and action taken.

CPOMS is used to record, notify, follow-up, feedback and monitor and this is where any concerns are highlighted. These must be done in a timely way to ensure the DSL can respond appropriately.

Confidentiality and Information Sharing

The Data Protection Act 1998 places duties on organisations and individuals to process personal information fairly and lawfully; we will comply with it at all times. Where a member of staff is asked for sensitive information and any uncertainty remains about whether to share it they should:

- Ask for a means of verifying the identity of the person making the request;
- Explain that the information is sensitive and that you need to seek advice (from the DSL, Principal);
- Ensure that there is a timely and appropriate response from a member of SLT.

Information about children's welfare may be shared with others outside the school to help keep children safe from harm. We always aim to discuss this with parents or carers before we do so, but this may not always be possible. If this is the case, the law allows us to share this information without asking first. The Data Protection Act it is not a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm. Fears about sharing information **cannot** be allowed to stand in the way of the need to promote the welfare and protect the safety of children. The DSL will document any information-sharing decisions and action, including follow-up, on CPOMS.

Where children leave the school, the DSL should ensure that any child protection information/files are transferred to the new school, college as soon as possible. This should be transferred separately from the main student file, ensuring secure transit, and confirmation of receipt should be obtained.

Receiving schools and colleges should ensure key staff such as DSL's and SENDCo's are aware as required.

In addition to the child protection file, the DSL should also consider if it would be appropriate to share any information with the new school or college in advance of the child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for them when the child arrives.

Referrals to Children's Social Care

Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare and undertake assessments of the needs of individual children to determinewhich services to provide and what action to take. **Anyone can make a referral.**

There are two types of referral that can be made to children's social care.

(i) Child in Need Referrals - section 17 Children Act 1989

- A child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or
- A child who is disabled.

Children in need may also be assessed in relation to their special educational needs, disabilities, as a carer, or because they have committed a crime. Where an assessment takes place, it will be carried out by a social worker. The process for assessment will also be used for children whose parents are in prison and for asylum seeking children. When assessing children in need and providing services, specialist assessments may be required and, where possible, should be coordinated so that the child and family experience a coherent process and a single plan of action. **Children in need should be discussed with the DSL in the first instance, they will then liaise with the SENCO, Designated Teacher [LAC] as required.**

Discussing Child in Need Referrals with Parents/Carers

Parental consent is required in order to make a referral under section 17. Consequently, discussions with parents/carers are integral to these processes and will always take place as soon as possible; these will usually be co-ordinated by the DSL.

(ii) Child Protection Referrals - section 47 Children Act 1989

If a child is in immediate danger or is at risk of significant harm an immediate referral must be made to children's social care and/or the police - whichever is appropriate[5].
While referrals will usually be made by the DSL in school, **anyone can make a referral.** In the event that someone other than the DSL makes a referral, the DSL must be informed as soon as possible and a record made centrally, including follow-up and outcomes.

0300 123 6720 (8am-8pm)
0300 123 6722 (Emergency Duty Team / Out of Hours)

Discussing Child Protection Concerns and Referrals with Parents/Carers

Wherever possible, the DSL in school will share concerns and discuss the intention to make a section 47 referral openly and honestly with parents/carers before doing so. However, there are some circumstances under which a decision can and will be taken to share information prior to / without a discussion with parents:

- To avoid undue delay which might compromise a child's safety; and / or where to do so might increase the risk of harm and / or jeopardise or impede an investigation. Examples include concerns about (and this list is not exhaustive):
- Fabricated or induced illness;
- Intra-familial sexual abuse;
- So-called honour-based violence;
- Abusive images of children.

The welfare of the child will always be our paramount consideration.

How to Make Referrals to CSC - a quick guide

<table>
<tr><th>Section 17 / Child In Need (CIN)</th><th>Section 47 / Sig. Harm / CP/ CLA</th></tr>
<tr><td>Level 3 – Complex Support Needs
Targeted Early Support Response</td><td>Level 4 – Intensive Needs
Statutory Response</td></tr>
<tr><td colspan="2">Case is already open: If the child / young person is already open to CSC refer the matter directly to the allocated Social Worker or their Manager</td></tr>
<tr><td colspan="2">Pre-birth referrals: If there are concerns that prospective parents may need support or the unborn child is at risk of significant harm a referral must be made to CSC as soon as the concerns are recognised. See https://panlancashirescb.proceduresonline.com/pdfs/multi-agency_prebirth_protocol.pdf</td></tr>
<tr><td>A child is in need if:
- Disability
- Unlikely to have the opportunity to attain a reasonable standard of health or development without the provision of services
- Health or development is impaired or likely to be further impaired without the provision of services</td><td>Where you have reasonable cause to suspect that a child (u18) is suffering or is likely to suffer significant harm

The priority is always to secure a child's immediate safety and in cases where there is immediate risk to life or limb the emergency services should be contacted!</td></tr>
<tr><td colspan="2">Record all key information, advice, discussions and agreed action as you go</td></tr>
<tr><td>Fill in the CSC referral form and send email. Referral is made when receipt is acknowledged</td><td>Phone call to CS in the area where the child usually resides (and Police where a crime may have been committed)

Confirm in writing within 48 hours using CSC referral form and email.</td></tr>
<tr><td><u>Must</u> have consent</td><td><u>Inform</u> parents <u>UNLESS</u>:
- Increase risk
- Impede an investigation
- Cause undue delay
-</td></tr>
<tr><td colspan="2">You should receive a same day response to s47 referrals and a response within 3 days to all referrals. If you do not you must follow-up with CSC</td></tr>
</table>

Children's Social Care Responses to Referrals

The local authority should make a decision **within one working day** of receiving a referral about what course of action they are taking; they should also let the referrer know the outcome. The DSL / person making the referral will always follow-up on a referral should that information not be forthcoming within the requisite timescale. If after a referral the child's situation does not appear to be improving the DSL (or the person that made the referral) will press for re- consideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

http://www.lancashiresafeguarding.org.uk

Worried About A Child?

Concern, Disclosure or Suspicion

Physical, Emotional, Sexual Abuse or Neglect, Fabricated or Induced Illness, Honour-based violence, or you just have a sense that something isn't quite right

Do make a note of your concerns and liaise with the Designated Safeguarding Lead (DSL) in school as soon as possible and always before the end of that school day

Do not do nothing, 'investigate', 'diagnose', prompt, probe or lead the child, try and sort it out yourself, breach confidentiality, worry about being 'wrong' and / or 'bothering' senior staff

Note: ANYONE CAN MAKE A REFERRAL

DSL Considers

- Current concern / incident / events & any relevant historical information
- Possible explanations & any contemporaneous events
- The need to seek further, external information / advice
- LADO- Tim Booth
- Action / options (inc. discussion with parents)
- Recording

The DSLs are:

Lead DSL

Neil Clitheroe

Deputy / back-up DSL

Kirsty Greqson

Or

Need for Early Help / Support Identified

- Discuss with DSL / Pastoral Team
- Discuss with parents
- Agree ongoing monitoring / in-school support
- Obtain consent
- Follow locally agreed protocols including Continuum of Need and Thresholds and Early Help guidance
- Possible Channel Referral
- Record
- DSL monitors and reviews. May consider need for Child in Need / Section 17 referral to CSC

Child Protection / Section 47 Referral to Children's Social Care

- Where it is clear that a child protection referral is necessary then the matter should be reported to Children's Social Care without delay **0300 123 6720**
- Out of hours referral should be made to the duty team **0300 123 6722** ; and / or
- Notify police if a crime has been committed;
- Inform parents (as and when appropriate & in-line with any advice from CSC / Police)
- DSL records response from CSC (within 24 hrs) / seeks one where none is received / escalates where unhappy with response
- Anyone can make a referral! If this is someone other than the DSL in school then the DSL must be informed ASAP.

DSL records, feeds-back, monitors and updates on a *need to know* basis

Useful Safeguarding & Contacts

LSCB website: Safeguarding Children Procedures	http:www.lancashiresafeguarding.org.uk/
School Designated Safeguarding Lead (DSL)	Mr. Neil Clitheroe 01772 336293 n.clitheroe@lostockhallacademy.org
School Back-up / Deputy DSL	Miss Kirsty Gregson 01772 336293 k.gregson@lostockhallacademy.org
School Chair of Trustees	Margaret Scrivens
School Link [SG] Trustee	Bryan Pilkington
HR	
Children's Social Care Referrals	cypreferrals@lancashire.gov.uk
Children's Social Care Out of Hours / Emergency Duty Team	0300 123 6722
Local Authority Designated Officer (LADO)	Tim Booth 01772 536694 Tim.booth@lancashire.gov.uk
Child Sexual Exploitation Team	Operation Deter 01772 209122 deterteam@lancashire.pnn.police.uk
Police Public / Family Protection Unit	01772 209688
Prevent / Channel Contact / referrals	Lindsay Frew
Looked After Children / Virtual School Head (LA)	Refer to SENDCo (Vicky Gregson)

Recording Action Taken, Feedback and Follow-up

All concerns, discussions and decisions made and the reasons for those decisions will be recorded centrally by the DSL/Safeguarding Team on CPOMS. Following the raising of a concern or a referral, the DSL will provide feedback to staff in school on a **need to know** basis.

Everyone must take responsibility for following-up concerns that have been raised with the DSL wherever:

- No feedback is forthcoming from them;
- You do not feel listened to or taken seriously;
- You are unhappy with the DSL's response, or apparent lack thereof;
- Nothing tangible changes for the better and/ or the situation deteriorates.

What if you report a child protection concern but do not receive any feedback, nothing changes or the situation deteriorates?

Under these circumstances you should revisit the matter with the DSL, the deputy DSL or the Principal. Wherever necessary you should press for reconsideration or review. In the unlikely event that nothing changes and you are still worried you should follow the Whistle-blowing Policy and procedures.

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime and those concerns will be taken seriously by the senior leadership team. Appropriate whistle-blowing procedures, which are reflected in staff training and the Code of Conduct, are in place and any such concerns can and should be raised with:

i) The school's Principal in the first instance; or
ii) The CEO and DSL/safeguarding lead person; or
iii) The Chair of Trustees.

Where a staff member feels unable to raise an issue with either or both of the above, for whatever reason, or feels that their genuine concerns are not being addressed, other [whistle-blowing] channels are open to them.

Multi-Agency / Strategy Meetings, Child Protection Conferences and Core Groups

Reports will be provided in advance of such meetings, in-line with and, where applicable, using templates provided by the Safeguarding Partners.

Anyone representing the school must be clear about their role and responsibilities in order that they are able to make an appropriate, professional contribution. (This includes being clear about associated escalation and professional disagreement protocols). Records will be maintained securely on CPOMS by the DSL and the progress and effectiveness of any plans and / or interventions monitored.

CP Conferences Lancashire

Where new information comes to light the DSL will share this with the appropriate agencies and professionals and, where appropriate, request a review of the case.

Part Five: Safeguarding Children in Specific Circumstances

The well-being of all children in our school is supported and our pastoral system ensures that we build relationships and monitor student wellbeing on a regular basis. We are also mindful that some children are at greater risk of harm.

Safeguarding Children with Special Educational Needs and / or Disabilities

We recognise that Children with Special Educational Needs (SEND) and disabilities can be disproportionally impacted by issues such as bullying (incl. online) - without outwardly showing any signs. Research also indicates that they are especially vulnerable to all forms of peer isolation, 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 those 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, hygiene, 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*?**[6]

National guidance makes it clear that for some children it is not yet possible to proscribe 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 sensitive to what might be very subtle indicators, especially where children have multiple disabilities, and that regular consultation occurs between the SENCO and DSL in school wherever any issues arise. Reasonable adjustments are considered, for example within the Behaviour for Learning policy for any students with additional needs/SEND. The SEND Code of Practice is a source of information and support is available from specialist organisations including SENDIASS.

The SENCO in LHA is:

Vicky Gregson

At LHA, the SENDCo is part of the extended safeguarding team to ensure that SEND student needs are always considered.

Further NSPCC on protecting children with SEN and deaf/disabled children and young people can be found in the link below:

https://www.nspcc.org.uk/keeping-children-safe/away-from-home/at-school/

Safeguarding Looked-after Children and Previously Looked-after Children

The most common reason for children becoming looked-after is as a result of abuse and/or neglect. As with other children who need a social worker, previous experiences of adversity and trauma can leave a looked-after child vulnerable to further harm. Staff and Trustees at LHA are trained to ensure that they have the skills, knowledge and understanding to keep looked-after children safe and to promote their welfare, including educational outcomes.

The Designated teacher will ensure that the appropriate staff have the information they need in relation to a child's looked-after legal status and the child's contact arrangements with birth parents or those with parental responsibility. The Designated teacher should also have information about the authority looking after him/her, this includes of the details of the child's social worker and the name of the virtual school head in the local authority that looks after the child.

Staff at LHA are made aware of how these children's experiences, and their high prevalence of special educational needs and mental health needs, can impact on their behaviour and education. A previously looked-after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked-after children safe. When dealing with looked-after children

and previously looked-after children, it is important that all agencies work together and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group.

All looked after children are included on the Vulnerable Student List and are discussed at the weekly safeguarding meetings to monitor their progress and check their wellbeing.

The Designated Safeguarding Lead is responsible for:

- Ensuring that school is in possession of core information e.g. the legal status of individual children, and that staff have the information they need to meet the needs of that child e.g. in respect of contact arrangements and restrictions, to whom key information should be addressed and where it should be sent, the name of the child's social worker, the name of the virtual school head in the authority which looks after the child;
- Working in partnership with children, parents, carers and other agencies to deliver integrated services for looked after children e.g. attending and contributing to statutory reviews.
- Providing appropriate information to the principal and the trustees;
- Managing sensitive / confidential information in-line with children's best interests, wishes and feelings.

The Designated Teacher is responsible for:

- Promoting the educational achievement of children who are looked after;
- Ensuring that records and plans in respect of looked after children are generated, maintained, updated and effective, in line with national requirements and local protocols e.g. PEPs;
- Working in partnership with children, parents, carers and other agencies to deliver integrated services for looked after children e.g. attending and contributing to statutory reviews;
- Providing appropriate information to the DSL, Principal and Trustees;
- Managing sensitive / confidential information in-line with children's best interests, wishes and feelings.

At LHA, the Designated Teacher should work with the Virtual School Head to promote the educational achievement previously of looked-after children; including discussing how funding can be best used to support the progress of looked after children in school and meets the needs identified in the child's personal education plan.

Trustees are responsible for:

- Oversight of all of the above including, where necessary, holding the Principal and senior leaders to account;
- Ensuring that the DSL and Designated Teacher are in place, well trained and clear about their roles and responsibilities in respect of looked after children;
- Ensuring that looked after children enjoy equality of opportunity in school;
- Ensuring that the educational attainment of looked after children is monitored and that individual student LAC funding is used effectively.

The Designated [LAC] teacher is:

Vicky Gregson

Children who need a Social Worker (CiN/CP)

Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experience of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, education, behaviour and mental health.

Local authorities should share the fact a child has a social worker, and the DSL should hold and use this information so that decisions can be made in the best interest of the child's safety, welfare and educational outcomes. This should be considered as a matter of routine. There are clear powers to share this information under existing duties on both local authorities and school to safeguard and promote the welfare of children.

Where children need a social worker, this should inform decisions about safeguarding and promoting welfare.

Children Missing From Education

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 and disabilities 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. 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 may involve the local authority, or attendance at court.

All staff should be aware that children being absent from school or college, particularly repeatedly and/or for prolonged periods, and children missing education can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect such as sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, so called 'honour'-based abuse or risk of forced marriage. Early intervention is essential to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. It is important that staff are aware of their school or college's unauthorised absence procedures and children missing education procedures.

We need to know where children are in order to keep them safe, and this is one reason why we monitor attendance carefully. A child going missing education, particularly persistent, can act a s a vital warning sign to a range of safeguarding issues including neglect, sexual abuse and child sexual and criminal exploitation. To help identify the risk of abuse and neglect - including sexual exploitation and honour-based violence - and to help prevent the risks of children going missing in future, staff will follow the school's procedures for unauthorised absences and for dealing with children who are missing education. We also work closely with the local authority and other schools so that they can follow-up where a child might be in danger of not receiving an education and / or are at risk of abuse or neglect.

For example:

- **Ensure that you read Annex A of Keeping Children Safe in Education 2024 and take account of the following paragraph in the statutory guidance:**

  *"All schools must inform the local authority of any student who fails to attend school regularly or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority"***.**

- School response to mid-term and extended holiday requests i.e. potential relevance in context of HBV and Prevent - visiting conflict zones etc. Maybe something on return dates being confirmed;
- Something about checking that children have arrived safely following 6-7 transitions;
- Reference the duty to comply with Regulation 12(3) of the Education (Student Registration) (England) Regulations 2006 i.e. removals from roll, EHE, permanent exclusions etc.;
- Student In Year Transfers either to or from LHA should always transfer safeguarding information between schools.

Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age-appropriate guides embedded within KCSiE 2024 to support children 5-11-year olds and 12-17 year olds. The guides explain each step of the process, support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained. Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

Private Fostering

Most children spend some time staying with friends and relatives. However, in some situations the arrangements can become more permanent. If a child aged under 16 years (or 18 years if disabled) goes to live with a person who is not a close relative to them (e.g. a great aunt or a friend) for more than 28 days or more, this is known as private fostering and the local authority must be notified.

Once notified, a social worker from the local authority will arrange to visit the child's parents, the private foster carers and the child themselves. They will keep in touch with those people at regular intervals in order to ensure that everything is going well. They will offer support and guidance to both the foster carers and parents, particularly in respect of making plans for the child's future and helping the child to keep in touch with their culture and background. The social worker will also offer advice on any welfare benefits that the private foster carers may be entitled to.

If a private fostering arrangement is brought to the attention of someone in school the DSL must be informed. The DSL then has a duty to notify the local authority of the arrangement:

https://www.lancashire.gov.uk/children-education-families/keeping-children-safe/private-fostering/

Young Carers

A young carer is a child (under 18) who helps look after a relative who has a condition, such as a disability, illness, mental health condition, or a drug or alcohol problem. Most young carers look after one of their parents or care for a brother or sister. Some examples of the tasks young people undertake are:

• Household chores – including washing, cooking and cleaning on behalf of the whole family;
• Personal/nursing care – such as giving medication, changing dressings, assisting with mobility;
• Intimate care – washing, dressing and assisting with toilet requirements;
• Emotional support – monitoring and meeting the emotional needs of the person;
• Childcare – helping to care for younger siblings, including escorting to school, in addition to other caring tasks
• Other – household administration such as paying bills, accompanying the cared-for person to hospital, or acting as a translator for non-speaking sensory impaired, or those whose first language is not English.

The Children and Families Act and Care Act 2014, which came into force in April 2015, significantly strengthened the rights of young carers in that all young carers under the age of 18 have a right to an assessment regardless of whom they care for, what type of care they provide or how often they provide it. In addition, a young carer has the right to an assessment based on the appearance of need – which means that young carers will no longer have to request an assessment or be undertaking a 'regular and substantial' amount of care. An assessment can also be requested. The changes in the Care Act reinforce these new rights by requiring that local authorities:

- Must take a whole family approach to assessing and supporting adults so that young carer's needs are identified when undertaking an adult or adult carer's needs assessment;
- Should ensure that adult's and children's social care services work together to ensure assessments are effective.

All of this means when a child is identified as a young carer, the needs of everyone in the family are to be considered. This should trigger action from both children's and adults services – assessing why a child is caring, what needs to change and what would help the family to prevent children from taking

on this responsibility in the first place. Barnado's will carry out a Young Person's assessment to support the young carer and the family.

Caring responsibilities can impact significantly on children and young people, both in and outside school and that we have a central role to play in giving these children a voice and helping them to reach their potential through the provision of emotional and practical support. Potential difficulties which staff should be particularly mindful of include:

- Attendance / lateness;
- Completing homework;
- Lack of time to play, relax and socialise;
- Isolation from friends, peers and wider family;
- Inability to participate in extra-curricular activities and the broader life of the school;
- Conflict between the needs of the person they are helping and their own needs leading to feelings of guilt and resentment;
- Feeling that there is nobody there for them, that professionals do not listen to them and are working only with the adult;
- Lack of recognition, praise or respect for their contribution;
- Feeling that they are different from other children and are unable to be part of the group;
- Problems with transitions and change.

Links & Resources for Young Carers

https://www.lancashire.gov.uk/youthzone/need-to-know/young-carers/

https://www.barnardos.org.uk/what-we-do/services/lancashire-young-carers

The Children's Society facilitates support groups for young carers in many areas:

http://www.childrenssociety.org.uk/in-your-area

http://www.carersuk.org/help-and-advice/practical-support/getting-care-andsupport/young-carers-and-carers-of-children-under-18

Appendix 1: Safeguarding & Child Protection: A Quick Guide

LOSTOCK HALL ACADEMY

Introduction

This brief guide provides an overview of safeguarding and child protection arrangements in school; we hope you find it useful. **The school's Safeguarding and Child Protection Policy and Procedures can be found on our website, Synergy or alternatively, a copy can be requested from the school office.**

What does Safeguarding mean?

Safeguarding and promoting the welfare of children is a really important part of our school's work and we have certain legal duties that we must fulfil; it is the responsibility of and our trustees to make sure that we have the right things in place. When we are inspected, Ofsted checks to make sure that this is the case and that we are meeting our safeguarding responsibilities.

When we talk about safeguarding we mean helping children to keep safe, including online. This means protecting them from child abuse and neglect but safeguarding is about much more than that. Schools are particularly important because staff see children every day. This means that they are in a good position to pick-up on problems and concerns and those schools can provide or get some early help which might stop things from getting worse.

What WE do to Safeguard Children

Some examples of the ways that we safeguard children in school include:

- Teaching them to understand the risks around them and what to do when they feel unsafe. We do this as part of the curriculum but also use Life Studies (PSHE/RSE), assemblies and speakers / organisations from outside school e.g. the NSPCC;
- Listening carefully to what children tell us and regularly ask them what they think;
- Consulting and working in partnership with parents, carers and, where necessary, external agencies and professionals;

- Recruiting and checking staff and volunteers who work in our school safely, in-line with national guidance and best practice;
- Keeping our site as secure as possible, so that we know where children are and who comes into school;
- Promoting good attendance and positive behaviour. This helps us to prevent and protect children from different types of bullying, among other things;
- Helping children to understand and keep safe from risks and dangers which they may encounter online or via the use of phones and other technologies;
- Promoting healthy eating;
- Promoting children's spiritual, moral, social and cultural wellbeing and development, including British Values, so that they understand and are protected from all forms of radicalisation and extremism;
- Dealing properly with sensitive and confidential information. This includes keeping records safely and securely, seeking appropriate consent and sharing information only with people who need to know;
- Ensuring that contractors and other people who come into school or use our facilities are checked and trained in safeguarding and child protection;
- Making sure that all trustees, staff and volunteers know how to conduct themselves and that they are well trained and up-to-date on safeguarding issues so that they all know what to look for and exactly what to do if they are worried;
- Having staff trained to lead on particular issues in school so that they are in a position to advise and support other staff, parents and students e.g. SENCO and the LAC lead.
- Having a senior member of staff who acts as Designated Safeguarding Leads (DSLs) in school. They receive more in-depth training and take the lead on safeguarding and child protection. The DSL works closely with the Deputy DSL and Safeguarding Team and other professionals as part of their safeguarding role.

Things that YOU can do to Help us Safeguard Children

We ask all parents and carers to do all that they can to help us to keep children safe. Some especially important things that you can do include:

- Delivering, reinforcing and supporting keeping safe messages such as the importance of good time-keeping, regular school attendance and high standards of behaviour;
- Respecting school policies on things like parking on and around the site;
- Sticking to Acceptable Use Policies on the use of mobile phones, cameras / videos / images,

including online and at school events etc;

- Modelling responsible use of social media and helping to reinforce key messages to your children about keeping safe when using technology and the internet;
- Treating one another, all staff and students with dignity and respect at all times;
- Sharing good ideas and / or practice as well as bringing any issues, problems or concerns to our attention as soon as possible and in good faith. This includes concerns about an adult's conduct or about the behaviour of or concerns about a child's welfare.

Confidentiality and Information Sharing

Information about children's welfare may be shared with others outside the school to help keep them safe from harm. We always aim to discuss this with parents or carers before we do so but this may not always be possible. The law does allow us to share information without asking first under circumstances where we are acting to protect children from harm.

Useful Contacts in School

School website	www.lostockhallacademy.org
School Office	01772 336293
Principal	Gaynor Gorman
Chair of Trustees	Margaret Scrivens
Designated Safeguarding Lead (DSL)	Neil Clitheroe
Deputy DSL	Kirsty Gregson
Special Educational Needs Coordinator (SENCO)	Vicky Gregson
Designated LAC Teacher	Vicky Gregson

Some Useful Safeguarding Links and Resources

You will find links to some useful resources on our website of course but we thought the following safeguarding links were worth mentioning here too:

National Guidance on What to do If You're Worried about a Child

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

Statutory Guidance on Keeping Children Safe in Education

https://assets.publishing.service.gov.uk/media/6650a1967b792ffff71a83e8/Keeping_children_safe_in_education_2024.pdf

NSPCC Keeping Children Safe Guidance

https://www.nspcc.org.uk/preventing-abuse/safeguarding/

Underwear Rule - guide for Parents

https://www.nspcc.org.uk/globalassets/documents/advice-and-info/the-underwear-rule---guide-for-parents-new-brand.pdf

Keeping Children Safe from Sexual Exploitation

http://paceuk.info/about-cse/keep-them-safe/

Online Safety

https://www.ceop.police.uk/ceop-reporting/

nspcc share aware

https://www.thinkuknow.co.uk/parents/

https://www.internetmatters.org/advice/social-networking/?gclid=CKTp4ZaP-80CFVXNGwod0AEBmw

http://www.parentsprotect.co.uk/files/learning_disabilities_autism_internet_safety_parent_guide.pdf

http://www.familylives.org.uk/advice/your-family/online-safety/parent-s-guide-to-facebook/

Drugs and Alcohol

https://www.changegrowlive.org/advice-info/family-friends/parents-carers-drugs-alcohol-info

Radicalisation and Extremism

https://educateagainsthate.com/parents/

Child Mental Health Advice, Including self-harm

http://www.rcpsych.ac.uk/healthadvice/parentsandyouthinfo/parentscarers/self-harm.aspx

Appendix 2: Glossary of Safeguarding Terms

Safeguarding & Promoting Welfare	Working Together to Safeguard Children (2024) defines safeguarding and promoting welfare as: • protecting children from maltreatment; • preventing impairment of children's health or development; • ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and • taking action to enable all children to have the best outcomes
Child Protection	See above. One important aspect of safeguarding and promoting children's welfare is to protect them from abuse and neglect. Working Together to Safeguard Children (2023) defines four, overarching categories of child abuse: Physical, Sexual, Emotional Abuse and Neglect.
DBS	Disclosure & Barring Service – previously the Criminal Record Bureau (CRB), it amalgamated with the Independent Safeguarding Authority (ISA) in 2010
DBS barred list check	A check of the list of people barred from working in regulated activity with children in England. There is also a separate list of people barred from working with adults Schools are required by law to check that a new recruit is not barred before the person commences in post
Barred	Anyone barred by the DBS from working with children (or vulnerable adults) breaks the law if they seek that type of work. Some people are barred automatically on conviction of specific serious offences; others are barred after being dismissed from their role for a child protection incident. People barred from working with children are not barred from volunteering with children as long as they are not in regulated activity
Regulated activity	Work that barred people must not do. Includes teaching, training, coaching, being employed in a school or children's home, child-minding, etc. but does not apply to supervised volunteers
DBS certificate	A document that lists any relevant criminal convictions, cautions or bind-overs a person has accrued. Used by employers to determine suitability for certain employment Schools must by law undertake an enhanced DBS certificate for any new staff (and some other adults) unless there is an exemption
List 99	No longer exists. It was previously the list of people barred from working in schools but has been replaced.
NCTL	National College of Teaching & Leadership – an amalgamation of the National College of School Leadership (NCSL) and General Teaching Council (GTC). Leads on Teacher Standards and professional development of teachers / school leaders
NCTL Prohibited list	The list of teachers prohibited as a result of misconduct. There is also an interim prohibition list for teachers accused of serious criminal offences. Since 02/09/2013 schools are required by law to check that any newly appointed teacher with QTS is not prohibited
Prohibition	Teachers can be prohibited from teaching (i.e. have their QTS removed) as a result of serious misconduct, failure to meet the standards required of a teacher or for bringing the profession into disrepute
QTS	Qualified Teacher Status
Section 128 Check	A section 128 direction prohibits or restricts a person from taking part in the management of an independent school, including academies and free schools. A check for a section 128 direction can be carried out using the Teacher Services' system . Where the person will be engaging in regulated activity, a DBS barred list check will also identify any section 128 direction:

	http://www.legislation.gov.uk/uksi/2014/3283/contents/made
Private Fostering	Private fostering is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a 'close relative'. This is a private arrangement made between a parent and a carer, for 28 days or more. Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or marriage/affinity)
Public / Family Protection Unit	The Police's specialist safeguarding team(s) who deal primarily with allegations of intra-familial and professional abuse
Multi-Agency Public Protection Arrangements (MAPPA)	The Criminal Justice Act 2003 ("CJA 2003") provides for the establishment of Multi-Agency Public Protection Arrangements ("MAPPA") in each of the 42 criminal justice areas in England and Wales. These are designed to protect the public, including previous victims of crime, from serious harm by sexual and violent offenders. They require local criminal justice agencies and other bodies dealing with offenders to work together.
Multi Agency Risk Assessment Conference (MARAC)	A MARAC, or multi-agency risk assessment conference, is a meeting where information is shared on the highest risk domestic abuse cases between representatives of local police, probation, health, child protection, housing practitioners, Independent Domestic Violence Advisors (IDVAs) and other specialists from the statutory and voluntary sectors. After sharing all relevant information about a victim, representatives discuss options for increasing safety for the victim and turn these options into a co-ordinated action plan. The primary focus of the MARAC is to safeguard the adult victim. The welfare and safety of children, if applicable, will be discussed and addressed via safeguarding children procedures and processes e.g. child protection plans.

Appendix 3: Welfare Concern Form

The details below are entered on CPOMS/emailed to DSL's
Please complete this form if you have any concerns about a child

Student Name			
Day/Date/Time		DoB	
Member(s) of staff noting concern			

Concern (Please describe as fully as possible) Signature: Date:

Actions Taken			
Date	Person taking action	Action	Signature

Would you like feedback about this concern? ☐ Yes ☐ No Date Given.....

Please pass this form to the Designated Safeguarding Lead when completed

Appendix 4: Safeguarding Governance - an overview

Alongside Keeping Children Safe in Education 2024, all trustees and senior leaders should read and familiarise themselves with Ofsted 160047: '*Inspecting safeguarding in early years, education and skills settings'.* Annex 1 is particularly relevant: *'Safeguarding requirements for leaders and managers*'.

Briefly, in-line with Keeping Children Safe in Education 2024, **the trustees must ensure that:**

- There is a clear accountability for the commissioning and / or provision of services designed to safeguard and promote the welfare of children;
- There is a trustee who takes to take leadership responsibility for the school's safeguarding arrangements (e.g. nominated or link Trustee);
- There is a safeguarding and child protection policy in place which is provided to and read by all staff - including temporary staff and volunteers on induction - and this is publically available;
- The school's policies and procedures are consistent with national / statutory guidance and locally agreed inter-agency procedures put in place by the LSCB. Trustees check that these are updated and reviewed at least annually;
- The safeguarding and child protection policy reflects the different gender issues that can be prevalent when dealing with peer on peer abuse;
- All staff and volunteers recognise that children with special educational needs and disabilities (SEND) can face additional safeguarding challenges and that the child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children;
- All staff undertake appropriate child protection training which is regularly updated in-line with statutory guidance and LSCB recommendations (KCSiE 24: Part Two);
- All staff receive, read and are assisted to implement at least Part One and Annex A of Keeping Children Safe in Education (2024) and the Code of Conduct. A record should be retained centrally to this effect;
- A senior member of the school's leadership team is designated to take lead responsibility for child protection (Designated Safeguarding Lead /DSL). This is explicit in the DSL's job description (Keeping Children Safe in Education 2024 Annex C: Role of the Designated Safeguarding Lead);
- There is always cover for the role i.e. a back-up or deputy DSL in place who is trained to the same level (although ultimate responsibility is never delegated);
- Someone who is DSL trained is always available for staff to talk to about any concerns during school hours;

- 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;
- An appropriately trained, designated teacher is appointed to promote the educational achievement of children who are looked after (LAC) and to ensure staff have the skills, knowledge and understanding necessary to keep looked after children safe;
- The designated teacher works with the virtual school head to discuss how funding can be best used to support the progress of looked after children in the school and meet the needs identified in the child's personal education plan;
- The school's behaviour policy (code of conduct) is provided to all staff – including temporary staff and volunteers on induction;
- The school has written recruitment and selection policies and procedures in place and that it follows safer recruitment practice in-line with legislation and Part 3 of Keeping Children Safe in Education 2024;
- A Single Central Record is maintained which is up-to-date, complaint and fit for purpose (Keeping Children Safe in Education 2024: Part Three).
- Where checks are not conducted on volunteers there is a clear rationale for not having done so;
- The school has procedures for dealing with allegations of abuse against staff and volunteers which comply with statutory guidance and local inter-agency procedures (KCSiE 24: Part Four);
- A trustee 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 Principal;
- 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;
- Trustees consider how children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum;
- Appropriate filters and monitoring systems are in place to ensure online safety in school, in-line with Keeping Children Safe in Education 2024;
- There are procedures in place to manage allegations against other children (KCSiE 24: Part Five - Child on child sexual violence and sexual harassment);
- Where services or activities are provided on the school premises by another body, the body concerned has appropriate safeguarding and child protection policies and procedures in

place, its staff are trained to and checked at the appropriate level(s);

- At least annually, there is review of policies and procedures/safeguarding arrangements and this is presented to and formally discussed by the whole Board of Trustees;
- Where there is a safeguarding concern, ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems should be in place for children to express their views and give feedback. (Ultimately any systems and processes should operate with the best interests of the child at their heart);
- Without delay, any deficiencies or weaknesses are remedied.

Appendix 5: Sexting Risk Assessment Tool

Indicator of risk or harm	Factors to be considered	Concern Yes/No	Comments
The age of the child	Sexual activity at a young age is a very strong indicator that there are risks to the welfare of children, whether boy or girl, and possibly others. This is particularly relevant if one of the parties is pre-pubertal. Children under 13 cannot lawfully give consent to sexual activity and there is a presumption that they will be referred to children's social care.		
The level of maturity and understanding of the child	Is the child/young person competent to consent to the sexual activity? Is there a relationship of trust? A legal definition is provided at s27 Sexual Offences Act 2003.		
The child's living circumstances or background	Has a child in need [s17] or referral of child protection concern [s47] ever been made on any party? Do cultural or religious beliefs have an impact on their circumstances and/or sharing information?		
Coercion or bribery	Has the child been encouraged to exchange sex for favours or other inducements such as supply of alcohol or substances? Is there evidence of persuasion, emotional blackmail, threats or use of pornography?		
Familial Child Sex Offences	At this stage of the assessment is any family member considered to be "a risk to children" or have convictions for sexual offences? Does the sexual partner fall within any of the following categories beyond the normal family relationships? Step-parent, foster parent, step sibling who live in the same household or have been regularly involved in caring for the child; or care workers such as nannies or au pairs if they live with or regularly care for the child.		
Behaviour of the child	Is the child withdrawn or anxious? Is there a pattern of 'casual' sexual relationships with different partners? Are there more than two other persons involved in the sexual activity?		

Indicator of risk or harm	Factors to be considered	Concern Yes/No	Comments
The misuse of substances or alcohol as a disinhibitor	The child or young person may be unaware or reluctant to acknowledge that alcohol or substances may be offered to facilitate sexual activity with them. The young person's own behaviour in misusing substances or alcohol may place the young person at increased risk of harm, as they may be unable to give informed consent.		
Secrecy	Has the sexual partner attempted to secure secrecy beyond what might be considered usual in a normal teenage relationship? Advice may need to be sought from a sexual health expert.		
Power imbalance	Is the relationship reasonably equal and consensual? Power imbalances can occur in many different forms including threats and aggression. Is there an age differential greater than 3 years?		
Disability impeding choice	Disabled children and young people are more likely to be abused than non-disabled children. However, disabled children and young people have a right to a private life, which should be respected. The Sexual Offences Act provides an offence of sexual activity against persons with a mental disorder impending choice.		