



SAFEGUARDING & CHILD PROTECTION POLICY

Academic Year	<ul style="list-style-type: none"> • 2021-22
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Purpose

The purpose of this safeguarding policy is to ensure every child who is a registered student at Lytham St Annes (LSA) High School is safe and protected from harm. The Department for Education (DfE) 'Keeping Children Safe in Education' (September 2021), states 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.

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

LSA High 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 stakeholders; students, staff, parents, governors, volunteers and visitors.

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.

The Children Acts 1989 and 2004 states a child is anyone who has not reached their 18th birthday. The commitment to safeguarding and promoting the welfare of children will extend to all children who visit LSA High School as well as all students of our school.

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KEY AREA	
COVID – 19	<p>Keeping Children Safe in Education (KCSIE) remains in force throughout the response to coronavirus (COVID-19). However, LSA High School recognises that further measures or adaptations to current policies and procedures may be required in response to the pandemic. Any such measures will be detailed and communicated through addendums to the policy, when necessary, and shared with all stakeholders.</p> <p>Safeguarding & Child Protection Policy Addendum refers.</p> <p>LSA High will continue to follow up to date Government Guidance.</p>
Statutory Guidance	<ul style="list-style-type: none"> • Education Act 2002: Section 175 of the Education Act 2002 requires local education authorities and the governors of maintained schools and further education (FE) colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. • Working Together to Safeguard Children 2018 sets out organisational responsibilities for schools and colleges and this applies to maintained, independent, academies, free schools and alternative provision providers. • Keeping Children Safe in Education 2021: Statutory guidance for schools and colleges 2021 was issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) Regulations 2014 and the Education (Non-Maintained Special Schools) (England) Regulations 2011. This contains information on what schools and colleges should do and sets out the legal duties with which schools must comply • What to do if you are worried a child is being abused • Guidance for Safer Working Practice (with Addendum April 2020) • The Children Act 1989 • The Children Act 2004 • Sexual Violence & Sexual Harassment between students in schools
Ethos	<p>LSA High School recognises that high self-esteem, confidence, peer support and clear lines of communication with trusted adults helps all children, especially those at risk of, or suffering, abuse. We therefore ensure that:</p> <ul style="list-style-type: none"> • ALL staff, volunteers and governors contribute to an ethos where children feel secure and safe • ALL children have opportunities to communicate & know that they are listened to • ALL children's wishes, feelings and views will be taken into account when decisions are being made about how to keep them safe • ALL children know that they can communicate with any adult in school if they are worried or in difficulty • ALL staff and volunteers will contribute to providing a curriculum which will equip children with the skills they need to stay safe and be able to communicate when they do not feel safe • ALL staff and volunteers will contribute to providing a curriculum which will help children develop an attitude which will enable them to enter adulthood successfully and reach their full potential • ALL staff, volunteers and governors will establish effective, supportive and positive relationships with parents, carers, students and professionals.
Roles & Responsibilities	<p>LSA High School is committed to providing the relevant personnel with clear and explicit roles and responsibilities to ensure accountability when safeguarding children. We therefore ensure that:</p> <p>All adults, including volunteers, working in or on behalf of the school will:</p> <ul style="list-style-type: none"> • Demonstrate an understanding that safeguarding is everyone's responsibility • Maintain and demonstrate a mind set of "it could happen here" • Do all they can within the capacity of their role to ensure that children are protected from harm

- ALL staff are fully aware of the importance of mental health in relation to safeguarding and are aware of the addition of mental health in the definition of safeguarding. (Definition p1)
- All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation
- Do all they can within the capacity of their role to ensure that children grow up in circumstances consistent with safe and effective care
- Do all they can within the capacity of their role to ensure that children have the best outcomes
- Report cases of suspected abuse or concerns to the DSL. This will be done as soon as possible using CPOMS and ensuring a DSL/Deputy DSL is informed (see Appendix 1&2).
- Report lower level concerns to the DSL/Deputy DSLs and Year Leader (Apx 1/2).
- Monitor all students particularly those that are deemed vulnerable
- Report any concerns regarding adults conduct to the Headteacher and DSL.
- All staff, if they have concerns, should act immediately and should always speak to the DSL or Deputy recognising that early information sharing is vital in keeping children safe. In exceptional circumstances staff will consider speaking to a member of SLT or Children's Social Care to discuss safeguarding concerns if the DSL/Deputy DSL is not immediately available as all staff are aware that ANYBODY can make a referral.
- **All** staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.

The Governing Body will:

- Ensure that the policies, procedures and training in LSA High School are effective and comply with the law at all times
- Ensure that safeguarding policies and procedures are followed by all staff
- Put in place safeguarding responses where children go missing from education
- Appoint a DSL and back-ups and ensure that they are provided with appropriate support, funding, training, resources and time to carry out their role
- Ensure the school or college contributes to inter-agency working in line with statutory guidance [Working together to safeguard children 2018](#)
- Ensure that safeguarding procedures take into account local guidance including [Lancashire Continuum of Need and Thresholds Guidance](#)
- Ensure that staff members undergo safeguarding training at induction
- Ensure that DSLs and all staff, volunteers and Governors are trained and updated regarding safeguarding regularly in compliance with [Keeping Children Safe In Education 2021](#)
- Ensure that children are safe online by ensuring that appropriate filters and monitoring systems are in place – Online Safety Policy refers.
- Ensure that safeguarding is embedded within the curriculum
- Prevent people who pose a risk of harm from working with children
- Ensure there are procedures in place to manage allegations against teachers, the Headteacher, volunteers and other staff including supply staff
- Ensure staff in school are aware of, and policies reflect, an understanding of specific issues such as peer on peer abuse and safeguarding children with disabilities and special educational needs
- Ensure that all practice and procedures operate with the **best** interests of the child at their heart
- Appoint a designated teacher to promote the education of Children Looked After
- Ensure that all staff are aware of safeguarding issues and vulnerabilities associated with Children Looked After.

The DSL will:

Be fully familiar with the role of the DSL as detailed in Keeping Children Safe in Education 2021 Annex C and adhere to this role. This includes but is not conclusive to:-

- take **lead responsibility** for safeguarding and child protection
- act as a point of contact with safeguarding partners
- manage referrals to Children's Social Care, Police and other agencies including Channel
- work together with other agencies in order to improve outcomes for children
- attend DSL training every 2 years
- undertake Prevent awareness training
- update their skills and knowledge on a regular basis but at least annually
- raise awareness of safeguarding throughout school and act as a point of support for all staff
- ensure that this policy is reviewed annually and is available publicly
- maintain, update and amend the school's safeguarding portfolio regularly
- ensure that parents are aware of schools responsibilities regarding safeguarding and child protection
- maintain accurate safeguarding records that are stored securely
- be available during school hours or ensure a Deputy DSL is available
- arrange cover of DSL role for any out of hours/out of term activities
- represent school in multi-agency meetings
- be provided with appropriate support and supervision in order to carry out the role safely and effectively
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulations
- take a holistic view to ensure wider environmental factors are considered which may be a threat to safety and welfare of children (Contextual Safeguarding).
- be responsible for the sharing of child protection files when a child moves to a new school or college

Note: Deputy DSLs should be trained to the equivalent standard as the DSL.

Induction, Training & Updates

LSA High School is committed to providing staff and volunteers with the skills and knowledge needed to safeguard children. We therefore ensure that:

- ALL staff and volunteers will receive Safeguarding Training on induction using LSA High School Safeguarding Induction Pack which includes [Keeping Children Safe in Education \(Part One\)](#), [Guidance for Safer Working Practice](#), [LSA Staff Code of Conduct](#), [Whistleblowing Policy](#)
- Staff induction will also include the Safeguarding & Child Protection Policy, Staff Code of Conduct, Role of the DSLs, Student Behaviour Policy, the safeguarding response to children who go missing from education & CPOMS training.
- ALL staff and volunteers will receive safeguarding training (at least) annually
- The DSL will provide ALL staff, volunteers and governors with regular safeguarding updates
- ALL staff, volunteers and governors will read and show an understanding of any updates that are provided
- DSLs will attend DSL training every 2 years
- DSLs will update their knowledge, skills and understanding of relevant safeguarding issues on a regular basis
- The DSL will undertake Prevent awareness training
- At least one member of staff and one governor will attend Safer Recruitment Training. This will be renewed at least every 5 years
- ALL staff, volunteers and governors will undertake any additional specialised training on matters such as Child Sexual Exploitation, Prevent, Peer on Peer

	<p>abuse, Online Safety, FGM etc as is deemed necessary by the SLT/DSL and that is particularly relevant to the context and needs of LSA High School</p> <ul style="list-style-type: none"> • Any staff member will discuss any specific training requirements or gaps in knowledge or understanding with the DSLs • Detailed records will be held of staff safeguarding training.
<p>Child Protection</p>	<p>LSA High School is committed to PREVENTING abuse, PROTECTING children from abuse and SUPPORTING those involved in cases of abuse. We therefore ensure that:</p> <ul style="list-style-type: none"> • ALL staff and volunteers understand the importance of teaching children how to keep themselves safe from all types of abuse • ALL staff and volunteers seek out opportunities that are relevant to their role to teach children the skills to keep themselves safe • ALL staff and volunteers make and maintain positive and supportive relationships with children which enable children to feel safe and valued • Safeguarding has a high status throughout school by being on the agenda at staff meetings/briefings, information being readily available on notice boards, regular updates via the staff safeguarding briefing and safeguarding staff "meets" & training. • ALL staff feel confident in approaching DSLs to raise concerns • ALL staff and volunteers have an understanding of the four categories of abuse; NEGLECT, EMOTIONAL ABUSE, SEXUAL ABUSE, PHYSICAL ABUSE (see Appendix 3). • We will use Lancashire's Neglect Strategy 2019-21 and accompanying toolkit to identify and assess children whose developmental needs are being insufficiently met at an early stage, placing them at risk of achieving poor educational, emotional and social outcomes. • Lancashire Multi-Agency Neglect Strategy , Neglect Toolkit • ALL staff and volunteers understand that there are other ways in which children can be abused such as; Online, Child Sexual Exploitation, Female Genital Mutilation (FGM), Honour Based Abuse (HBA), Radicalisation, Trafficking, Slavery, Peer Abuse, Forced Marriage and others • ALL staff and volunteers have the knowledge, skills and expertise to recognise the signs and symptoms of all types of abuse • All staff, if they have concerns, should act on them immediately: early information sharing being vital in keeping children safe. In exceptional circumstances staff should consider speaking to a member of SLT or Children's Social Care to discuss safeguarding concerns if the DSL/Deputy DSL is not immediately available. • DSLs keep up to date with emerging and specific safeguarding issues and update training accordingly • DSLs update staff and volunteers knowledge and understanding of such issues in order for them to be able to identify children who are at risk of such specific safeguarding issues • ALL staff and volunteers will maintain and demonstrate an attitude of "it can happen here" • ALL staff and volunteers are child-centred in their practice and act in the best interests of the child at all times • ALL staff recognise and understand that behaviour can be a child's way of communicating distress and changes to behaviour may be an indicator of abuse • ALL staff and volunteers have the skills to respond appropriately and sensitively to disclosures or allegations of abuse • ALL staff and volunteers report cases of suspected abuse to the DSL. This will be done as soon as possible via CPOMS and alerting a DSL/Deputy in person (see Appendix 1 and 2). • Where a child is at risk of immediate harm, ALL staff understand that they must refer to the Police or Children's Social Care

- ALL staff and visitors know how to refer to Children's Social Care (Appendix 1)
- DSLs will make a Section 47 referral to Children's Social Care where a child is in need of protection, has been significantly harmed or is at risk of significant harm, using [Lancashire Continuum of Need and Thresholds Guidance](#) and **Risk Management Toolkit** to determine whether this threshold has been met
- This referral will be done by telephone and followed with a [Request for Support Form](#) as soon as possible
- Consent from parents/carers and child (if age appropriate) will be sought prior to this referral except where this will cause delay or place anyone at risk
- Where consent is not given parents and carers are informed that a referral will still be made except where this will cause delay or place anyone at risk
- DSLs adhere to policy, procedures and guidance from Lancashire Children's Safeguarding Assurance Partnership (Formally Lancashire Safeguarding Children's Board) with regard to sharing information
- DSLs contribute to Strategy Discussions, Strategy Meetings, Initial and Review Child Protection Conferences, Core Group Meetings and other CP meetings
- DSLs or another appropriate member of staff, will attend CP meetings, produce and present reports, liaise with staff, work with parents, work with other agencies and ensure the voice of the child is evidenced throughout these processes
- DSLs meet regularly to ensure that decisions made about children who are subjects of CP Plans are agreed and a clear rationale for the decision is documented
- A copy of the child's CP Plan is included in the child's individual safeguarding file
- ALL staff and volunteers will support victims of abuse in a capacity that is relevant to their role. This will be determined by the DSL
- DSLs will determine what information staff members need to know in order to safeguard and support children.
- Staff are offered appropriate support and/or supervision that is relevant to their role or involvement in particular cases
- Communication and work with parents and carers will always be undertaken in a supportive manner and in the best interests of the child
- ALL staff understand that children who perpetrate abuse or display harmful behaviour should be treated as victims first and foremost and supported in the same way a victim of abuse would be supported
- Specific programmes of intervention and support are offered to children and families who are vulnerable
- Risk Assessments will be undertaken where a child's behaviour poses a risk to others, themselves or the environment.

Child in Need

LSA High School is committed to ensuring the appropriate level of support is offered to a "Child in Need" and their family. We therefore ensure that:

- DSLs will make a Section 17 referral to Children's Social Care where Early Help has not been successful in reducing risk and meeting unmet needs using [Lancashire Continuum of Need and Thresholds Guidance](#) and [Request for Support Form](#).
- DSLs will make a Section 17 referral to Children's Social Care where there is evidence that the Level 3 threshold has been met on the Continuum of Need
- This will be determined and assessed by the DSL using the Lancashire Continuum of Need and Thresholds Guidance and the Risk Management Toolkit
- DSLs will obtain parental consent for the referral and for information to be shared, prior to contacting Children's Social Care
- When consent is not given, DSLs, or other appropriate staff member, will continue to offer Early Help with consent, gather evidence of engagement or lack thereof, disguised compliance, impact on the child, increase in risk or level of unmet need, improvements or deteriorations

- DSLs will review such cases regularly and assess whether there is evidence that meets Level 4 threshold on the Continuum of Need. In such cases Child Protection Procedures will be followed
- DSLs, or other appropriate members of staff, will contribute to Child in Need Meetings and Reviews
- DSLs, or other appropriate member of staff, will attend CIN meetings, produce and present reports, liaise with staff, work with parents, work with other agencies and ensure the voice of the child is evidenced throughout these processes
- DSLs will meet regularly to ensure that decisions made about children who are subjects of CIN Plans are agreed & a clear rationale for the decision is documented
- A copy of the child's CIN Plan is included in the child's individual safeguarding file.

Early Help

LSA High School is committed to providing our families with the right help at the right time. Any child may benefit from early help, but ALL school and college staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs
- has special educational needs (whether or not they have a statutory education, health and care plan)
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home
- is misusing drugs or alcohol themselves
- is at risk of modern slavery, trafficking or exploitation
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse
- has returned home to their family from care
- is showing early signs of abuse and/or neglect
- is at risk of being radicalised or exploited
- is a privately fostered child
- any other identified reason not listed above that requires extra support or intervention to improve outcomes for families and children including mental health support.

We therefore ensure that:

- ALL staff and volunteers can identify the risk factors that indicate a family or student may benefit from Early Help
- ALL staff and volunteers will use the school's agreed format (a referral via CPOMS) for letting the DSL know about Early Help requirements (Appendix 1/2)
- DSLs or other appropriate member of staff will work with the young person and their family to identify what Early Help is required
- DSLs or other appropriate member of staff will signpost and refer to appropriate support agencies
- DSLs or other appropriate member of staff will lead on meetings where it is appropriate for them to do so
- DSLs or other appropriate member of staff will utilise Children and Family Wellbeing Service and CSC using the [Request for Support Form](#)
- DSLs or other appropriate member of staff will identify and work with any organisations that are relevant in meeting the needs of students and their families
- DSLs and other identified staff will initiate and maintain positive and supportive relationships with parents and carers of children who may benefit from Early Help
- DSLs or appropriately trained school staff will be the lead for Early Help cases if this is in the best interests of the family.

Specific Safeguarding

LSA High School is committed to keeping our children safe from specific forms of abuse.

We will ensure that:

- ALL staff are able to reassure victims of abuse that they are being taken seriously and will be supported and are not creating a problem by reporting abuse.
- ALL staff and volunteers understand that there are specific and emerging ways in which children can be abused and are aware of these specific issues, reporting any concerns, in the appropriate manner (via CPOMS and to a DSL in person) to the DSL(see Appendix 1 and 2) Specific issues include (but are not limited to):

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

- LSA High School recognises that protection from extremism & radicalisation is a vital element of safeguarding
- ALL staff and volunteers will have 'due regard to the need to prevent people from being drawn into terrorism', known as the '[Prevent Duty](#)'
- Prevent Safeguarding Lead – Tracy Lawson
- Prevent Governor Lead – Lynne Davies
- Prevent Curriculum Lead – Rebecca Johnson

- ALL staff and volunteers will have a general understanding of how to identify a child who may be at risk of radicalisation
- ALL staff and volunteers will use professional judgement in identifying children who might be at risk of radicalisation and act proportionately
- The school Online Safety Policy will ensure the safety of children by ensuring they cannot access terrorist and extremist material when using the internet and that suitable filtering software is in place
- DSLs understand when it is appropriate to make a referral to the Channel Panel and are aware of how to do so.

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

CHILD CRIMINAL EXPLOITATION (CCE) - is a form of child abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18 into any criminal activity.

Child criminal exploitation does not always involve physical contact; it can also occur through the use of technology.

CCE:

- can affect any child or young person (male or female) under the age of 18 years
- can affect any vulnerable adult over the age of 18 years
- can still be exploitation even if the activity appears consensual
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence

- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status and access to economic or other resources.

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

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

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

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

CHILD SEXUAL EXPLOITATION (CSE) involves exploitative situations, contexts and relationships where young people may receive something (e.g. food, accommodation, drugs, alcohol, gifts or simply affection) as a result of engaging in sexual activities. The perpetrator will not only groom the victim (possibly over a long period of time but can be a one off occurrence) but will always hold some kind of power which increases as the exploitative relationship develops. Sexual exploitation involves a degree of coercion, intimidation or enticement, including unwanted pressures from peers to have sex, sexual bullying including online bullying (cyberbullying) and grooming. It is important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse and do not recognise that they are a victim of abuse and may happen without the young person's immediate knowledge e.g. through others having videos or images of them on social media.

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

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

- The school curriculum (whereby sexual relationships/PSHE is delivered) will include relevant information around the risks associated with CSE
- The school Online Safety Policy will ensure the safety of children by ensuring they cannot access inappropriate material when using the internet and that suitable filtering software is in place.

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

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

HONOUR BASED ABUSE (HBA) Honour based abuse is a collection of practices used to control behaviour within families in order to protect perceived cultural and religious beliefs and/or **honour**. **Violence or abuse** can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their **honour** code.

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

Indicators may be a fear about forthcoming school holiday, request for extended leave and failure to return from visits to country or origin, absence/persistent absence, surveillance by siblings or cousins at School, decline in behaviour/engagement/performance/punctuality, being withdrawn from School by those with parental responsibility sudden announcement of engagement to a stranger, prevented from going on to higher/further education.

FEMALE GENITAL MUTILATION (FGM) is encompassed within the term HBA:

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

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

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

PEER ON PEER ABUSE (including sexual violence and harassment) occurs when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age; everyone directly involved in peer on peer abuse is under the age of 18. Please see Peer on Peer abuse Pan Lancashire procedures.

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

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse, sexting and **upskirting** which typically involves taking a photograph under a person's clothing without them knowing with the intention of viewing their genitals or buttocks for sexual gratification or causing humiliation, distress or alarm.

- ALL staff and volunteers understand that children can abuse other children and that it can happen inside and outside of school and online.
- ALL staff and volunteers will inform the DSL/Year Leader of suspected peer abuse and record in line with school's recording policy (see Appendix 1 and 2). This may be happening even if not reported to School and staff should be aware of this and record their concerns as for those incidents that are reported.
- Peer on peer abuse will be taken as seriously as any other form of abuse and consideration given to concerns/reports and actions taken will be recorded alongside the CPOMS recorded incident.
- All staff understand that abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up" as this can lead to a culture of unacceptable behaviour, an unsafe environment for young people and a culture that normalises abuse.
- All staff will understand that students with SEND are more prone to peer group isolation and school will have extra pastoral support to address this.
- Physical *and emotional* abuse between peers will be managed under the school's Behaviour Policy and Anti-Bullying Policy
- Harmful sexual behaviour will be identified and managed using the **Brook Traffic Light Tool** and with support/guidance from LCC Schools Safeguarding Officers
- Sexting – (See specific guidance below in regards to Sexting)
- In cases of suspected or actual peer on peer abuse a risk assessment will be undertaken and appropriate and proportionate control measures put in place to manage and reduce risk.
- DSLs understand that regarding peer on peer abuse, the victim and the perpetrator are likely to have unmet needs and require support and assessment to determine these.

- The DSLs will assess on a case-by-case basis, supported by children's social care and the police if required to ensure the most appropriate response for the children / young people involved.
- **The DSL will consider:**
 - the wishes of the victim in terms of how they want to proceed
 - the nature of the alleged incident
 - the ages of the children involved
 - the development stages of the children involved
 - any power imbalance between the children
 - is the incident a one-off or a sustained pattern of abuse
 - are there ongoing risks to the victim, other children, school staff
 - contextual safeguarding issues.
- **Following a report of sexual violence, the Designated Safeguarding Lead (or Deputy) will make an immediate risk and needs assessment, considering:**
 - the victim
 - the alleged perpetrator
 - all other children (and staff).
 - Risk assessments will be recorded and kept under review as a minimum termly.

(Further detailed and associated guidance can be found at Part 5 of KCSIE 2021 and [Sexual Violence & Sexual Harassment between students in schools](#))

DOMESTIC ABUSE is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 and over who are, or have been, intimate partners or family members regardless of sexual identity, age, ethnicity, socioeconomic status, sexuality or background and domestic abuse can take place inside or outside of the home. Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. The abuse can encompass, but is not limited to:

- Psychological , Physical, Sexual, Financial, Emotional

Exposure to domestic abuse and / or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

The [Domestic Abuse Act 2021](#) received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse.

- ALL staff and volunteers understand what domestic abuse is and the potential impact upon children and how this might be displayed.
- **The DSLs will: -**
 - Ensure that the school has suitably trained Key Adult/s in order to fulfil its obligations under Operation Encompass
 - Ensure that school's commitment to Operation Encompass is known throughout the school community - staff training, parental letters, posters, the school website
 - School will provide an overview of Operation Encompass with the names of the Operation Encompass leads and a link to the Operation Encompass website (<https://www.operationencompass.org/>)
 - Operation Encompass Leads at LSA High School are the DSLs – see page 1

Operation Encompass

LSA High School is part of Operation Encompass. This is a Police and Education early intervention safeguarding partnership which supports children and young people who experience Domestic Abuse. Operation Encompass means that the Police will share information about Domestic Abuse incidents with our school prior to the start of the next school day when they have been called to a domestic incident and the student concerned can then be supported appropriately and at the earliest opportunity.

CHILDREN MISSING FROM EDUCATION can be a potential sign of abuse or neglect **including** sexual exploitation, child criminal exploitation, undergoing female genital mutilation, forced marriage or travelling to conflict zones.

- ALL staff and volunteers follow school procedures when a child misses education particularly on repeat occasions to help identify the risk of abuse and neglect. Form Tutors to notify regular and repeat absence to Year Leaders/Attendance Team. Year Leaders to monitor attendance for all students in their year group.
- The school **Attendance Policy** is up to date, reviewed annually and includes reference to CME and procedures followed in the case of children missing or who have attendance concerns
- There is an admissions policy and an attendance register
- The Local Authority is informed of any pupil who fails to attend school regularly, or has been absent without the schools permission for a continuous period of 10 school days or more
- **Where reasonably possible** school should hold more than one emergency contact number for their students and students. LSA High School seeks to do so.
- ALL staff will be aware that children going missing from education can be a warning sign of safeguarding considerations.

SEXTING is defined (UKCIS 2020) as the sending or posting of nude or semi-nude images, videos or live streams online by young people under the age of 18. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like Apple's AirDrop which works offline. Alternative terms used by children and young people may include 'dick pics' or 'pics'. The motivations for taking and sharing nude and semi-nude images, videos and live streams are not always sexually or criminally motivated. This advice does not apply to adults sharing nudes or semi-nudes of under 18-year olds. This is a form of child sexual abuse and must be referred to the Police as a matter of urgency.

- School staff are aware of how to manage sexting incidents and must pass on any incidents or concerns to the DSL/Deputy.
- School staff are aware that they should never view, copy, print, share, store or save the imagery or ask a student to share or download – this is illegal.
- If staff have already viewed the imagery by accident (e.g. if a young person has showed it to them before they could ask them not to), report this to the DSL/Deputy and seek support.
- Staff will not delete the imagery or ask the young person to delete it.
- Staff will not ask the student (s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL/Deputy.
- Staff will not share information about the incident with other members of staff, the young person(s) it involves or their, or other, parents and/or carers.
- Staff will not do or say anything to blame or shame any young people involved.
- Staff will explain to the student(s) that they need to report it and reassure them that they will receive support and help from the DSL/Deputy.
- Further information can be downloaded - Sharing nudes and semi-nudes: advice for education settings working with children and young people (UKCIS, 2020) at www.gov.uk/government/publications/sharing-nudesand-semi-nudes-advice-for-education-settings-working-with-children-and-young-people.

- If the DSL/Deputy must view the images, this should be discussed and done so in a private space and the reasoning behind this must be logged on the incident report.

MENTAL HEALTH - All staff are aware that mental health problems can, in some cases, be an indicator that a young person has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. School staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where young people have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these experiences can impact on their mental health, behaviour and education.

If staff have a mental health concern about a student that is also a safeguarding concern immediate action should be taken, following School's Safeguarding & Child Protection Policy and speaking to the DSL or Deputy.

Other vulnerable categories

- ALL staff will have read Part 1 of Keeping Children Safe in Education 2021 and be aware of specific forms of abuse and safeguarding issues and vulnerable groups of children including;
- Children in the Court system;
- Children with family members in prison
- Homelessness

For all specific safeguarding issues DSLs will seek advice from LCC Schools Safeguarding Officers or MASH Education Officers and follow national and local guidance. <https://panlancashirescb.proceduresonline.com/chapters/contents.html>

Online Safety

LSA High School is committed to keeping students safe online. We therefore ensure that:

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

<p>Record Keeping</p>	<p>LSA High School is committed to recording all matters relating to the welfare of children in a relevant format. We therefore ensure that:</p> <ul style="list-style-type: none"> • DSLs will create and maintain accurate safeguarding and secure records (via CPOMS). • There is an agreed format for reporting all matters relating to child wellbeing, from an early help requirement to a disclosure of abuse. This should be made as soon as possible via CPOMS alerting the DSL/Deputies (Child Protection Officers) online and in person – (see Appendix 1 and 2). • ALL staff use the agreed format for passing on concerns • Concerns should be factual and evidence based • Concerns should be passed directly to the DSL/Deputies. • ALL concern logs will be kept electronically. • A student will have an individual safeguarding file when there has been a number of concerns, an offer of Early Help or the family is or has been at Level 2 or above on the Continuum of Need • DSLs and other appropriate staff will record all discussions, decisions and rationale behind decisions and sharing of information in the child's records • DSLs and other appropriate staff will record evidence of child's wishes, professional challenge, offers of early help and multi-agency working • All safeguarding records will be stored electronically on CPOMS. • Only DSLs and other named staff will have access to safeguarding records • A student's safeguarding file will be transferred, in its entirety, to the educational establishment where the child moves to, unless there is ongoing legal action • The safeguarding file will be sent securely to the DSL at the receiving school • A receipt will be obtained at time of transfer and the responsibility for the safeguarding records will pass to the receiving school • The educational establishment where the student attends at statutory school leaving age (18) will securely retain the safeguarding records until the child's 25th birthday. Safeguarding records will then be destroyed securely • School will seek advice from legal services and/or Schools Safeguarding Officers if any staff are unclear about any aspects of safeguarding record keeping.
<p>Safer Recruitment</p>	<p>LSA High School is committed to keeping students safe by ensuring that adults who work or volunteer in school are safe to do so. We therefore ensure that:</p> <ul style="list-style-type: none"> • LCC Human Resources guidance is adhered to, to ensure that there is a strong reference and commitment to safeguarding during advertisement, selection and recruitment of new staff • There are sufficient staff/Governors who have undertaken appropriate Safer Recruitment training in the last 5 years to enable at least one person on every recruitment panel to be appropriately trained. This is a legal requirement. • There are at least 2 people on each selection panel. • ALL staff will monitor the conduct of all adults who come into contact with children at school and report any concerns to the DSL and Headteacher. • Relevant, proportionate and lawful checks are undertaken on all adults who regularly work at or visit the school • A Single Central Record is kept of checks that are undertaken on all adults who regularly work at or visit LSA High School. • The SCR is stored securely electronically and only accessed by designated staff and governors • DSLs/HT/Safeguarding Governor evidence regular (at least termly) oversight/scrutiny of the SCR. • Evidence of staff members identity, required qualifications and the right to work in the UK are kept in individual personnel files

- Covering (umbrella) letters will be obtained from agencies and other employers that provide staff to work in school to confirm that appropriate checks have been undertaken.
- Individual identity checks will be undertaken on those staff detailed above to ensure they are employees of the named agency/employer
- Where other agencies/organisations use school premises; not following school's safeguarding policies/ procedures, Governors will ensure that appropriate safeguarding and child protection policies and procedures are in place.
- With regard to Disqualification Under the Childcare Act we will adhere to Guidance from [Lancashire County Council Human Resources](#)
- Annually all staff sign a declaration to confirm that there has been no change in their circumstances in respect of their DBS records and that there has been no change to their circumstances that would change their qualification to work with children status.
- When an issue is declared, advice will be sought from Ofsted about the need to apply for a waiver. If a waiver is necessary, a risk assessment will be carried out and proportionate measures put in place until a waiver has been issued or matters resolved. If not resolved disqualification@ofsted.gov.uk will be notified.
- Advice will be sought from Human Resources, LADO and/or Schools Safeguarding Officers if any staff are unclear about any aspects of Safer Recruitment.

Managing allegations against staff

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

Such policies make a clear distinction between an allegation, a concern about the quality of care or practice or a complaint. An allegation may relate to a person who works with children who 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; or.
- Behaved towards a child or children in a way that indicates they may pose a risk of harm to children.
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Further information, LADO information and flowchart of how allegations are managed: -



LADO Details and Managing Allegations



2020 LADO

Allegations Notification

All staff at LSA High School are aware of these procedures and aware of the following expectations and protocol:-

- ALL staff and volunteers are aware that they must refer allegations or concerns around staff (including supply staff) conduct to the Headteacher
- ALL staff and volunteers are aware of the requirement to, and process of referring allegations or concerns around the Headteacher to the nominated Governor
- The Headteacher and/or Chair of/Nominated Governors will discuss the allegation with the Local Authority Designated Officer (LADO)
- CSAP procedures for dealing with allegations against staff will be followed http://panlancashirescb.proceduresonline.com/chapters/p_allegations.html

- ALL staff and volunteers remember that the welfare of the child is paramount and that they have a duty to inform the Headteacher and DSL if any adult's conduct gives cause for concern
- All concerns of poor practice or possible child abuse by staff and volunteers should be reported to the Headteacher and DSL.
- ALL staff are aware of the school's Whistle Blowing Policy which enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place
- Staff are fully aware of Guidance for Safer Working Practice and Staff Code of Conduct and are aware of professional expectations of their own behaviour and conduct.
- Additionally staff are aware that where a 'low-level' concern is raised (i.e. it does not meet the threshold of harm detailed in the allegation explanation above) that this will still be considered, recorded and dealt with appropriately.
- A 'low-level' concern is any concern – no matter how small and even if no more than causing a sense of unease or a 'nagging doubt' that an adult working in or on behalf of School may have acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work and does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.
- Examples of such behaviour could include, but are not limited to:
 - *being over friendly with children*
 - *having favourites*
 - *taking photographs of children on their mobile phone*
 - *engaging with a child on a one-to-one basis in a secluded area or behind a closed door or*
 - *using inappropriate sexualised, intimidating or offensive language.*
- LSA High School seeks to create a culture where any such concerns are shared responsibly and with the right person, are recorded and dealt with appropriately and aim to create and embed a culture of openness, trust and transparency in which the school's values and expected behaviour which are set out in the staff code of conduct are constantly lived, monitored and reinforced by all staff.

Visitors

LSA High School is committed to keeping students safe by ensuring that visitors to school do not pose a risk to children at our school. We therefore ensure that:

- Visitors to school sign in at reception and wear identification (sticker or lanyard) to indicate they have done so
- ALL staff and children, where appropriate, will challenge visitors to school who are not wearing correct identification
- Visitors sign out and remove/hand in their identification when they leave the school
- Visitors are made aware of who to speak to if they are worried about a child during their visit by signs in our reception area.
- Visitors are accompanied during their visit, when children are present, unless they have undergone relevant checks and these are accepted and verified by the HR Manager or Headteacher
- Visitors will behave in a way that is compliant with the school's code of conduct
- Visitors will not use mobile phones or other similar electronic devices during their visit unless agreed by the Headteacher or DSL.
- Visitors will not initiate contact or conversations with students unless this is relevant and appropriate to the reason for their visit
- When there are several visitors to the school at the same time (such as for an assembly etc.) there will be adequate staff supervision of children and visitors. A risk assessment will be undertaken if deemed necessary or appropriate
- When visitors are undertaking activities with children, content of the activity will be agreed with the Headteacher or DSL/Deputy, prior to the visit.

Cameras, Mobile Phones and Devices	<p>LSA High School is committed to keeping students safe by ensuring that electronic devices such as cameras, phones and tablets are used in an appropriate manner. School will therefore ensure that:</p> <ul style="list-style-type: none"> parental consent is obtained to take and use photographs and/or videos of children parental consent is obtained for photographs to be taken by the media for use in relation to promoting or publishing the school separate parental consent is obtained if any other agency requests to take photographs of any child parental consent will be valid for 5 years but may be sought more regularly at the discretion of the Headteacher images will be uploaded to, and stored in a secure place for a relevant amount of time, this may be for longer than the child is at school if appropriate photographs and videos of children are only taken to provide evidence of their achievements for developmental records or for other school related purposes staff, visitors, volunteers and students do not use their own mobile phones to take or record any images of children the school's digital camera/s or memory cards must not leave the school setting unless this is agreed by the Headteacher for official school business photos are printed/uploaded in the setting by staff and once done images are immediately removed from the camera's memory parents are reminded frequently of the risks associated with posting images of children to social media parents are reminded frequently that they are not permitted to distribute or post images that contain children other than their own staff, volunteers and visitors will not use mobile phones in toilet or changing areas The Staff Code of Conduct will outline when and where staff, volunteers and visitors can use their mobile phones ALL staff, volunteers and visitors will adhere to the above policies and failure to do so will be addressed appropriately by the Headteacher and/or the Governing Body Students' use of mobile phones and other devices will be managed under the school's Mobile Phone Policy. DFE Advice; Searching, Screening and Confiscation is followed where there is a need to search a student for a mobile device. 	
Useful Contacts	LCC Schools Safeguarding Officer	Victoria Wallace 01772 531196 school.safeguarding@lancashire.gov.uk
Useful Contacts (continued)	LADO - (Local Authority Designated Officer)	Tim Booth / Shane Penn / Donna Green 01772 536694 LADO.admin@lancashire.gov.uk
	MASH Education Officers	Jenny Ashton 01772 531643 jennifer.ashton@lancashire.gov.uk Matt Chipchase 01254 220989 matt.chipchase@lancashire.gov.uk
	Children and Family Wellbeing Service CON 2/3	The Children and Family Wellbeing Service (CFW) offers support to children, young people age 0-19+yrs (0 - 25yrs for SEND) and their families across Lancashire. Any agency can request access to this support for a family or individual child - Request for Support .

		<p>For students who are resident in Blackpool this support would be available from the Blackpool Families Rock Team – 01253 478594 (professional advice line) Support can be requested by completing their request for support form.</p>
	<p>Lancashire Children's Social Care / MASH CON 3 and 4</p>	<p>Anyone can raise a concern about the safety and welfare of a child by calling 0300 123 6720 (or between 5.00pm - 8.00am on 0300 123 6722.)</p> <p>Before you make contact with MASH you need to consider if the child or young person's needs can be met by services from within your own agency, or by other professionals already involved with the family, including consideration to initiating a CAF (Early Help Assessment)</p> <p>Where possible, share information with consent, and where possible, respect the wishes of those who do not consent to having their information shared. Under the GDPR and Data Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk - 7 golden rules</p> <p>Where the needs of the child meet Levels 3 and 4** of the Continuum of Need, professionals are advised to submit a Request for Support Form</p> <p>**Where there are immediate safeguarding concerns about a child or young person (level 4 of the CON / child protection), you should make direct contact with MASH on the number below or the Police (999 in an emergency) - and complete the referral form once the immediate concerns have been addressed. If the child you are concerned about already has an allocated Social Worker go directly to them also by contacting 0300 123 6720.</p> <p>For students who are resident in Blackpool the guidance is as above (with early help requested via their form) but contact details are: 01253 477299 Further details can be found via this website link https://www.blackpoolsafeguarding.org.uk/contact</p>
	<p>Whistleblowing</p>	<p>01772 532500 WhistleblowingComplaints@lancashire.gov.uk</p>

Where possible, share information with consent, and where possible, respect the wishes of those who do not consent to having their information shared. Under the GDPR and Data Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk.

APPENDIX ONE: WHAT SHOULD I DO IF I HAVE A CONCERN?

Staff member has concerns about a student's mental and/or physical health, development, safety or welfare

- Log a CP referral on CPOMS & alert the DSLs (and Year Leader) – see Apx 2.
- Concerns can be high or low level.
- Speak directly with the Designated Safeguarding Lead/Deputy (DSL) as soon as possible (certainly within 24 hours but immediately if you believe the student to be at risk if they leave at the end of the day).
- Inform the Headteacher if no DSL/Deputy available (and consider contacting Children's Social Care (CSC) directly where there is a serious risk if they are not available)



Designated Safeguarding Lead/Deputy considers:

- Context & history/information available
- Explanations & contemporaneous life events
- Uses Lancashire Continuum of Need & Thresholds Guidance
- Evidence and nature of risk/need
- Balance of Probabilities



A Level of Need Is Identified

- What level of need is identified (Managing support internally via school's pastoral processes, early help intervention, referral for statutory services)?
- What are the parent's/student's views?
- What services might be accessed:
a) in school; b) via the LA's early help; c) via direct referral to non-statutory agencies
- Can these meet the level of need identified? If not refer to CSC.



Lancashire CSC/MASH on 0300 123 6720 / 0300 123 6722 (5pm-8am)

[Request for Support Form](#)

Blackpool Families Rock 01253 477299 – request for support [form](#)

In an emergency where there is an immediate safeguarding concern the Police may need to be called on 999

OR may need to be contacted on 101 where a criminal offence has also been committed/is suspected but there is no immediate danger.

APPENDIX TWO: TALKING & LISTENING TO CHILDREN & RECORDING/NOTIFYING CONCERNS

1. If a child wants to confide in you, you SHOULD:

- a. Be accessible and receptive and take what is said seriously; reassure victims of abuse that they are being taken seriously, will be supported and are not creating a problem by reporting abuse of any kind.
- b. Listen carefully and uncritically, at the child's pace;
- c. Reassure children that they are right to tell and make sure that they are OK;
- d. Tell the child that you must pass this information on and make a careful record of what was said.

2. You should NEVER:

- a. Investigate or seek to prove or disprove possible abuse but it is OK to ask for additional information regarding the who, what, where and when but never WHY;
- b. Make promises about confidentiality or keeping 'secrets' to children;
- c. Assume that someone else will take the necessary action;
- d. Jump to conclusions, be dismissive or react with shock, anger, horror etc or offer opinions;
- e. Speculate or accuse anybody;
- f. Investigate, suggest or probe for information (see a);
- g. Confront another person (adult or child) allegedly involved or forget to record what you have been told;
- h. Fail to pass this information on to the correct person (the Designated Safeguarding Lead or Deputy).

3. Children with communication difficulties/who use alternative/ augmentative communication:

- a. While extra care may be needed to ensure that signs of abuse and neglect are interpreted correctly, any suspicions should be reported in exactly the same manner as for other children;
- b. Opinion and interpretation will be crucial.

4. Recordings should

- a. State who was present, time, date and place;
- b. Be recorded on CPOMS as a clear and comprehensive summary of the concern and risk;
- c. Be passed to a DSL or the Head Teacher immediately (certainly within 24 hours); wherever possible, there should be a conversation with a DSL to ensure receipt of the referral. If in exceptional circumstances a DSL are not available this should not delay appropriate action being taken. Advice can be sought from Children's Social Care Duty Team (see Appendix 1).
- d. Use the student's words wherever possible;
- e. Be factual/state exactly what was said;
- f. Differentiate clearly between fact, opinion, interpretation, observation and/or allegation.
- g. Be a chronological account of events.
- h. Record also on CPOMS what the student would like to happen now and how they present.

5. What information do you need to obtain?

- a. Schools have **no investigative role** in child protection
- b. Never prompt or probe for information, your job is to listen, record and pass on.
- c. Ideally, you should be clear about what is being said in terms of **who, what, where and when.**
- d. If you feel this is a safeguarding concern or if you're not sure record and pass on immediately to the Designated Safeguarding Lead/Deputy/Head Teacher via CPOMS and in person.

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

- a. **Never** asked closed questions ie ones which students can answer yes or no to eg Did he touch you?
- b. **Never** make suggestions about who, how or where someone is alleged to have touched, hit etc.
- c. Use only '**minimal prompts**' such as 'tell me more about that/everything that you remember about that.
- d. Timescales are very important: '**When was the last time this happened?**' is an important question.

7. What else should we think about in relation to disclosure?

- a. Is there a suitable place for listening to students eg not too isolated, easily supervised, quiet etc.
- b. Think carefully about your own body language – how you present will dictate how comfortable a child feels in telling you about something which may be extremely frightening, difficult and personal;
- c. Be prepared to answer the 'what happens next' question;
- d. You should never make face-value judgements or assumptions about individual students.
- e. Think about how you might react if a student DID approach you. ALL staff need to be prepared to offer a student in this position what they need in terms of protection, reassurance, calmness and objectivity.

APPENDIX THREE CATEGORIES OF ABUSE

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. 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.

Physical abuse:

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

Emotional abuse:

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

Sexual abuse:

- involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (peer on peer abuse page 10 refers)

Neglect:

- 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, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs