



# SAFEGUARDING and CHILD PROTECTION POLICY

Adopted by :

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## **Safeguarding and Child Protection Policy**

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## 1. Scope

Safeguarding and promoting the welfare of children is everybody's responsibility.

This policy is one of a series in the school's integrated safeguarding portfolio. We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued.

Safeguarding and promoting the welfare of children refers to the process of **protecting children from maltreatment, preventing the impairment of children's mental health and physical health 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**<sup>1</sup>:

- The school's responsibility to safeguard and promote the welfare of children is of paramount importance and everyone's responsibility
- Safer children make more successful learners
- Representatives of the whole-school community of pupils, parents, staff and governors will be involved in policy development and review
- Policies will be reviewed at least annually
- We endeavour to provide a safe and welcoming environment where children are respected and valued.

**Prevention and early support:** St Aidan's Primary School – A Church of England Academy is committed to early help and identification of unmet needs and vulnerabilities. The school works in partnership with other agencies to promote the welfare of pupils and keep children safe. We recognise that effective safeguarding systems are those which:

- Put the child's needs first;
- Provide children with a voice;
- Promote identification of early help;
- Encourage multi-agency working and sharing of information.

Early support and intervention to address unmet needs can be either single agency (such as within school) or multi-agency as part of the Child and Family (CAF) assessment and plan. All staff who are in positions to assess a child's needs should be aware of the CAF process and how to support a child/family using this process. They should also be aware of and undertake the role of Lead Professional appropriately.

Our overall response will be in accordance with Working Well with Children and Families in Lancashire, which sets out the principles by which practitioners in Blackburn with Darwen, Blackpool and Lancashire will work with children and families. It includes levels of need which assist all those whose work brings them into contact with children, young people and their families (including the unborn child) to identify the level of help and protection required to ensure children grow up in circumstances that achieve their best outcomes. (see Appendix A).

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<sup>1</sup> Working Together to Safeguard Children 2018 & Keeping Children Safe in Education 2019

## Child Protection

Where it is believed that a child is at risk of or is suffering significant harm, the school will follow the procedures set out by our local Safeguarding Children Partnership arrangements as identified on Page 9 of this policy.

[https://panlancashireshcb.proceduresonline.com/chapters/contents.html#ind\\_cases](https://panlancashireshcb.proceduresonline.com/chapters/contents.html#ind_cases)

The aims of this policy are:

- To provide all staff with the necessary information to enable them to meet their child protection responsibilities
- To ensure consistent good practice
- To demonstrate the school's commitment with regard to child protection to pupils, parents and other partners
- To contribute to the school's safeguarding portfolio.

**Protection:** All staff and volunteers are trained to recognise and respond to child protection issues such as abuse and neglect. All staff and volunteers are expected to be vigilant and must act quickly when they suspect a child is suffering, or is likely to suffer harm.

**Staff** refers to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity.

**Child** refers to all young people who have not yet reached their 18th birthday.

**Parent/Carer** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents or legal guardian.

**Vulnerable Adults:** adults who are parents or carers and who have care and support needs may also be at risk of abuse and neglect and school will ensure they follow procedures outlined by the Local Safeguarding Adult Board [www.lsab.org.uk](http://www.lsab.org.uk) and seek advice from the Adult Safeguarding Team on 01254 585949.

## 2. Children who may be particularly vulnerable

It is vital that children receive the right help and support at the right time to address unmet needs and identify risks to prevent issues from escalating.

To ensure that all of our pupils receive equal protection, we will give special consideration to children who are:

- Disabled and have special educational needs;
- Have special educational needs (with or without a Health Care Plan)
- Young carers
- Affected by adverse childhood experiences (such as multiple types of abuse; neglect; violence between parents or caregivers; other kinds of serious household dysfunction such as alcohol and substance abuse, parental incarceration, parental

mental health; parental separation or bereavement; and peer community and collective violence)

- Asylum seekers;
- Regularly absent from school;
- Attending alternative provision or subject to a managed move;
- Living away from home (frequent movers);
- Vulnerable to being bullied/peer abuse, or engaging in bullying/peer abuse;
- Living in temporary accommodation;
- Living a transient lifestyle;
- Living in chaotic and unsupportive home situations;
- Vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality;
- Involved directly or indirectly in sexual and/or criminal exploitation or child trafficking;
- Speakers of another first language;
- Subject to a Child Protection Plan;
- Exhibiting any changing behaviours or risk taking behaviours that cause concerns;
- Children In Our Care/Care-experienced;
- Privately fostered.

See also section on ‘**Specific Safeguarding Circumstances page 12**’

### **3. Our School Commitment**

St Aidan’s Primary School – A Church of England Academy is committed to providing a safe, caring and welcoming environment where every child is able to reach their full potential free from harm, abuse and discrimination. All staff and volunteers are expected to discharge their safeguarding responsibilities effectively and recognise 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, to thrive.

#### **Our school will therefore:**

- a) Establish and maintain an ethos where children feel safe, secure, valued and respected and feel confident and are encouraged to talk, believing they will be effectively listened to.
- b) Ensure that children know that there are adults in the school who they can approach if they are worried or are in difficulty.
- c) Ensure that when the school gates are open that both entrances from the yard are manned by members of staff.
- d) Provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support for those children.
- e) Include in the curriculum activities and opportunities for PSHE which equip children with the skills they need to stay safe and / or communicate their fears or concerns about abuse.
- f) Include in the curriculum material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to promoting British values, childcare and parenting skills.
- g) Ensure that every effort will be made to establish effective working relationships with parents.
- h) Liaise with colleagues from other agencies.

- i) Ensure that all staff working within our school who have access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check (according to guidance)<sup>2</sup>, and a single central record is kept for audit.
- j) Ensure that all visitors to school are asked for identification and to sign in. Visitors will be asked to wait in the main reception area to be met by the relevant member of staff before being escorted into the main part of the school.
- k) Ensure that parents, family members or friends of children enter school through the main entrance only.
- l) Ensure that any photographs taken of children are not taken using mobile phones or adults personal equipment.
- m) Ensure that should a member of staff find any mobile technology with pictures of children on it within school premises will contact the police immediately.

## **Roles and Responsibilities**

### **All staff (including governors):**

- Will have children’s safeguarding training appropriate to their role and responsibility which is regularly updated. In addition, all staff members should receive at least annual updates which can be in the form of emails, bulletins, staff meetings/discussion and supervision;
- Should be aware of the signs of abuse and neglect;
- Should be aware of how to respond to specific safeguarding concerns as outlined in this policy;
- Have a responsibility to identify those children who may require early intervention support and what action to take to ensure they are supported appropriately;
- Have a responsibility to identify and respond to a child who is or likely to suffer significant harm and what action they must take, appropriate to their role;
- Must be aware of the importance of multi-agency partnership working and information sharing processes;
- Who work directly with children and can contribute to early support and safeguarding assessments must be aware of the risk sensible approach to safeguarding adopted in Blackburn with Darwen (BwD);
- Have a responsibility to provide a safe environment in which children can learn;
- Act in accordance with local safeguarding arrangements and participate directly or through local education partnerships, in local safeguarding arrangements.

### **The governing body will ensure that:**

- The school complies with their duties under legislation;
- All staff undergo safeguarding training (including online safety) on induction and that annual updates on the training are provided;
- All school leaders and staff working directly with children read Part One of ‘Keeping children safe in education’ 2020
- This safeguarding and child protection policy is consistent with local safeguarding partnership arrangements, reviewed and updated annually and made available publicly (available on the school website);

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<sup>2</sup> (refer to DBS policy)

- Safeguarding training commissioned and/or delivered internally is in line with advice from the Department for Education;
- There are procedures for dealing with allegations of abuse made against members of staff including allegations made against the Head Teacher and a nominated person identified to liaise with the BwD Local Area Designated Officer (LADO);
- Policies adopted are disseminated, followed and understood by all staff;
- They appoint a member of staff from the senior leadership team to the role of Designated Safeguarding Lead (DSL);
- Children are taught about safeguarding (including online, relationships etc.) through teaching and learning opportunities, as part of providing a broad and balanced curriculum;
- There are written recruitment and selection procedures that include the requirement for appropriate pre-employment checks and at least one person on any appointment panel has undertaken safer recruitment training;
- The procedure is in place to handle allegations of abuse of children against other children (see page 17);
- There are appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in the future
- The child's wishes and feelings are taken into account when determining what action to take and what services to provide to protect individual children through ensuring there are systems in place for children to express their views and give feedback;
- They recognise the importance of information sharing between professionals and the local authority;
- They appoint a designated teacher to promote the educational achievement of children who are looked after and this person has appropriate training; and
- Ensure the school **Online Safety** policy addresses the safety of children in accessing inappropriate material when accessing the internet and that appropriate filtering and monitoring systems are in place.

### **The Designated Safeguarding Lead (DSL):**

The Designated Safeguarding Lead will take lead responsibility for safeguarding and child protection (including Online Safety) and will ensure detailed, accurate and secure written records of concerns and referrals are kept.

The school will appoint one (or more) Deputy Designated Safeguarding Leads trained to the same level as the DSL, who will undertake those functions of the DSL in their absence.

The DSL or Deputy will always be available during school hours to discuss safeguarding concerns.

### **As set out in Annex B: Keeping children safe in education 2021**

A deputy lead will be identified who can undertake those functions in the absence of the DSL.

### ***Managing referrals:***

The responsibilities of the DSL include:

- Refer cases of suspected abuse to the Children Advice & Duty Service (CADS) as required,
- Provide support to staff who make referrals to CADS
- Refer cases to the Channel Panel where there is a radicalisation concern as required;
- Provide support to staff who make referrals to the Channel panel;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service (DBS)
- Refer cases whereby a crime may have been committed to the police as required.
- Refer mental health concerns to appropriate services when required.

### ***Working with others***

The DSL is expected to:

- Act as a source of support, advice and expertise for all staff;
- Act as a point of contact with the safeguarding partners;
- Liaise with the head teacher to inform them of issues or ongoing enquires under section 47 of the Children Act 1989 and police investigations;
- As required liaise with the Local Authority Designated Officer (LADO) for all cases involving a staff member;
- Liaise with staff on matters of safety and safeguarding when deciding whether to refer by liaising with relevant agencies;
- Liaise with the senior mental health lead where safeguarding concerns are linked to mental health
- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances; and
- Work with the headteacher and relevant strategic leads by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, including:
  - ensuring that the school knows which children have, or have had, a social worker
  - supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have, or have had a social worker reach their potential, even when statutory social care intervention has ended

### ***Training:***

The DSL (and deputies) will undergo safeguarding training that provides them with the knowledge and skills to carry out the role. The training will be updated every 2 years. They will also undertake Prevent awareness training at the level agreed by the BwD Prevent Coordinator.

In addition, DSLs skills and knowledge will be refreshed at regular intervals but at least **annually** and this may involve e-bulletins, meeting other DSLs or simply taking the time to read and digest safeguarding materials. Training and briefings will also improve the DSL's (and whole school's) awareness of local needs, risks, challenges and emerging threat issues in relation to safeguarding in the local area.

The DSL (and deputies) will:



- Understand the assessment process for providing early help and intervention, for example through the Child and Family (CAF) process;
- Have a working knowledge of how BwD Children's Social Care conduct child in need, child protection case conferences, child protection review conferences, core groups and looked after children reviews and be able to attend and contribute to these effectively when required to do so;
- Ensure members of staff has access to and understand the school's child protection policy and procedures, behaviour policy, Online Safety Policy, management of children missing education and staff code of conduct policy, especially new and part time staff;
- Ensure members of staff have the relevant safeguarding competencies so that they can identify, share information, respond and work together in safeguarding incidents;
- Be alert to the specific needs of children in need, children with special educational needs and young carers;
- Be able to keep detailed, accurate, secure records of concerns and referrals;
- Understand and support the school with regards to the requirement of the Prevent duty and able to provide advice to school staff;
- Recognise the additional risks that children with Special Educational Needs and disabilities (SEND) face online including bullying/peer abuse, grooming and radicalisation and support SEND children to stay safe online;
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

### ***Raising Awareness:***

The DSL will:

- Ensure the school or college's policies are known and used appropriately;
- Ensure this policy is reviewed annually, procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- Ensure the child protection policy is available publicly and parents/carers are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this;
- Link with the local children's safeguarding partnership arrangements to make sure staff are aware of training opportunities and the latest local policies on safeguarding;
- Be familiar with the Pan-Lancashire Children's Safeguarding Assurance Partnership arrangements (which replace the former LSCBs);
- Link with the local safeguarding partnership arrangements to ensure the voice of the school's staff and the needs of the school pupils are reflected in the local safeguarding arrangements and priorities; and
- Where children leave school ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained (see also Section 9).
- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school and college leadership staff; and

- Understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

### 3. Recognising and Responding to Safeguarding Concerns

All staff are advised to maintain an attitude of ‘it could happen here’ where safeguarding is concerned and should be aware of the signs of abuse and neglect and if they are unsure they should speak to the DSL. For advice and support, staff and the DSL can contact the Children Advice & Duty Service (CADS) 01254 666400.

The Department for Education ‘What to do if you are worried a child is being abused - Advice for practitioners’ is a booklet that helps staff to identify child abuse and neglect and take appropriate action in response. All staff can access this on the following web address:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/419604/What to do if you re worried a child is being abused.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf)

All staff should be able to identify actions required when they have a safeguarding concern. Page 22 of **Keeping Children Safe in Education 2021** provides a detailed flowchart ‘**Actions where there are concerns about a child**’ which will be made visible to all staff. (See My Concern)

The following flowchart will be visible for staff to be able to identify actions required when they have a safeguarding concern: Action when a child has suffered or is likely to suffer harm

<http://www.lscb.org.uk/diagram-action-when-a-child-has-suffered-or-is-likely-to-suffer-harm/>

#### Child in Need (CIN)

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

- The child is unlikely to achieve or maintain, or to have the opportunity to achieve or maintain, a reasonable standard of health or development, without the provision of services by a local authority;
- The child’s health or development is likely to be impaired, or further impaired, without the provision of such services;
- The child is disabled.

Referral to Children’s Services is via the Children Advice & Duty Service (CADS) (see the next section)

#### Child in Need of Protection

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

- Is the subject of an Emergency Protection Order;
- Is in Police Protection; or where they have
- Reasonable cause to suspect that a child is suffering or is likely to suffer significant harm

A professional making a child protection referral under s.47 must provide information that highlights what the child's unmet needs (underlying risk factors) are as well as high risk indicators that potentially identify the child may be suffering or likely to suffer significant harm.

The underlying risk factors and high risk indicators are identified on:

[http://panlancashirescb.proceduresonline.com/chapters/p\\_referral\\_social\\_care.html](http://panlancashirescb.proceduresonline.com/chapters/p_referral_social_care.html)

### **Referral to children's social care**

- **Telephone Blackburn with Darwen Borough Council's Children Advice & Duty Service (CADS) 01254 666400**

To ensure that our pupils are protected from harm & maltreatment, we need to understand what types of behaviour constitute abuse and neglect. There are four categories of abuse: physical, emotional, sexual and neglect:

#### **Physical abuse**

Physical abuse is 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**

Emotional Abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. 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 participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), 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, though it may occur alone.

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.

### **Neglect**

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- a. Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- b. Protect a child from physical and emotional harm or danger
- c. Ensure adequate supervision (including the use of inadequate caregivers)
- d. Ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

(The above definitions are taken from **Working Together to Safeguard Children 2018**).

### **Also see Specific Safeguarding Circumstances on page 14**

If, at any point, there is a risk of immediate serious harm to a child a referral should be made to CADS immediately. Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration.

### **Key points for staff to remember for taking action are:**

- In an emergency take the action necessary to help and protect the child, for example, call 999;
- Report your concern to the DSL as soon as possible;
- Do not start your own investigation;
- Share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family;
- Complete a record of concern;
- Seek support for yourself if you are distressed.

### **If a pupil discloses to you**

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault; or they may be worried about their own actions (e.g. using social media whilst under 13 years old).

If a pupil talks to a member of staff about any risks to their safety or wellbeing, the staff member will need to let the pupil know that they must pass the information on. The point at

which they tell the pupil this is a matter for professional judgement. If they highlight this immediately the pupil may think that they do not want to listen, if left until the very end of the conversation, the pupil may feel that they have been misled into revealing more than they would have otherwise.

**During their conversations with the pupils, staff will:**

- Allow them to speak freely;
- Endeavour to utilise a neutral translator if necessary;
- Remain calm and collected – the pupil may stop talking if they feel they are upsetting their listener;
- Give reassuring nods or words of comfort – ‘I’m so sorry this has happened’, ‘I want to help’, ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’;
- Not be afraid of silences – staff must remember how hard this must be for the pupil;
- Under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the pupil’s mother think about all this;
- Tell the pupil that in order to help them, the member of staff must pass the information on;
- Not automatically offer any physical touch as comfort. It may be anything but comfort to a child who has been abused;
- Avoid admonishing the child for not disclosing earlier. Saying things such as ‘I do wish you had told me about this when it started’ or ‘I can’t believe what I’m hearing’ may be interpreted by the child to mean that they have done something wrong;
- Tell the pupil what will happen next. The pupil may agree to go to see the designated safeguarding lead. Otherwise it is the duty of the member of staff to inform the DSL of what has been discussed. If the pupil does agree to go and see the designated safeguarding lead, the staff member should inform the DSL that the child will be coming to see them at some point;
- Report verbally to the DSL even if the child has promised to do it by themselves;
- Write up their conversation as soon as possible on the record of concern form and hand it to the DSL;
- Seek support if they feel distressed.

**Notifying parents**

The school will normally seek to discuss any concerns about a pupil with their parents (if safe to do so). This must be handled sensitively and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure.

However, if the school/DSL believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children’s social care (particularly if the disclosure is sexual abuse, forced marriage, under Prevent Duty, Female Genital Mutilation or Fabricated and Induced Illness (FII)).

## **4. Specific Safeguarding Circumstances**

Annex B of 'Keeping children safe in education 2021' provides additional information about specific forms of abuse and safeguarding issues. All school staff who work directly with our children will read this and if they have concerns about a child's welfare speak to the DSL (or deputy) immediately.

In addition to the guidance above, school will ensure that the following safeguarding partnership arrangements are followed on the specific areas of concern using the following links (and additional information where provided):

### **Children in the Court system**

KCSIE 2021 talks about children in the court system as those who are required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed.

However the link below is to advise about children who are themselves the criminal.

[http://panlancashirescb.proceduresonline.com/chapters/p\\_sg\\_youth\\_justice\\_sys.html?zoom\\_highlight=chidlren+in+the+court+system](http://panlancashirescb.proceduresonline.com/chapters/p_sg_youth_justice_sys.html?zoom_highlight=chidlren+in+the+court+system)

### **Children missing education**

The following link provides both the procedure and forms for school to follow:

[https://panlancashirescb.proceduresonline.com/chapters/p\\_children\\_missing.html](https://panlancashirescb.proceduresonline.com/chapters/p_children_missing.html)

<http://www.lscb.org.uk/new-cme-form/>

### **Children with family members in prison**

[https://panlancashirescb.proceduresonline.com/chapters/p\\_visit\\_prison.html](https://panlancashirescb.proceduresonline.com/chapters/p_visit_prison.html)

### **Child Sexual Exploitation (CSE) & Child Criminal Exploitation (CCE)**

CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child 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. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).

Link to Pan Lancashire CSE Standard Operating Protocol which includes further guidance that school will follow if CSE is recognised:

[http://panlancashirescb.proceduresonline.com/chapters/p\\_child\\_sex\\_exp.html](http://panlancashirescb.proceduresonline.com/chapters/p_child_sex_exp.html)

**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. 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.**

## **County Lines**

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of “deal line”. This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools

<https://www.gov.uk/government/collections/county-lines-criminal-exploitation-of-children-and-vulnerable-adults>

Pan-Lancashire guidance on CCE & County Lines can be accessed at:

[https://panlancashirescb.proceduresonline.com/chapters/p\\_gang\\_activity.html](https://panlancashirescb.proceduresonline.com/chapters/p_gang_activity.html)

## **Domestic Abuse**

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. Experiencing domestic abuse and/or violence can have a serious, and 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.

[http://panlancashirescb.proceduresonline.com/chapters/p\\_domestic\\_violence\\_abuse.html?zoom\\_highlight=domestici+abuse](http://panlancashirescb.proceduresonline.com/chapters/p_domestic_violence_abuse.html?zoom_highlight=domestici+abuse)

## ***Operation Encompass***

Operation Encompass is a police and education early intervention safeguarding partnership which ensures that a child's school is informed, prior to the start of the next school day, that there has been an incident of domestic abuse to which the child or young person has been exposed, and which might then have an impact on them in school the following day.

Each school in Blackburn with Darwen is informed of all domestic abuse incidents, not just those where an offence can be identified or those which are graded as high risk. The partnership recognises that all incidents of domestic abuse can be harmful to children and young people.

Operation Encompass notifications should be transferred onto the schools preferred recording system with actions linked to the notification. This will help clearly identify any assessment, support and any actions taken that are linked to the notification.

A nominated member of staff, known as a Key Adult, has been trained to liaise with the police. They will be able to use information that has been shared with them, in confidence, to ensure that the school makes provision for possible difficulties experienced by children or their families.

Staff should conduct an individual assessment of the child's needs, and decide on any school routine modifications that need to be made, for instance, allowing the child time out, additional time to complete homework, discreetly providing the child with access to washing facilities, food and clothing (if available). They should record a brief summary of their assessment, and any support actions taken that directly relate to it.

If school staff have additional concerns around the child's safety and wellbeing due to being aware of previously unknown information, they should make a CP referral following existing referral procedures, even if they are aware of one having been done by the Police and Operation Encompass officers. They may possess unique information that they can share, that will more fully inform the picture of risk to a child or victim adult.

Schools will be on occasion be asked to provide the Local Authority, Safeguarding Partnership or the Domestic Abuse Strategic Board information in relation to analysis/audit of Operation Encompass notifications.

### **Homelessness**

[https://panlancashirescb.proceduresonline.com/chapters/p\\_child\\_living\\_away.html](https://panlancashirescb.proceduresonline.com/chapters/p_child_living_away.html)

### **Honour Based Abuse**

Honour based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators.

[http://panlancashirescb.proceduresonline.com/chapters/p\\_honour\\_abuse.html?zoom\\_high\\_light=honour+based+abuse](http://panlancashirescb.proceduresonline.com/chapters/p_honour_abuse.html?zoom_high_light=honour+based+abuse)



## Mental Health

All staff should 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.

Staff should be able to spot signs that a child is struggling with their mental health and refer these to the DSL.

<https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges>

## Preventing Radicalisation

All schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act of 2015, to have 'due regard to the need to prevent people from being drawn into terrorism', known as the 'Prevent Duty'.

[http://panlancashirescb.proceduresonline.com/chapters/p\\_radicalisation.html](http://panlancashirescb.proceduresonline.com/chapters/p_radicalisation.html)

## Peer abuse and sexual violence and harassment between children

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;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Staff should understand what sexual violence and harassment constitutes in line with the comprehensive guidance provided in Part 5 of **Keeping Children Safe in Education 2021**. In addition staff should be familiar with the DfE departmental advice: **Sexual Violence and sexual Harassment Between Children in Schools and Colleges** which contains further detailed information and the Pan-Lancashire procedures on Peer Abuse.

## DfE: Sexual Violence and Sexual Harassment Between Children in Schools and Colleges

<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>  
[http://panlancashirescb.proceduresonline.com/chapters/p\\_peer\\_abuse.html](http://panlancashirescb.proceduresonline.com/chapters/p_peer_abuse.html)

***Voyeurism (offences) Act 2019:*** This act criminalises the act of 'up skirting' in which the Crown Prosecution Services defines 'up skirting' as a colloquial term referring to the action of placing equipment such as a camera or mobile phone beneath a person's clothing to take a voyeuristic photograph without their permission. It is not only confined to victims wearing skirts or dresses and equally applies when during the wearing of kilts, cassocks shorts or trousers.

### **Female Genital Mutilation (FGM)**

Female Genital Mutilation (FGM) is encompassed within a range of crimes of so called 'honour based abuse'. There is a statutory duty upon teachers that they must report to the police cases where they discover that an act of FGM appears to have been carried out.

**The duty above does not apply** in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff must inform the DSL if they have any concerns that a pupil may be having FGM surgery in the future in the UK but also abroad. Staff should not examine pupils.

[http://panlancashirescb.proceduresonline.com/chapters/p\\_female\\_mutilation.html](http://panlancashirescb.proceduresonline.com/chapters/p_female_mutilation.html)

Warning signs for FGM can be found in the HM Government Multi-Agency Practice Guidance (link below), and pages 61 - 63 focuses on the role of schools and colleges. Pages 42 - 43 gives guidance on the warning signs that FGM may be about to take place or has already taken place.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/800306/6-1914-HO-Multi\\_Agency\\_Statutory\\_Guidance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/800306/6-1914-HO-Multi_Agency_Statutory_Guidance.pdf)

### **Forced Marriage**

A 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 and will follow local procedure.

[http://panlancashirescb.proceduresonline.com/chapters/p\\_forced\\_marriage.html](http://panlancashirescb.proceduresonline.com/chapters/p_forced_marriage.html)

### **Online Safety**

**St Aidan's Primary School is committed to keeping pupils safe online and understand that Online Safety is a safeguarding issue with a wide variety of continually developing risk areas. We therefore ensure that:**

- ALL staff and volunteers understand that children can be harmed online including through hurtful and abusive messages, online bullying, enticing children to engage in age-inappropriate conversations, grooming, sharing and/or production of indecent

images, false news/disinformation, viral scare stories/online challenges or encouraging risk taking behaviours.

- Pupils/students will receive regular and up-to-date education about online risks and how to stay safe online.
- All staff and volunteers will receive regular online safety training, including new and emerging risk areas.

The school's **Online Safety Policy (located on the School Website)** details how we will keep pupils safe when using the online environment. The policy is reviewed annually to ensure developments in technology are reflected and address the potential risks these developments may bring.

The governing body will carry out an annual appraisal of school's online safety using the Pan Lancashire guidance tool/and/ or SWGfL Online Safety Policy; Online Safety Governance Checklist available on:

<http://www.lancshiresafeguarding.org.uk/online-safeguarding/schools-the-childrens-workforce.aspx>

Mobile phones, computers and other digital devices can be a source of fun, entertainment, communication and education. However, we know that some adults and young people will use these technologies to harm children. The harm may include sending hurtful or abusive texts and emails; enticing children to engage in sexually harmful conversations online; inappropriate/indecent webcam filming and photography or face-to-face meetings.

The school's **Online Safety Policy (located on the school's website)** is updated regularly will explain how we try to keep pupils safe in school when using the internet and mobile technology.

Children and young people may unknowingly also engage in activities that could put themselves and others at risk, such as revealing personal information and uploading images of others.

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 anti-bullying procedures.

- We will ensure that our pupils are taught how to keep safe online through our curriculum
- School policies/measures will encourage good behaviour and respect (this includes around bullying);
- **We have an anti-bullying that links to online safety;**
- We ensure policies take into account equality and diversity;
- We ensure policies relating to searching a student or their property with and without their consent are written correctly; **(The school's Behaviour Policy and Anti-Bullying Policy are located on the school website)**
- We have an up to date home / school agreement regarding the use of social media to make complaints relating to pupils / staff;

School will use 'Teaching online safety in school (DfE 2019)' to ensure teaching of online safety is age and developmentally appropriate as outlined in:

<https://www.gov.uk/government/publications/teaching-online-safety-in-schools>

## Modern Slavery & County Lines

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, e.g. human trafficking, slavery, sexual and criminal exploitation, forced labour and domestic servitude. 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'.

Children do not need to give their consent to be referred to the NCA.

- 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 the following persons:
  - BwD CADS for concerns about children possibly subject to Modern Slavery.

[http://panlancashirescb.proceduresonline.com/chapters/p\\_modern\\_slavery.html?zoom\\_highlight=modern+slavery](http://panlancashirescb.proceduresonline.com/chapters/p_modern_slavery.html?zoom_highlight=modern+slavery)

## Gender-based violence/violence against women and girls/Racist, disability and homophobic or transphobic abuse

This curriculum will be statutory from September 2020 with safeguarding and keeping safe at the heart of these topics. Good practice will allow children and young people to discuss potentially sensitive issues in a safe environment. However should these raise safeguarding concerns then the safeguarding and child protection policy will apply.

## 6. Support for those involved in a child protection issue

Child abuse is devastating for the child and can also result in distress and anxiety for staff who become involved.

We will support pupils, their families, and staff by:

- Taking all suspicions and disclosures seriously;
- Nominating a link person (DSL) who will keep all parties informed and be the central point of contact;
- Nominating a separate link people for the child and member of staff, where a member of staff is the subject of an allegation made by a pupil, to avoid any conflict of interest;
- Responding sympathetically to any request from pupils or staff for time out to deal with distress or anxiety;
- Maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies;
- Storing records securely;
- Offering details of helplines, counselling or other avenues of external support;
- **Following the procedures laid down in our complaints and disciplinary procedures**
- Cooperating fully with relevant statutory agencies;

- Making sure a neutral interpreter is available when English is not the child's first language;
- School does provide time for members of staff to reflect on child protection issues (e.g. through peer support and/or reflective safeguarding supervision) as outlined in Working Together to Safeguard Children 2018.

## 5. Safer Recruitment

**St Aidan's Primary School – A Church of England Academy** is committed to keeping pupils safe by ensuring that adults who work or volunteer in school are safe to do so. We will ensure our recruitment, selection and pre-employment processes are in line with statutory guidance as identified in Part 3 of Keeping Children Safe in Education 2021.

**St Aidan's Primary School – A Church of England Academy** will ensure that any contractor or their employees has been subject to the appropriate level of DBS check prior to undertaking work in school

### **In Brief:**

**Regulated activity** requires an enhanced DBS certificate and this includes barred list information. Regulated activity is if a member of staff:

- Will be responsible, on a regular basis in a school or college, for teaching, training instructing, caring for or supervising children; or
- Will carry out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children; or
- Engages in intimate or personal care or overnight activity, even if this happens only once

### **Secretary of State Teacher Prohibition Orders and Section 128 Direction**

**A teacher** who is appointed will require an additional check to ensure they are not prohibited from teaching.

School will register and complete these checks as appropriate:

<https://www.gov.uk/guidance/teacher-status-checks-information-for-employers>

In addition, the Secretary of State 128 direction prohibits or restricts a person from taking part in the management or as a governor of a maintained school.

**For staff who have regular contact not classed as regulated activity:** an enhanced DBS certificate, which does not include a barred list check, will be appropriate. This would include contractors that would have the opportunity for contact with children and who work under a temporary or occasional contract.

**Supervised volunteers:** In a school, a supervised volunteer who regularly teaches or looks after children is not in regulated activity. Our school will have regard to when considering which checks should be undertaken on volunteers as set out in Part 3 and Annex F of Keeping Children Safe in Education 2021

**External contractors in regulated activity:** An enhanced DBS certificate, which includes a barred list check, will be required

### **Single Central Record:**

Keeping Children Safe in Education 2021, sets out the school's responsibility to keep all staff details on the Single Central Record (example Appendix B). This will cover the following

- All staff (including supply staff, and teacher trainees on salaried routes) who work at the school: and

Safer recruitment means that all applicants will (appropriate to the role & responsibility):

Have the following:

- Their identity checked;
- A barred list check;
- An enhanced DBS check/certificate;
- A prohibition from teaching check;
- A section 128 check
- Further checks on people living or working outside the UK;
- A check of professional qualifications: and
- A check to establish the person's right to work in the UK

Further information on details that school must keep can be found in paragraph 253 of Keeping Children Safe in Education 2021.

The school has a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm to a child (or vulnerable adult). The school will follow DBS guidance on referrals as per the GOV.UK website.

## **6. Allegations of abuse**

### **Against teachers and other staff**

When an allegation is made against a member of staff (including supply and agency staff), set procedures must be followed. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.

A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we must accept that some professionals do pose a serious risk to pupils and we must act on every allegation. Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

- Allegations against staff should be reported to the Head Teacher;
- Allegations against the Head Teacher should be reported to the Chair of Governors;
- The Head Teacher and/or Chair of Governors must discuss the allegation with the Local Authority Designated Officer (LADO);

- The full procedures for dealing with allegations against staff can be found in the following local safeguarding policy on allegations against staff;

[http://panlancashirescb.proceduresonline.com/chapters/p\\_allegations.html](http://panlancashirescb.proceduresonline.com/chapters/p_allegations.html)

There is an expectation that supply agencies cooperate fully with school and the LADO during any enquiry or investigations regarding supply or agency staff.

**Staff conduct:** Staff that are concerned about the conduct of a colleague towards a pupil are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount and that they have a duty to respond and inform the Designated Safeguarding Lead.

The school's whistleblowing code enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.

All concerns of poor practice or possible child abuse by colleagues should be reported to the Head Teacher. Complaints about the Head Teacher should be reported to the Chair of Governors.

### **Transferrable Risk**

Where a member of staff or volunteer are involved in an incident outside school which did not involve children but could have an impact on their suitability to work with children, staff should report this to the DSL and appropriate procedures should be followed.

## **9. Confidentiality, Information Sharing & Record Keeping**

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the pupil and staff involved but also to ensure that being released into the public domain does not compromise evidence.

Staff should only discuss concerns with the Designated Safeguarding Lead, Head Teacher or Chair of Governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

Child protection information will be stored and handled in line with guidance from the Information Commissioner's Office and UK GDPR requirements. Information is:

- Processed for limited purposes
- Adequate, relevant and not excessive
- Accurate
- Kept no longer than necessary – local authority guidance is 25 years after leaving school/education
- Processed in accordance with the data subject's rights
- Secure

Written record of concern forms will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals.

Every effort will be made to prevent unauthorised access, and sensitive information should not be stored on laptop computers.

Child protection information will be stored separately from the pupil's school file and the school file will be 'tagged' to indicate that separate information is held.

Safeguarding information must follow the child throughout their education as an additional separate record but a copy must be retained by each school attended for the set time as referred to above/99 years.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a pupil or parent to see child protection records, they will refer the request to the Head Teacher or DSL.

As highlighted in Keeping Children safe in Education 2021 the Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

The school's policy on confidentiality and information-sharing is available to parents and pupils on request.

The school policy will reflect the local safeguarding partnership Multi Agency Information Sharing Policy:

[http://panlancashirescb.proceduresonline.com/chapters/p\\_info\\_share\\_confident.html](http://panlancashirescb.proceduresonline.com/chapters/p_info_share_confident.html)

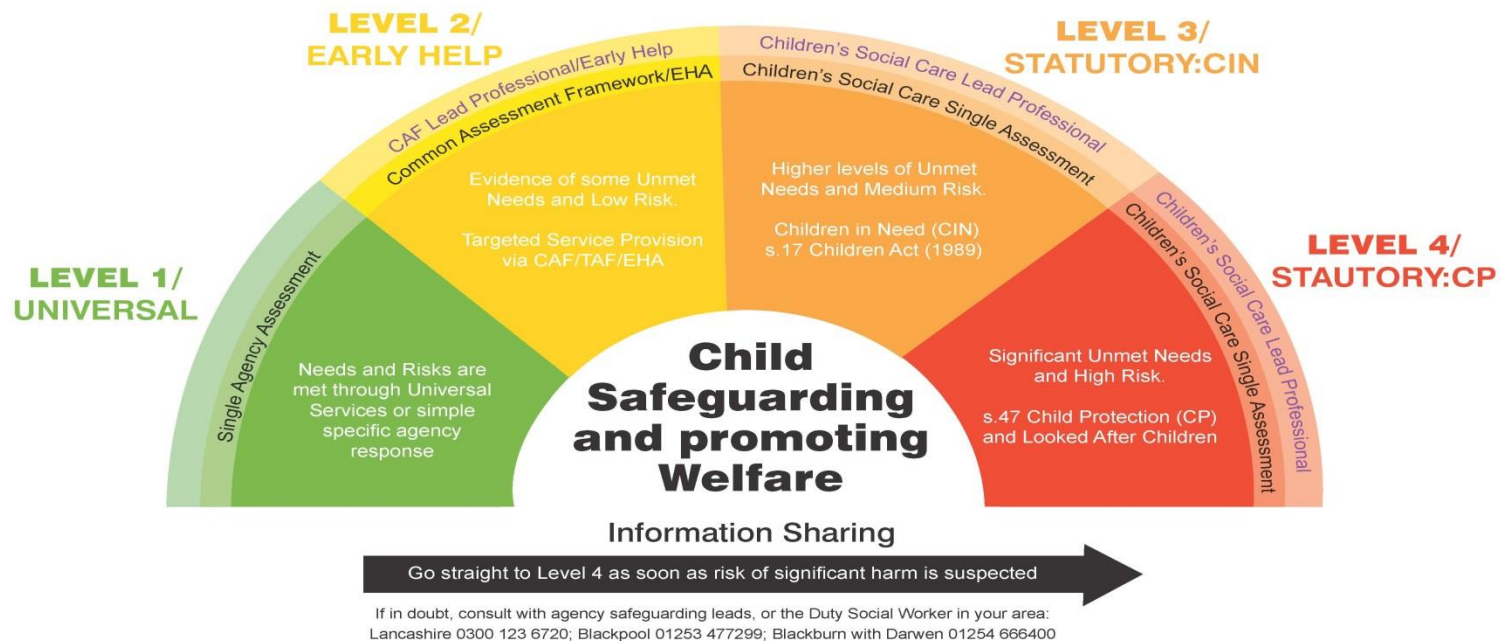
## **10. Policies that offer additional safeguarding information/links:**

- Confidentiality & Information Sharing
- Physical intervention and the use of reasonable force
- Personal and Intimate Care
- Visitors and Contractors
- Health and Safety, including community use of school buildings & COVID-19
- Health and Wellbeing
- Complaints procedure
- Anti-bullying
- Online safety
- School attendance policy
- Considering applications for discretionary leave of absence during term time
- Appropriate physical contact
- Whistleblowing
- Education Health Care Plan
- Behaviour
- Missing from education
- Safer recruitment



- Managing allegations
- Workforce Development and Training
- Grievance and disciplinary
- Educational Visits
- Managed moves and alternative provision
- Work Experience
- Private Fostering
- Data Protection
- ICT Security
- Children In Our Care

## Pan - Lancashire Continuum of Need



July 2017

Parts 1 and 2 of Working Well with Children and Families in Lancashire provide guidance to assist all those whose work brings them into contact with children, young people and their families (including the unborn child) to identify the level of help and protection required to ensure children grow up in circumstances that achieve their best outcomes.

### Level 1 needs - Universal

- **Most** children, young people and families will experience challenges in their lives that impact on their wellbeing. **Most** families will be able to weather these challenges (are resilient to them) either without help from services, or with advice, guidance and support from universal services, including empathy and understanding.

### Level 2 needs - Universal Plus

- **Some** children, young people and families will need support from people who know them well and have established relationships with them to meet some challenges where advice and guidance has not been enough to help the family achieve change or where a child or young person needs additional support to help them to thrive.

### Level 3 needs - Intensive

- **A small number** of children, young people and families will experience significant difficulties and will need coordinated support from experts working with them to find sustainable solutions that reduce the impact of challenge on the wellbeing and development of children and young people.

### Level 4 needs - Specialist

- In **exceptional** cases families need specialist, statutory support that is designed to maintain or repair relationships and keep families together wherever possible. In some very specific circumstances, the needs are so great that children need to be away from their family to ensure that they are protected from harm and in these circumstances the local authority becomes their “corporate parent”.

Each local authority area covered by Working Well with Children and Families in Lancashire has its own Part 3 which sets out local services and how these can be accessed. All of the documents can be accessed here: [https://panlancashirescb.proceduresonline.com/chapters/p\\_work\\_well\\_chfam.html](https://panlancashirescb.proceduresonline.com/chapters/p_work_well_chfam.html)

The table below defines the four levels of the framework and there are more detailed need and risk indicators contained within the booklet accompanying this which can be found on the LSCB website: [www.lscb.org.uk](http://www.lscb.org.uk)

Level	Risk & Need	Definition of the Level
1	Needs & Negligible Risk	<b>Universal Service Provision</b> <ul style="list-style-type: none"> <li>• Primary prevention services being accessed by parents/carers through universal service routes; effects of socio-economic disadvantage addressed</li> <li>• Good enough parenting</li> <li>• Social and emotional readiness for school and equipped for life</li> <li>• Step Down from level 2: Provision of prevention services to avoid long term suffering, monitoring of progress and access to tools required to transform lives</li> </ul>
2	Evidence of Some Unmet Need(s) & Low Risk	<b>Single Agency Targeted Service Provision and Child and Family Plan (CAF)</b> <ul style="list-style-type: none"> <li>• Selective primary prevention services offered to vulnerable groups/areas</li> <li>• Variety of unmet needs and 'underlying risk factors' that are not being met, making the child potentially vulnerable and requiring multi-agency early help to ensure the child maintains the capacity and protective factors to sustain satisfactory development</li> <li>• Parenting and parental relationships requiring additional support and guidance</li> <li>• Secondary prevention to respond quickly to low level problems to prevent them getting worse; interventions designed to stop falling into difficult circumstances</li> <li>• Step Down from level 3: Provision of prevention services to avoid long term suffering, monitoring of progress and access to tools required to transform lives</li> </ul>
3	Higher Levels of Unmet Needs & Medium Risk	<b>Child in Need (CIN) – s.17 Children Act (1989)</b> <ul style="list-style-type: none"> <li>• Unlikely to meet developmental milestones without concerted multi-agency support led by a social worker</li> <li>• Variety of unmet needs and 'underlying risk factors' that are not being addressed (including resistance at CAF level to address), making the child vulnerable and unlikely to achieve good outcomes</li> </ul>

Level	Risk & Need	Definition of the Level
		<ul style="list-style-type: none"> <li>• Tertiary prevention services including responding to serious problems and avoiding them becoming entrenched</li> <li>• Step Down from level 4: Provision of prevention services to avoid long term suffering, monitoring of progress and access to tools/services required to transform lives</li> </ul>
4	Significant Unmet Needs & High Risk	<p><b>Child Protection (CP) and Looked After Children (LAC)</b></p> <ul style="list-style-type: none"> <li>• Reasonable cause to suspect the child is suffering, or likely to suffer, significant harm requiring immediate multi-agency management and service provision – <b>s.47 Children Act (1989)</b></li> <li>• Possible unaddressed ‘underlying risk factors’ and the presence of ‘high risk indicator(s)’</li> <li>• Child accommodated by the local authority due to: the child having no person who has parental responsibility for him/her; or, the child being lost or abandoned; or, the person caring for the child is prevented from providing suitable accommodation or care – <b>s.20 Children Act (1989)</b></li> <li>• Child is suffering, or likely to suffer (if a court order were not made), significant harm and that the harm, or likelihood of harm is attributable to the care given to the child (the care not being what it would be reasonable to expect a parent/carer to provide) – <b>s.31 Children Act (1989)</b></li> <li>• Tertiary prevention services including responding to serious problems and avoid them becoming entrenched</li> </ul>

The following is the booklet to accompany the Continuum:

<http://www.lscb.org.uk/wp-content/uploads/Continuum-of-Need-Booklet-Sept-2017.pdf> (TO BE UPDATED SOON)

## Appendix B Suggested Single Central Record Template

Identity				Qualifications		Prohibition from teaching or management check (section 128)	List 99/Barred List check	DBS/enhanced		Child Care Regulations 2009 check	Right to work in the UK	Overseas criminal records checks
Name	Address	Date of Birth	Evidenced & date	Qualifications required: yes/no	Qualifications evidenced: yes/no & date	Check evidenced & date	Check evidenced & date	Check evidenced & date	Disclosure Number	Check, evidenced & date	Check evidenced & date	Check evidenced & date

## 2. Appendix C: Safeguarding processes during COVID-19

Where COVID-19 measures are in place nationally, all requirements and principles in Keeping Children Safe in Education (KCSIE) statutory guidance remain in force and will be followed. The processes by which regulations are adhered to may change within school and below is a brief outline of the changes affecting **St Aidan's Primary School – A Church of England Academy** and its pupils.

Safeguarding and promoting the welfare of children is statutorily defined as: protecting them from maltreatment; preventing impairment of their health or development; ensuring they grow up being provided with safe and effective care; and action is taken to enable them to have the best outcomes. The duty to undertake this role has not changed with the COVID-19 regulations and so all teaching professionals continue to have a duty to identify safeguarding concerns, share information, work together with other agencies and provide support to the child and family.

**Safeguarding Leads & Deputies:** Where school remains open or where pupils attend an alternative site such as a 'hub' the DSL and deputy DSL will attend as part of a wider rota of staff, and in addition will be available daily on-call.

**Designated Safeguarding Lead for St Aidan's Primary School : Debbie Greenwood**

**Deputy Designated Safeguarding Lead for St Aidan's Primary School : Kelly Harrison, Amanda Whigham, Jan Trencher**

**Hub during periods of school closure:**

**Safeguarding of Pupils:** The school will continue to review the circumstances of all its pupils on roll; those in school and those being cared for at home. For those in school due to their vulnerabilities, there will be regular contact with the child's social worker or key worker. For pupils attending school for childcare as their parents/carers are key workers, the school will monitor any concerns, unmet needs, and potential risk factors. For pupils not attending school, where prior to the COVID-19 measures there were indicators of safeguarding concerns, including those children with Child & Family Plans (CAFs), close monitoring of the child's welfare will be maintained and where concerns escalate, appropriate action will be taken to ensure services are provided in line with the Pan-Lancashire Continuum of Need and Response (CoNR). For children with School acting as Lead Professional for a CAF, School will ensure regular review of the child's plan is continued remotely.

Where children are attending school due to vulnerabilities or where parents/carers are key workers, attendance will be monitored as normal and non-attendance followed up with parents/carers and social workers/key workers as appropriate.

For all children attending school, emergency contact details for parents/carers will be regularly reviewed as these may change during the COVID-19 period.

Where the school receives Operation Encompass notifications, normal welfare checks will continue and advice sought from Children Advice and Duty Service (CADS) where appropriate. In countries with earlier COVID-19 experience, they have reported nearly a doubling of police reported domestic abuse incidents during the periods of lockdown.

Further advice and support will be sought from the WISH Centre (01254 260465) where required.

Our Online Safety expectations must be adhered to when online learning. Parents must supervise their child's learning online so that anyone posing a threat online can be detected, reported and deterred. Parents should report any concerns to: **Mrs K Harrison – Deputy Headteacher**

**School Workforce:** The Single Central Record (SCR) will be updated and maintained during the COVID-19 period. All regulations on the appointment and induction of new staff and volunteers will continue to be followed.

**Information Sharing:** The normal guidelines on the sharing of information remain in force during the COVID-19 period.

Where school receives safeguarding notifications or welfare queries (CADS, Operation Encompass, MARAC etc), school will respond to these during the COVID-19 period.

Where a child is attending childcare in a hub school, **St Aidan's Primary School** will share these notifications and queries with the hub school and the respective DSLs work together to respond and safeguard the child. Both schools will record information received, shared and action taken.

The hub school will share a full copy of their safeguarding record with **St Aidan's Primary School** so that they can retain a record of all actions taken to safeguard the child. For complex cases and where ongoing safeguarding concerns remain, a face-to-face handover between DSLs will take place to ensure records are fully understood and there is clarity of what further needs to be done to safeguard the child.

**Information Governance:** All new and additional activities during the COVID-19 period will generate information and all the requirements to protect data in the Data Protection Act/GDPR remain in force. Where new or additional activities, like online learning create new data and its storage, school privacy policies will be updated to reflect this.

**Health and Development:** Preventing the impairment of a child's health or development remains a key part of safeguarding responsibilities. In these uncertain and fast-changing circumstances with COVID-19, there are concerns that the physical and mental health of children will be affected. During any period of School closure, School will keep in contact with all our children who are remote learning via **Google Classroom** through e-mails or newsletters and in some cases, with phone calls. This will enable welfare to be monitored regularly and will ensure that School is fully informed of any unmet needs a child may have.

The DfE has set up a helpline and the contact details can be accessed at:

[https://www.lancshiresafeguarding.org.uk/media/19247/safer-remote-learning-2020\\_4720.pdf](https://www.lancshiresafeguarding.org.uk/media/19247/safer-remote-learning-2020_4720.pdf)

## **Appendix D: Safeguarding arrangements for Remote Learning**

**\* To be read in conjunction with St Aidan's Primary School Remote Learning Policy 2020**

### **5. Safeguarding**

*5.1. This section of the policy will be enacted in conjunction with the school's Child Protection and Safeguarding Policy, which has been updated to include safeguarding procedures in relation to remote working.*

*5.2. The DSL and Headteacher will identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) prior to the period of remote learning. Where School is open for Key worker and vulnerable pupils, vulnerable pupils will be encouraged to attend.*

*5.3. The DSL will arrange for regular contact to be made with vulnerable pupils who are not attending School, prior to the period of remote learning.*

*5.4. Phone calls made to vulnerable pupils not attending School will be made using school phones where possible or if using staff phones the number will be withheld.*

*5.5. The DSL will arrange for regular contact with vulnerable pupils daily, twice weekly or weekly as appropriate, with additional contact, including home visits, arranged where required.*



*5.6. All contact with vulnerable pupils will be recorded on the school's safeguarding system and suitably stored in line with the Data Protection Policy.*

*5.7. The DSL will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.*

*5.8. All home visits must:*

- Have at least one suitably trained individual present.*
- Be undertaken by no fewer than two members of staff.*
- Be suitably recorded on the school's safeguarding system.*
- Actively involve the pupil where appropriate.*

*5.9. Vulnerable pupils will be provided with a means of contacting the DSL, their deputy, or any other relevant member of staff – this arrangement will be set up by the DSL prior to the period of remote learning.*

*5.10. The DSL will meet (in person or remotely) with relevant members of staff once per week to discuss new and current safeguarding arrangements for vulnerable pupils learning remotely.*

*5.11. All members of staff will report any safeguarding concerns to the DSL immediately.*

*5.12. Pupils and their parents will be encouraged to contact the DSL if they wish to report safeguarding concerns. The school will also signpost families to the practical support that is available to address these concerns.*

**\* Signed on hard copy retained in School**