



WHOLE SCHOOL POLICY FOR SAFEGUARDING & CHILD PROTECTION

At Red Marsh School we are committed to Safeguarding children and young people and we expect everyone who works in our school to share this commitment.

Adults in our school take all welfare concerns seriously and encourage children and young people to express anything that worries them. We will always act in the best interest of the child.

Purpose

The purpose of this safeguarding policy is to ensure every child who is a registered pupil at Red Marsh School is safe and protected from harm.

This means we will always work to:

- Protect children and young people at our school from maltreatment;
- Prevent additional impairment of our pupils' mental and physical health or development;
- Ensure that pupils at our school grow up in circumstances consistent with the provision of safe and effective care;
- Undertake that role so as to enable all our pupils to have the best possible outcomes.

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 the pupils at our school.

Context

Red Marsh School recognises the contribution it can make to protect children from harm and to support and promote the welfare of all our pupils. All our pupils have SEND, all have an Education Health Care Plans for learning difficulties and additional needs. It is therefore acknowledged that all our pupils require specialist support. This is provided by our experienced staff team who use a range of specialist personalised strategies to keep the pupils safe. This includes helping our pupils develop skills at their own levels to recognise and avoid risks, build resilience and develop an understanding of potential risks.

At Red Marsh School we understand that pupils with SEND can face additional safeguarding challenges because:

- there may be assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs; and
- Difficulties may arise in overcoming communication barriers.

This policy should be read in conjunction with the School's Safeguarding Portfolio.

Designated Senior Leads for Safeguarding and child protection

At Red Marsh School the Designated Senior Lead members of staff responsible for the implementation of Child and Safeguarding Policy and Protection procedures are Catherine Dellow, Head Teacher, Jenny Slater, Deputy Head Teacher and Sarah Holyhead, Family Safeguarding Worker. .

The nominated governor for safeguarding is Pat Naylor. Safeguarding concerns about the head teacher should be taken to Pat Naylor.

Samantha Grice is the appointed designated teacher to promote the education of CLA and care leavers and Rachel Dixon is our online safety lead.

If the DSLs are not available, staff should speak to the senior member of staff and/or take advice from local children's social care (KCSIE 2020 paragraph 45) The number for children's social care is available in the staff room.

The designated safeguarding lead Catherine Dellow will have the ultimate lead for safeguarding and child protection (KCSIE 2020 p18 para 61).

Covid-19

Keeping Children Safe in Education (KCSIE) remains in force throughout the response to coronavirus (COVID-19). However, Red Marsh School recognises that further measures or adaptations to current policies and procedures may be required in response to the pandemic. Any such measures are detailed and communicated through the addendum to this policy, which has been shared with all stakeholders.

Red Marsh School will continue to follow up to date Government Guidance

Teaching about Safeguarding our School Ethos

Red Marsh 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:

ALL staff, volunteers and governors will:

- Contribute to an ethos where children feel secure and safe
- 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
- 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
- Establish effective, supportive and positive relationships with parents, carers, pupils and professionals

ALL children, using a wide range of communication strategies, will:

- have opportunities to communicate and know that they are listened to
- have their wishes, feelings and views taken into account when decisions are being made about how to keep them safe
- know that they can communicate with any adult in school if they are worried or in difficulty

At Red Marsh School, pupils are taught about safeguarding, including online safety, through various teaching opportunities, as part of providing a broad and balanced curriculum, for example through our PSHE curriculum and through pupils Personalised Learning Intention Targets All pupils are taught to recognise when they are at risk and how to get help when they need it. At Red Marsh School our key safety message is, "If you feel worried, scared or upset show or tell a trusted adult" All pupils are encouraged to show or tell at least one trusted adult at home or school if something they see or do online makes them feel scared, worried or upset. If possible, help your child to identify five trusted adults.

Roles & Responsibilities

Red Marsh 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:

ALL adults, including volunteers, working in or on behalf of the school will:

- Demonstrate an understanding that safeguarding is **everyone's responsibility**
- Maintain and demonstrate a mind set of **"it could happen here"**
- Consider whether there are wider environmental factors present in a child's life that are a threat to their safety and welfare. This is known as contextual safeguarding (WTSC 2018 & KCSIE 2020)



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- Do all they can, within the capacity of their role, to keep ensure that children are protected from harm
- 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 to the DSL. This will be done as soon as possible using the school's agreed format
- Report lower level concerns to the DSL using the school's agreed format
- Monitor all pupils, particularly those that are deemed vulnerable
- Report any concerns regarding adults conduct to the DSL or Headteacher

The Governing Body will:

- Ensure that the policies, procedures and training in Red Marsh 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 in cases where children go missing from education
- Appoint a DSL and deputy DSLs and ensure that they are provided with appropriate support, funding, 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 **Risk Management Toolkit** and **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 2020**
- Ensure that children are safe online by ensuring that appropriate filters and monitoring systems are in place
- Ensure that children are taught about safeguarding
- Prevent people who pose a risk of harm from working with children
- Ensure there are procedures in place to handle allegations against teachers, headteachers, volunteers and other 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 CLA and care leavers.
- Ensure that all staff are aware of safeguarding issues and vulnerabilities associated with CLA and care leavers
- Appoint an online safety lead.

The lead Designated Safeguarding Lead (DSL) will:

- take **lead responsibility** for safeguarding and child protection The designated safeguarding lead will delegate activities to the second DSL but will have the ultimate lead for safeguarding and child protection (KCSIE 2020 p18 para 61).

The DSLs will:

- manage referrals to Children's Social Care, Police and other agencies
- work with others in order to improve outcomes for children
- attend DSL training every 2 years

- undertake training including Prevent awareness training
- update their skills and knowledge on a regular basis, but at least annually
- raise awareness of safeguarding and child protection amongst all the staff and parents.
- Ensure that child protection information is transferred to the pupils new school.
- Be aware of pupils who have a social worker
- Help promote education outcomes by sharing the information about the welfare safeguarding and child protection issues with teachers and leadership 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 school's responsibilities regarding safeguarding and child protection
- maintain accurate safeguarding records that are stored securely
- be available during school hours
- arrange cover of DSL role for any out of hours/out of term activities
- represent school in multi-agency meetings, or liaise with the person delegated to attend the meeting.
- be provided with appropriate support and supervision in order to carry out the role safely and effectively

Training

Red Marsh School is committed to providing staff and volunteers with the skills and knowledge needed to safeguard children

Induction

Induction Training – this is mandatory and should include;

- the child protection policy;
- the behaviour policy;
- staff code of conduct;
- the safeguarding response to children who go missing from education;
- the role of the designated safeguarding lead and deputies (including the identity of the designated safeguarding lead and deputies). (see KCSIE 2020)
- ALL staff and volunteers will receive induction training delivered by a DSL the training will include the slide presentation from Andrew Hall Specialist Safeguarding Consultant. (induction) which includes Keeping Children Safe in Education (Part One and Annex A), Guidance for Safer Working Practice 2019, and the Whistleblowing Policy.
- Prevent training from: The Government (Gov.uk) online E-Learning training package.

Training and updates

- ALL staff and volunteers will receive Andrew Hall Specialist Safeguarding 'Keeping children safe' whole school safeguarding training or an update by an external safeguarding consultant at least annually
- the DSL/s will provide ALL staff, volunteers and governors with regular safeguarding updates
- ALL staff, volunteers and governors will read and show an understanding of any updates that are provided
- DSLs will attend DSL training every 2 years
- DSLs will update their knowledge, skills and understanding of relevant safeguarding issues on a regular basis
- the main 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 training on matters such as Child sexual exploitation, Prevent, Peer on Peer abuse, Online Safety etc as is deemed necessary by the DSLs
- Any staff member will discuss any specific training requirements or gaps in knowledge or understanding with the DSL/s



- All staff will receive regular safeguarding and Child Protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- ALL staff will have read and understood the Child Protection Policy
- All staff will have read and understood the Behaviour policy
- All staff will know the safeguarding response to children who go missing from Education
- All staff know policies relating to safeguarding are available on the schools V drive, all updates are shared with staff during staff briefings, safeguarding portfolio available for all staff in staff room.

Child Protection

Red Marsh School is committed to **PREVENTING** abuse, **PROTECTING** children from abuse and **SUPPORTING** those involved in cases of abuse. We therefore ensure that:

- 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 frequent regular updates
- 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.**
- 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, Honour Based Violence, 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

- DSLs keep up to date with emerging and specific safeguarding issues and update training and the School's Safeguarding Portfolio 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 using the school's agreed format
- ALL staff understand that if the DSL and deputy DSLs are not available and they feel a child is at risk of immediate harm they must refer to the Police or Children's Social Care.
- ALL staff and visitors know how to refer to Children's Social Care
- 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 **CSC Referral 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 the Safeguarding Partnerships 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 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 CPOMS 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. This may be different information for different staff
- 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
- Through social care and multi-agency teams specific programmes of work and support are offered to children and families who are vulnerable
- Personalised Behaviour Plans will be undertaken where a child's behaviour poses a risk to others, themselves or the environment. Additional risk assessments will be put in place for individual pupils who display significant and challenging behaviours.

Child in Need

Red Marsh 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 **CSC referral 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 will continue to offer Early Help, 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 contribute to Child in Need Meetings and Reviews. Where there is no CP concerns this role will be delegated to class teacher by the DSLs. The information will be shared through our on line reporting system CPOMPS.
- DSLs will meet regularly to ensure that decisions made about children who are subjects of CiN Plans are agreed and a clear rationale for the decision is documented on the schools
- Work with CSC to ensure an up to date copy of the child's CiN Plan is included in the child's individual online safeguarding file



Early Help

Red Marsh School is committed to providing our families with the right help at the right time. We therefore ensure that:

- ALL staff and volunteers can identify the risk factors that indicate a family or pupil may benefit from Early Help
- ALL staff and volunteers will use the school's agreed format for letting the DSL know about Early Help requirements
- At Red Marsh school Early Help is often provided by school through direct multi agency support for example with health and therapists or through direct referrals to agencies who can support a child or family for example therapy services, CAMHS, educational psychologist
- DSLs will if the above does not meet need undertake a CAF assessment, when appropriate, to identify what Early Help is required
- DSLs will signpost and refer to appropriate support agencies
- DSLs will lead on TAF meetings where it is appropriate for them to do so
- DSLs will refer to CSC where Early Help has not been successful in reducing risk and meeting unmet needs using **Lancashire Continuum of Need and Thresholds Guidance** and **CSC referral form**
- DSLs will utilise Wellbeing, Prevention and Early Help services by using **Request for Service form**
- DSLs and other identified staff will identify and work with any organisations that are relevant in meeting the needs of pupils 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

Specific Safeguarding

Red Marsh School is committed to keeping our children safe from specific forms of abuse and neglect KCSIE (2020) identify four types of abuse and neglect:

- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Neglect

See appendix 1 for the definitions, signs and symptoms for each type of abuse and neglect.

Our commitment to keeping our children safe includes assessing the risk and issues in the wider community to the wellbeing and safety of our pupils (contextualised safeguarding). We therefore ensure that: ALL staff and volunteers understand that there are specific and emerging ways in which children can be abused, such as:

Child Sexual Exploitation (CSE)

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Indicators of child sexual exploitation may include:

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicions of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

Potential vulnerabilities include:

Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.

- Having a prior experience of neglect, physical and/or sexual abuse;
- Lack of a safe/stable home environment, now or in the past (domestic abuse or parental substance misuse, mental health issues or criminality, for example);
- Recent bereavement or loss;
- Social isolation or social difficulties;
- Absence of a safe environment to explore sexuality;
- Economic vulnerability;
- Homelessness or insecure accommodation status;
- Connections with other children and young people who are being sexually exploited;
- Family members or other connections involved in adult sex work;
- Having a physical or learning disability;
- Being in care (particularly those in residential care and those with interrupted care histories); and
- Sexual identity.

More information can be found in:

Child sexual exploitation: Definition and a guide for practitioners (DfE 2017)

KCSIE (2020) page 84,

Child Criminal Exploitation (CCE)

The definition of Child Criminal Exploitation, which can be found on KCSIE (2020) page 83, is:

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any 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.



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The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

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:

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 form of "deal line".'

Exploitation is an integral part of the county lines 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 victims.

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.

See KCSIE (2020) page 85.

Domestic Abuse

The definition of Domestic 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.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. 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.

(See KCSIE (2020) page 86)

Female Genital Mutilation (FGM)

Is encompassed within the term Honour Based Abuse

- ALL staff and volunteers are aware of the "one chance rule" and will report all cases of suspected Honour Based Abuse 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 pupil may be at risk of FGM or when it may have been conducted on them
- DSL/Teachers must report to the police cases where they discover that an act of FGM, Forced Marriage or other HBV appears to have taken place
- There is a legal requirement on teachers and health care professionals to personally report to the police where they discover that FGM appears to have been carried out in a girl under 18. The duty does not apply in relation to at risk or suspected cases.

Risk factors for FGM include:

- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHE
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a woman

Symptoms of FGM

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM. Staff should not assume that FGM only happens outside the UK.

Indications that FGM may have already taken place may include:

- difficulty walking, sitting or standing and may even look uncomfortable.
- spending longer than normal in the bathroom or toilet due to difficulties urinating.
- spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- frequent urinary, menstrual or stomach problems.
- prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return
- reluctance to undergo normal medical examinations.
- confiding in a professional without being explicit about the problem due to embarrassment or fear.
- talking about pain or discomfort between her legs

Mental and Physical Health

All staff Red Marsh School are 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.

School staff are not expected or trained to diagnose mental health conditions or issues, but may notice behaviours that may be of concern.

Where staff have a mental health concern about a child that may also be a safeguarding concern, they should raise the issue by informing the designated safeguarding lead or a deputy.

Pupils who have a social worker

At Red Marsh School, we recognise that when a child has a social worker, it is an indicator that the child, either due to their disability or their home life, is more at risk than most pupils.

This may mean that they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health.

We take these needs into account when making plans to support pupils who have a social worker.



Honour Based Abuse (HBA)

'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. All forms of so called HBA are abuse, regardless of the motivation and should be handled and escalated as such.

Where staff are concerned that a child might be at risk of HBA, they must contact the Designated Safeguarding Lead as a matter of urgency.

Children Missing from Education

Knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about others safeguarding issues, including the criminal exploitation of children, undergoing female genital mutilation, forced marriage or travelling to conflict zones.

We monitor attendance carefully and address poor or irregular attendance without delay.

- The school **Attendance Policy** is up to date, reviewed annually and includes reference to CME
- 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

We will always follow up with parents/carers when pupils are not at school. This means we need to have a least two up to date contacts numbers for parents/carers. Parents should remember to update the school as soon as possible if the numbers change.

In response to the guidance in Keeping Children Safe in Education (2020) the school has:

1. Staff who understand what to do when children do not attend regularly
2. Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions).
3. Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.
4. Procedures to inform the local authority when we plan to take pupils off-roll when they:
 - a. leave school to be home educated
 - b. move away from the school's location
 - c. remain medically unfit beyond compulsory school age
 - d. are in custody for four months or more (and will not return to school afterwards); or
 - e. are permanently excluded

We will ensure that pupils who are expected to attend the school, but fail to take up the place will be referred to the local authority. When a pupil leaves the school, we will record the name of the pupil's new school.

Radicalisation – Prevent Duty

Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalized, they should discuss this with the Designated Safeguarding Lead.

The Designated Safeguarding Lead has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have.

We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.

Staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral.

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Recognising Extremism

Early indicators of radicalisation or extremism may 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

- ALL Staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral.
- 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

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.



Peer on Peer Abuse

Staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- gender-based violence
- sexting (also known as youth produced sexual imagery); and
- initiation-type violence and rituals.
- Abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”. Different gender issues can be prevalent when dealing with peer on peer abuse. This could for example include girls being sexually touched/assaulted or boys being subject to initiation-type violence.
- ALL staff and volunteers will inform the DSL of suspected peer abuse
- Peer on peer abuse will be taken as seriously as any other form of abuse
- At Red Marsh School we will support the victims of peer on peer abuse by individual and specialist support based upon need and decided upon by the DSL taking into account the wider context.
- Physical abuse between peers will be managed under the school's **Behaviour Policy**
- Emotional abuse between peers will be managed under the school's **Behaviour Policy**
- Harmful sexual behaviour will be identified and managed using the and with support and guidance from LCC Schools Safeguarding Officer
- Sexting will be managed on a case by case basis using national and local guidance and advice from LCC Schools Safeguarding Officer
- 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. Seek advice from LCC Schools Safeguarding Officer
- Referrals to Children's Social Care, Police and/or other appropriate agencies will be made where thresholds are met

Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the school
- indicates that other pupils may have been affected by this student
- indicates that young people outside the school may be affected by this student

At Red Marsh School we support the victim of peer on peer abuse by ensuring the identified victim has the opportunity to communicate their feelings and is safeguarded at all times from the abuser.

Sexting

In cases of 'sexting' we follow guidance given to schools and colleges by the UK Council for Child Internet Safety (UKCCIS) published in 2017: 'Sexting in schools and colleges, responding to incidents, and safeguarding young people'.

Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

School staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements.

On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

Voyeurism/Up skirting

The voyeurism (offences) act 2019 criminalise the act of 'up skirting' and therefore places a statutory duty on public authorities, including schools, to notify the crime. 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 or carrying out voyeurism.

some young people who are being sexually exploited do not exhibit any external signs of this abuse.

- The school curriculum (whereby Relationships Education Relationships and Sex Education (RSE) and Health Education /PSHE is delivered) will include relevant and differentiated 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

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.

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



Online Safety

Red Marsh school is committed to keeping pupils safe online. When children use the school's network to access the internet, they are protected from inappropriate content by our filtering and monitoring systems.

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 pupils safe when using the internet and mobile technology. This includes all devices and platforms that allow access to the 'Online World'.
- Online bullying by pupils, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our **Behaviour Policy**
- There is a clear and explicit procedure 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 pupil for a mobile device
- Pupils should not access the internet using their own devices, however in exceptional circumstances they may use their own device under supervision (See Online Safety Policy).

The use of reasonable force

At Red Marsh school we recognise that de-escalation techniques minimise the need to use reasonable force particularly with our pupils all of whom have SEND. All staff are supported to make reasonable judgements about when it may be appropriate to use physical contact with a child to protect them from injury.

Reporting Concerns

When adults in the school have a concern about a child or young person they should follow the agreed format for passing on all concerns , from an early help requirement or "niggle", to a disclosure of abuse

ALL staff use the agreed format for passing on all concerns

- 1. Concerns are immediately passed to one of the DSLs.**
- 2. The DSL asks the member of staff to record their concerns on CPOMS. CPOMS is a central secure repository which securely records all of the information on each child in one place.**
- 3. The name of the person reporting and the date reported must form part of each report. Concerns should be factual and evidence based.**
- 4. CPOMS alerts all DSLs in school immediately.**

- The DSL will when needed log an action.
- The DSL can when appropriate share information about actions taken when it is deemed appropriate and helps to further safeguard a pupil.
- DSLs will record all discussions, decisions and rationale behind decisions and sharing of information in the child's records
- DSLs will record evidence of child's wishes, where possible, professional challenge, offers of early help and multi-agency working

- when individual pupils are discussed in relation to safeguarding during staff meetings, such as supervision, staff updates or risk assessments etc. pupil information will be stored on the secure electronic system CPOMPS

Keeping Records

- DSLs will refer to **LCC Record Keeping Guidance** to assist them in creating and maintaining accurate safeguarding records
- all safeguarding records will be stored securely on our secure electronic system CPOMPS. Only DSLs have the password to access and have full access to safeguarding records
- a pupil'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 hand delivered to the DSL at the receiving school if it cannot be sent electronically. If this is not possible, the safeguarding file will be sent by recorded delivery
- 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 pupil 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
- advice will be sought from legal services and/or Schools Safeguarding Officer if any staff are unclear about any aspects of safeguarding record keeping

School also has a whole school data base which is also password protected, where DSLs can quickly see and review all the pupils in school the data base identifies the following for each pupil :

- i. Level on the Lancashire Continuum Of Need (CON)
- ii. Name of social worker
- iii. Level of CP concern.
- iv. Care status
- v. Level of attendance
- vi. Level of behaviour (linked to behaviour support plan)

Level of CP concern identified using the following key:

Green – no concern

Amber - welfare monitoring and support

Red – pupils' are cause for concern

Staffing

At Red Marsh School we recognise the possibility that adults working in the school may harm children, including governors, volunteers, supply teachers and agency staff. Any concerns about the conduct of other adults in the school should be taken to the headteacher without delay (or where that is not possible, to the Designated Safeguarding Leads); any concerns about the headteacher should go to the Chair of Governors who can be contacted by email, see page 20 of policy.

The guidance in KCSIE (Part Four) should be followed where it is alleged that anyone working in the school or college that provides education for children under 18 years of age, including supply teachers and volunteers 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 may 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



Safer Recruitment

Red Marsh school is committed to keeping pupils safe by ensuring that adults who work or volunteer in school are safe to do so. We therefore ensure that:

- **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
 - at least one governor and one staff member have attended Safer Recruitment Training in the last 5 years
 - there are at least 2 people on each selection panel and at least one person on every selection panel has attended Safer Recruitment Training
 - ALL staff will monitor the conduct of all adults who come into contact with children at school and report any concerns to the DSL, headteacher or Chair of Governors as appropriate
 - 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 the school
 - the SCR is stored securely and only accessed by designated staff and governors
 - DSLs/HT/Safeguarding/chair of Governor, should evidence regular oversight/scrutiny of the SCR using the **SCR Audit Sheet**
 - evidence of staff members identity, required qualifications and the right to work in the UK will be kept in individual personnel files
 - covering (umbrella) letters will be obtained from agencies and other employers that provide staff to work in school
 - individual identity checks will be undertaken on those staff detailed above to ensure they are employees of the named agency/employer
 - adults who are involved in the management or provision of child care of children in Early Years, or in out of school provision for children up to 8 years old, will make a declaration that they are not disqualified under the Child Care Act 2006. As all staff in our school at times have contact with pupils up to 8 years old, all staff must self –declare they are not disqualified.
 - Staff are reminded that their relationship and associations in school and at home (inc online) may have an implication for the safeguarding of pupils. If there is a change to personal circumstances effecting the above they must tell school.
 - this declaration will be renewed annually and evidenced using an updated **LCC Declaration Form**. This form will be retained and stored securely
 - when an issue is declared, advice will be sought from Ofsted about the need to apply for a waiver. If a waiver is necessary, a risk assessment will be carried out and proportionate measures put in place until a waiver has been issued or matters resolved otherwise disqualification@ofsted.gov.uk
 - advice will be sought from Human Resources, LADO and/or Schools Safeguarding Officer if any staff are unclear about any aspects of Safer Recruitment
- External Agencies Using School Premises**
- where other agencies/organisations use school premises and are not operating under school's safeguarding policies and procedures they will have signed a letting agreement that includes an agreement to a transfer of control regarding safeguarding responsibilities.

Allegations of abuse

Red Marsh School understands that when an allegation is made against a member of staff, set procedures must be followed. We therefore ensure that:

- all staff are aware of the requirement to, and process of referring allegations against staff to the headteacher – see Whistleblowing Policy
- all staff are aware of the requirement to, and process of referring allegations against the headteacher to the nominated Governor: Pat Naylor, see Whistleblowing policy.
- The headteacher and/or Chair of Governors will discuss the allegation with the Local Authority Designated Officer (LADO)
- Safeguarding Partnerships procedures for dealing with allegations against staff will be followed http://panlancashirescb.proceduresonline.com/chapters/p_allegations.html
- All staff remember that the welfare of the child is paramount and that they have a duty to inform the DSL if any adult's conduct gives cause for concern
- All concerns of poor practice or possible child abuse by colleagues should be reported to the headteacher.
- Complaints about the headteacher should be reported to the Chair of Governors: Pat Naylor
- All staff are aware of the school's **Whistleblowing Policy** which enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.

Visitors

Red Marsh school is committed to keeping pupils safe by ensuring that visitors to school do not pose a risk to children at our school. We therefore ensure that:

- All visitors to school sign in using electronic sign in procedures and must wear identification sticker or company ID badges 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 aware of who to speak to if they are worried about a child during their visit
- visitors are accompanied during their visit, when children are present, unless they have undergone relevant checks and these are accepted and verified by DSL 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 pupils 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, prior to the visit

Cameras, Mobile Phones and Devices

Red Marsh school is committed to keeping pupils safe by ensuring that electronic devices such as cameras, phones and tablets are used in an appropriate manner. School will therefore ensure that:

- parental consent is obtained to take and use photographs and/or videos of children
- 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, however at Red Marsh School this is done annually.
- images will be uploaded from portable devices and stored on password protected school computers 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 cameras memory



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- 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 MUST not mobile phones or portable devices in toilet or changing areas.
- **The Code of Conduct** and/or **Acceptable Users Policy** will outline when and where staff, volunteers and visitors can use their mobile phones.
- At Red Marsh school it is recognised there are certain circumstances when staff need access to a phone for the safety of the pupils. These are educational visits off site or curriculum visits including work experience and college opportunities, when a phone may be required to contact another member of staff or the emergency services. Staff must declare to the DSL they have their phone and all numbers MUST BE recorded on the curriculum link sheet prior to leaving the school building.
- 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
- Pupils' use of mobile phones and other devices will be managed under the school's **Online Safety Policy all pupil phones will be stored in the main school office.**
- DFE Advice; **Searching, Screening and Confiscation** is followed where there is a need to search a pupil for a mobile device
- **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
- **Keeping children safe in education 2020:** This contains information on what schools and colleges **should** do and sets out the legal duties with which schools **must** comply

Data Protection Act

The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

Whistle Blowing Policy

Where there are concerns about the way that safeguarding is carried out in the school, staff should refer to the Whistle-blowing Policy.

A whistleblowing disclosure must be about something that affects the general public such as:

- a criminal offence has been committed, is being committed or is likely to be committed
- an legal obligation has been breached
- there has been a miscarriage of justice
- the health or safety of any individual has been endangered
- the environment has been damaged
- information about any of the above has been concealed.

The NSPCC runs a whistleblowing helpline on behalf of the government, the number is 0808 800 5000

Statutory Guidance

The policy has been produced taking into account the following statutory guidance

- [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.
- Section 157 of the same act and the Education (Independent Schools Standards) (England) Regulations 2003 require proprietors of independent schools (including academies and city technology colleges) to have arrangements to safeguard and promote the welfare of children who are pupils at the school.
- [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 non provision academies
- [Keeping Children Safe in Education 2020](#): Statutory guidance for schools and colleges 2020 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](#)

Review Dates

Policy adopted by the Governing Body on:

Autumn 2019

Policy reviewed

Policy reviewed September 2020 (KCSIE 2020)

Policy to be adopted by governing body Autumn 2020

| | | |
|---|---|--|
| Key Personnel and Training Details | Designated Safeguarding Lead (DSL) | Catherine Dellow head@redmarsh.lancs.sch.uk |
| | <i>Date DSL Training Attended</i> | 02nd December 2019 |
| | Back-up DSL(s) | Jenny Slater j.slater@redmarsh.lancs.sch.uk |
| | <i>Date DSL Training Attended</i> | 28th September 2020 |
| | | Sarah Holyhead s.buschini@redmarsh.lancs.sch.uk |
| | <i>Date DSL Training Attended</i> | 02nd December 2019 |
| | Prevent / Encompass Lead | Jenny Slater |



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| | |
|---|--|
| Back-up Prevent / Encompass Lead | <i>Catherine Dellow</i> |
| <i>Date Prevent/WRAP training attended</i> | <i>September 2016</i> |
| Headteacher – Designated Senior Lead | <i>Catherine Dellow</i> |
| <i>Date safeguarding training attended (state type of training)</i> | <p><i>August 2018 National College Webinar Understanding the DfE KCSiE statutory safeguarding guidance changes</i></p> <p><i>12/19 November 2018 Safeguarding and Child Protection Phil Threlfall Safeguarding Ltd</i></p> <p><i>August 2019 National College webinar Understanding the DfE KCSiE 2019 statutory safeguarding guidance changes</i></p> <p><i>02nd December 2019 DSL refresher training</i></p> <p><i>August 2020 NSPCC Child Protection in Schools</i></p> |
| Deputy Head Teacher – Designated Senior Lead | <i>Jenny Slater</i> |
| <i>Date safeguarding training attended (state type of training)</i> | <p><i>September 2016 PREVENT Training</i></p> <p><i>20th April 2018 DSL training</i></p> <p><i>12/19 November 2018 Safeguarding and Child Protection Phil Threlfall Safeguarding Ltd</i></p> <p><i>31 January 2019 Operation and Compass Training</i></p> <p><i>August 2019 National College webinar Understanding the DfE KCSiE 2019 statutory safeguarding guidance changes</i></p> <p><i>August 2020 NSPCC Child Protection in Schools</i></p> <p><i>28th September 2020 DSL refresher training</i></p> |
| Family Support Worker - Designate Senior Lead | <i>Sarah Holyhead</i> |
| <i>Date safeguarding training attended (state type of training)</i> | <p><i>02nd December 2019 DSL refresher training</i></p> <p><i>January 2020 - Risk Sensible Training</i></p> <p><i>September 2020 NSPCC Child Protection in Schools</i></p> |
| Safeguarding Governor | <i>Pat Naylor</i> |

| | | |
|------------------------|---|---|
| | | <i>naylorstevepat@gmail.com</i> |
| | <i>Date safeguarding training attended (state type of training)</i> | <i>LSCB Safeguarding Level 2 July 2018</i> <i>PREVENT HM Government August 2018</i> <i>Safeguarding and Child Protection 19 November 2018</i> <i>Phil Threlfall Safeguarding Ltd</i> <i>LSCB Safeguarding Level 2 June 2019</i> <i>LSCB Safeguarding Level 2 29 September 2020</i> |
| Useful Contacts | LCC Schools Safeguarding Officer | Victoria Wallace 01772 531196 school.safeguarding@lancashire.gov.uk |
| | Local Authority Designated Officer (LADO) | Tim Booth 01772 536694 tim.booth@lancashire.gov.uk |
| | Education Early Support Co-ordinators | Jenny Ashton 01772 531643 jennifer.ashton@lancashire.gov.uk Matt Chipchase 01254 220989 matt.chipchase@lancashire.gov.uk |
| | Lancashire Children's Social Care | 0300 1236720 cypreferrals@lancashire.gov.uk |
| | Whistleblowing | 01772 532500 WhistleblowingComplaints@lancashire.gov.uk |



Appendix 1

Signs and Symptoms of Abuse and Neglect

(Keeping Children Safe in Education (September 2020))

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 (see paragraph 29 KCSE part 1).

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.



FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD



