

St G. School Policies Reviewed Annually - September 2020 Agreed & Accepted

– Signed *Mr G Warnock* Headteacher. Next review ready for Sept 2021

C4 – 2020 CP/ SAFEGUARDING CHILDREN – Statutory Policy

Last Updated Sept 2020

At St George's there are 'NO SECRETS' kept about the suspicious behaviour of anyone who may potentially harm a child.

Children and staff are made aware of the need to freely discuss their concerns with appropriate staff

No employee should have any contact with any child or family except in an authorised educational context.

(School Email, School Twitter which are monitored)

This means 'Social' Networking of any kind –
This will lead to a disciplinary investigation taking place.

Proven cases will face dismissal and further action by the Local Authority

Have you concern or any suspicion a Child is suffering?

Contact the Designated Safeguarding Lead (DSL)
verbally without ANY delay

DSL's - Mrs Hackney, Mrs Ainsworth, Mr Uphill, Mr Connaughton
If there is concern about a teacher's behaviour this must go directly to:

Headteacher: Graham Warnock

If there is concern about the Headteacher's behaviour
this must go directly to:

Chair of Governors: Angus MacLeod

Named Governor is: Claire Taylor

School Contact:

01253 316725 / officeadmin@cidari.co.uk

Out of hours / in emergency where a child is in danger: Police 101/999

Looked after Children: Mrs T Milner /Mrs T Hackney

Admin Support : Mrs Wright-Dixon

Designated E safety: Mr P Massey

Local/County:

LEA Designated Officer: ado@blackpool.gov.uk (01253 477541)

Blackpool Safeguarding Children's Board BSCB <https://www.blackpoolsafeguarding.org.uk>

Lancashire Safeguarding Children's Board

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

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Pan Lancashire Policy & Procedures <http://panlancashirescb.proceduresonline.com>

Introduction

The main ethos at St George's School is one of respect for each individual and of providing an environment in which everyone is encouraged and enabled to fulfil his/her potential, regardless of background or circumstances underpinned by Romans 12:10.

Consequently, the main principles of Keeping Children Safe in Education Working Together Sept 2018 are foremost in our minds.

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2018>

All staff should be aware of the content and advice set out in Section A of this document
All staff should be aware and have read appendix 1 of the Government Document Keeping Children Safe in Education. (KCSIE) Current version Sept 29th 2019
Paper copies in TH/HT office or on-line

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieving economic well being

These are already encompassed in the St George's School's Christian ethos, philosophy and practice.

This policy for 'safeguarding pupils' at St George's School is concerned mainly with the precept of 'staying safe' but also impinges on other areas. It should be seen as one part, albeit an extremely important part, of our whole pupil support system as illustrated by the work of CGS (Care Guidance & Support)



Aims

Our aim is to do all we can to protect and safeguard the wellbeing of our pupils.

Children and young people have a fundamental right to be protected from harm. Our pupils have the right to expect us to provide them with a safe and secure environment. We acknowledge that

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teachers and other staff in our school are in a unique position to identify and to help abused and vulnerable children. We also recognise that the protection of our pupils is a shared community responsibility.

Principles

Our policy applies to all in our school community, namely pupils, staff, governors and volunteers. There are five main elements to our policy:

1. Ensuring that we practise safe recruitment in checking the suitability of staff and volunteers to work with our pupils.
2. Raising pupil awareness of child protection issues and equipping pupils with the skills they need to keep them safe.
3. Developing, and then implementing, procedures for identifying and reporting cases, or suspected cases, of abuse, and training staff to use these procedures effectively.
4. Supporting vulnerable pupils and those in difficult circumstances, as well as supporting those pupils who have been abused in accordance with their agreed protection plans.
5. Establishing a safe environment in which children can learn and thrive.

We recognise that school staff are well placed to observe the outward signs of abuse. We will therefore:

- Establish and maintain an environment where our pupils feel safe and secure, and where they are encouraged to talk and are listened to seriously.
- Ensure that our pupils know that there are adults in the school whom they can approach if they are worried or in difficulty or concerned about one of their peers.
- Include opportunities in the SMSC curriculum for pupils to develop the skills to recognise abuse and to stay safe, and also to include material to help pupils develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.
- Ensure that, wherever possible, every effort will be made to establish working relationships with families and with colleagues from other agencies. It is important to note that data protection is not a barrier to information - sharing in relation to potential safeguarding concerns (risk of sharing v. risk of not sharing).
- Safeguarding staff will challenge and 'think the unthinkable'.
- We recognise that it is the responsibility of each of us to ensure that all elements of this policy are actively and consistently reflected in our practice. We will systematically monitor, evaluate and constantly review the impact of this policy.

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- Further information can be obtained from the coordinator Mrs Hackney.

Practice

Roles and responsibilities

The governing body is responsible for ensuring that:

- the school complies with legislation related to child protection.
- the school has a Child Protection policy and that procedures are in place. that safeguard and promote the wellbeing of pupils in our school
- this policy is reviewed annually.
- the school is using safe recruitment procedures and that appropriate. checks are carried out on new staff and volunteers.
- the school is aware of its duties re PREVENT.

The named governor for child protection and children in care is responsible for maintaining:

- regular contact with the school's DSL.
- awareness of current responsibilities and requirements in relation to child protection by attending appropriate professional development activities.

The designated child protection coordinator is a senior member of staff responsible for:

- the provision of leadership and vision in respect of child protection.
- the practical implementation of the child protection policy in ensuring that child protection procedures are followed within the school and that appropriate referrals are made to the proper Social Care Services and other agencies.
- the provision of training to all staff employed within the school so that they are aware of signs of abuse, what they need to do if they think that a pupil is being abused and how they can protect themselves from an allegation.
- ensuring that the DSL and the safeguarding team have received the appropriate training.
- the coordination of all activities related to child protection and children in care, including record keeping, school representation at child protection conferences and other related meetings, supporting pupils at risk, liaison with other professionals, and the monitoring and evaluation of our child protection procedures.
- liaison between the safeguarding team and the leadership team and governors.
- attending child sexual exploitation training thus holding 'champion' status.
- maintaining awareness of PREVENT guidance.

The Headteacher is responsible for:

- supporting the DSL in all aspects of the role.

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- ensuring that the DSL and the safeguarding team have received the appropriate training.
- ensuring that all members of the school community are aware of and comply with our child protection policy.
- ensuring the safe recruitment of all staff (including supply staff and volunteers)
- making parents aware of the school's child protection policy.
- dealing with any allegations against members of staff or volunteers.
- SMSC creating a safe environment for pupils at the school.
- ensuring that the designated person has current child sexual exploitation champion status.
- attending PREVENT training.

All staff are expected to:

- know the names of the DSL and members of the safeguarding team.
- understand and comply with the school's child protection policy.
- have read and understood 'part one' of 'Keeping children safe in education' and appendix 1
- deal with any bullying incidents that may occur, following proper procedures.
- refer e-safety concerns.
- behave in accordance with our Staff Conduct Policy (which is given to all staff annually).

Pupils, parents/carers, supply staff and volunteers are expected to be aware of and comply with the school's child protection and conduct policies.

Procedures - General

This policy, and all action relating to it, is in line with the following guidance:

- The SET guidelines, copies of which are kept in the Headteacher's office and in the office of the DSL
- Safeguarding Children in Education (DfE 2019)
- The Working Together to Safeguard Children (2018)
- Keeping Children Safe in Education (2018)
- Promoting the Education of Looked After (2018)
- Supervision of Activity with Children (2013)
- Disqualification under Childcare Act (2006) (as amended 2018)
- Prevent Duties (Home Office 2016)
- Sexual Violence and Sexual Harassment between Children (2018)

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- Information Sharing (2018)

Staff will be kept informed about child protection responsibilities and procedures through induction, briefings, the staff bulletin and awareness training. All new staff will attend a training session on child protection awareness as part of their induction programme as well as receiving our Staff Conduct Policy and Part One of Keeping Children Safe in Education. Where other adults are working in the school alone with pupils, the Headteacher or a Deputy Headteacher will ensure that they are aware of the contents of these policies (copies of policies can be found on the Staff Folder on the computer system/ paper copy TH Office). Any trainee teachers will receive a training session on child protection awareness as soon as possible after their arrival.

Procedures – Concern about a pupil

- Anyone who receives a disclosure of abuse, an allegation of abuse or who suspects that abuse may have occurred must report it immediately and without delay to the DSL Mrs Hackney (or in her absence, Mrs Ainsworth, Mr Uphill, Mr Connaughton) . If neither available, the matter should be brought to the attention of the Headteacher or the most senior member of staff in school. This should be followed with a written record within 24 hours, using as far as possible the pupil's own words and logged on MyConcern. (For further details, please see the Appendix 1 - Safeguarding Pupils.) Staff must take further action if they feel the school has not acted to safeguard children (maybe it is an 'out of school' situation). This may involve reporting to the Chair of Governors or direct to DO (Local Authority Designated Officer), Social Care or Police.
- The DSL (or one of the safeguarding team) will immediately refer cases of suspected abuse or an allegation of abuse to the relevant investigating agency by telephone and in accordance with the procedures outlined in the BSCB procedures. (A copy of the BSCB procedures can be found at www.blackpoolsafeguarding.org.uk/) Any referral will be confirmed in writing within 24 hours. Where possible the inter-agency referral form should be used. Where the allegation is against a member of staff, the Headteacher must be informed immediately and directly (in his absence Deputy i/c). If the allegation or suspicion is about the Headteacher this MUST go directly to the Chair of Governors.
- If the designated child protection coordinator (or one of the safeguarding team) is unsure about whether a formal referral should be made or has a general concern about a child's health or development, advice should be sought from local social care/police.
- DSL will inform parents/carers of our actions unless it is our view that so doing could place the child at greater risk of harm or could impede a criminal investigation.
- DSL will inform parents and carers about our duties and responsibilities under child protection procedures. Parents may request a full copy of this policy.
- Members of the pastoral team may use a referral form for families about whom we have concerns and where there is likely to be multi-agency working.

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- In addition to working with the designated lead, staff may be asked to support Social Care/Police to take decisions about individual pupils.
- We will listen and take seriously any disclosure or allegation of abuse and any concern expressed about the safety and well-being of our pupils. We will consider the 'unthinkable' and challenge when required.
- Pupils are considered children up to the age of 18, however there may be times when a pupil is deemed to be vulnerable even though they have reached or exceeded 18. This policy will therefore also apply to vulnerable adults within our community.

Procedures – Allegation against a member of staff

- It is essential that our high standards of concern and professional responsibility adopted with regard to alleged child abuse are similarly displayed when adults working in school are accused, no matter how difficult this may be.
- Corporal or physical punishment of children in schools is unlawful. Physical restraint of children is only permitted if the child or others are at risk. Excessive physical restraint or constant shouting may constitute abuse.
- If an allegation is made against a member of staff, the Headteacher (or his deputy in his absence) should contact the Authority Designated Officer (DO), Chair of Governors & CIDARI. They will decide whether the incident should be referred to social care and/or the police. If this is agreed, the Head teacher should inform social care by telephone and follow this with written confirmation within 24 hours. In addition, the Headteacher should inform the chair of governors and/or the designated governor for child protection. Should the allegation be against the Headteacher, the Chair of Governors should inform the DO, LEA & CIDARI, without delay.
- If it is decided by the DO that they will not take further action, it may still be appropriate to conduct an internal investigation. Where no further action is required, details and decisions should be recorded in a confidential file. The DO and chair of governors still need to be informed.
- Any member of staff who is concerned about the conduct of another member of staff or adult on the school premises should contact either the Headteacher or Chair of Governors (if it involved the Headteacher) as part of our whistleblowing procedures.
- We will refer anyone harming/harmed or posing a risk or threat of harm to a pupil, or if there is a reason to believe this has happened.
- If the school is unsure about a specific issue, the school will contact CIDARI and follow guidance from LEA officers.

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Training and support

- The Headteacher will ensure that the DSL undertakes the necessary child protection training and that this is updated at intervals recommended by BSCB & CIDARI. The DSL will ensure that all members of the safeguarding team have adequate training.
- The designated lead (or a member of the safeguarding team) will offer child protection awareness training as part of the induction package for all staff and teaching trainees. She will also raise awareness of child protection issues as necessary at briefings, in the staff bulletin. This training should raise awareness of child protection issues, clarify the actions to be taken if abuse is disclosed, alleged or suspected and also encourage staff to keep themselves as safe as possible from an allegation being made against them. Such training will be 'regularly' updated; however, at St George's every member of staff has refresher training at the start of the new school year, as well as on-going briefings throughout the year i.e. to share lessons learned, new legislation.

Confidentiality

- All staff need to understand that the only purpose of confidentiality is to benefit the pupil. No one should guarantee confidentiality to a pupil nor should they agree with a pupil to keep a secret, as any child protection concern must be reported to the DSL(TH) or Deputy (AA/DUL/CNN) and may require further investigation by the appropriate authorities.
- Staff will be informed of relevant information in respect of individual cases regarding child protection issues on a "need to know basis" only. Any information shared in this way must be held confidentially to themselves.

Records and Monitoring

- Accurate records are essential to good child protection practice.
- Any one receiving a disclosure of abuse or noticing signs of possible abuse must make an accurate record immediately after reporting the incident, noting what was seen or said, putting the event into context, and giving the date, time and location. This record must be signed and dated.
- File notes are kept for any pupil on child protection plan (CPP) or for any pupil monitored for child protection reasons.
- These records are kept in a locked cupboard /on 'My Concern' online.
- If a pupil transfers from the school, any child protection notes will be forwarded to the pupil's new school marked "confidential" and for the attention of the receiving school's DSL.

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Safer recruitment/practice

Every effort will be made to ensure the safe recruitment of staff and all legislation regarding safer recruitment will be followed. This will include:

- Following statutory DBS guidelines re checks on staff (NB The school governing body have decided to exceed staff recruitment in terms of undertaking checks on staff)
- requiring a standardised application form and not just a CV.
- stating clearly on any advertisement or written information relating to employment our commitment to safeguarding children.
- requiring the Headteacher or nominated governors, who have successfully completed the DFE online training, to be on any interview panel used to recruit staff and to pose relevant questions.
- validating as far as possible qualifications, experience and expertise.
- proactively verifying references and testimonials as far as possible (internal applicants will require references also using our standard pro forma)
- verifying identity, preferably from current photographic ID and proof of address.
- verifying the right to work in the UK.
- examining all career breaks, sudden job changes and/or dismissals.
- maintaining a single, central record of all staff. (School Business Manager hold this record up to date)
- The school will follow the recommendations re trainee teachers and contractors as set out in Keeping Children Safe in Education. Contractors operating in pupil circulation areas will be supervised.

N.B. The school does not currently operate any foreign exchanges. However, were this situation to change, we would operate in accordance, Keeping Children Safe in Education (2019).

Supporting pupils

In the area of child protection there is a pyramid of need for the support of vulnerable pupils. At the top are those pupils on child protection plans and those pupils for whom we have major child protection concerns. Next are children 'Looked After' by the local authority, adopted children and those who are cared for by people other than a parent. Then we have those pupils who take the role as a significant carer for a family member. The DSL is responsible for ensuring that we have an

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up to date list of these groups of pupils. The names of vulnerable pupils are available for staff to access in the Safeguarding area so that they can monitor pupils and raise any concerns with the safeguarding team.

It is noted that pupils with SEND can face additional safeguarding challenges. At St George's School we identify pupils who need more support to be kept safe or to keep themselves safe by regular updates from staff to SENDCO & Pastoral sources in the wider community (in context to Blackpool/Lancashire) up to SLT.

Confidential details will not be included on this list.

Next is a larger group of pupils who are vulnerable in some other way. This may be because of family circumstances, health issues or social reasons. Lastly there are the majority of pupils, who do not need ongoing extra support but may need some support for a short period of time. This may be, for example, in the case of family illness, crisis or bereavement. The designated lead regularly checks our first aid/medical request log for pupils seeking medical assistance, so that we can identify concerns at an early stage.

We are committed to providing support for all these groups of pupils appropriate to their needs. This may be provided by the safeguarding team, a member of the leadership team, a member of the Pupil and Family Support team, a Mental Health Worker, College Mentor/tutor, School Nurse, the BONUS scheme co-ordinator or an adult in school specifically approached to do so.

St George's School has an ethos of respect and a culture that values, involves and listens to children. We also support our pupils in a myriad of ways for many reasons. We try to help pupils understand what is and is not acceptable behaviour towards them and how to speak up if they have worries. We also encourage pupils to speak up about concerns they may have for their peers. Children should not keep 'adult's secrets'.

Children missing from education / Persistent Absence

A pupil missing from education for eight sessions or more is a potential indicator of abuse and neglect. Should a pupil go missing from school (education) the Attendance officer will inform the Designated Lead and contact the Pupil Welfare service; the Designated Lead will consider further actions/support should it be required. Persistent Absence is checked for on a daily basis by school and followed up by LEA officers.

Parents should ensure that school has at least TWO emergency contact numbers for their child. Pastoral staff should indicate (after attempting to contact parents) if there is missing information or 'dead' phone numbers. They should inform TH/AA immediately – especially as contact was needed. Parents can update their information at any time and can check their data details at parents evenings.

Pupils on the child protection register or for whom we have child protection concerns

The number of pupils on a child protection plan varies. There are also other pupils about whom we have child protection concerns who are not on a child protection plan. We are mindful of the PAN

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LANCASHIRE guidelines that cover pupils who do not live in the Blackpool boundary but attend St George's.

We support pupils in various ways by:

- following the guidance set out in any child protection plans.
- ensuring they know and are comfortable about whom they can approach for help or if they have specific concerns.
- monitoring their welfare carefully, including talking to them regularly about their wellbeing.
- attending any child protection meetings held on their behalf, including speaking on their behalf at such meetings should they request it.
- monitoring their attendance carefully and reporting any unexplained absence to social care.
- monitoring their academic grades carefully to try to ensure they are making good progress in school.
- enlisting the support of and liaising with other agencies as appropriate.
- checking that they have access to all elements of school life, including visits and other activities.
- informing their Head of College that they are on a CPP without breaching confidentiality so he/she knows to register immediately any concerns however minor with the DSL (or a deputy).
- we recognise when they are at risk and act according to protocol and get appropriate help when they need it.
- pupils are also assessed in line with contextual local needs, cross county borders and holistic personal plans.

Looked After pupils including private fostering

We have a Designated Lead and Governor responsible for Looked After pupils. St George's School has a mandatory duty to inform the LEA of any instances of Private Fostering. The DSL will manage referrals and work with external agencies

We keep a list of pupils who are looked after by the local authority. In the light of the research that shows that these pupils fare less well at schools than their peers and to narrow this gap, we monitor their progress and wellbeing carefully by:

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- being involved in and following the guidance set out in the pupil's personal education plan (PEP)
- arranging for one of our safeguarding team (or for another teacher to whom the child relates well) to take a particular interest in the pupil's welfare and to talk to them regularly.
- offering in school support such as anger management, assertiveness or social skills training as appropriate.
- targeting pupil premium specifically to support children in care.
- attending any liaison or review meetings held on their behalf, including speaking for them or acting as their advocate at such meetings should they request it, and keeping in touch with social workers and/or carers.
- monitoring their attendance carefully and reporting any unexplained absence to social care and the Educational Welfare service .
- monitoring their academic grades carefully to try to ensure they are making good progress in school making full use of tracker on line systems
- informing their Head of College that they are on the looked after register without breaching confidentiality so he/she knows to register any concerns speedily to the safeguarding team.
- being careful not to accept any under achievement just because the child is 'looked after'.
- looking out for difficulties with homework or resources that may be a result of their being in care and giving them help to organise and manage their work and by providing the resources needed.
- enlisting the support of and liaising with other agencies as appropriate.

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ensuring any private fostering arrangements we are aware of are legislated for accordingly. In addition, we also keep a record of those pupils who are looked after by someone other than a parent, Adopted or on Special Guardianship plans. We offer them a support package (chosen from the above) appropriate to their particular circumstances.

Young Carers

It is the responsibility of the DSL (or a deputy) to keep a record of those pupils who play the part of a major carer for a family member. However, such families do not often publicise their situation for fear of social care involvement. We offer a support package to these pupils appropriate to their individual situation. This package would contain elements of the support offered to pupils looked after by the local authority.

Disabled Pupils

Disabled children may be less able to recognise or understand that they are being abused. Communication difficulties may make it harder for them to disclose abuse and/or dependency on their care giver may mean they have no-one to tell. Professionals may focus on meeting the needs of the child's impairment, however at this school we will always try to ensure that the voice of the child is heard/sought.

Child Sexual Exploitation (CSE) (Full definition 'DFE guide for practitioners 2017')

CSE is 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 18 into sexual activity. Indicators can be anything from the child gaining financial rewards, promises, gifts, gang association, technology from unidentified or unusual sources (grooming) indications in school could be related to behaviour changes, attendance, parental concerns.

The Designated lead and at least one other member of the team will have undertaken Child sexual exploitation training.

- Any suspicion of CSE should be treated as a Child Protection Case and all procedures should be followed.

Female Genital Mutilation (FGM) - School staff must report this personally to the Police (please ask for advice and support from DSL)

FGM involves cutting, and sometimes sewing the girl's genitalia, normally without anaesthetic, and can take place at any time from birth onwards. It is sometimes referred to as 'female circumcision' but this misnomer belies the invasive and irreversible nature of the procedure. It is now more correctly termed female genital mutilation.

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The procedure has a cultural, rather than religious, origin and is practised by disparate ethnic communities in many countries, including Ethiopia, Somalia, Sudan, Egypt, Nigeria, India, Pakistan, Yemen and Iraq.

The Serious Crime Act 2015 makes FGM a criminal offence, not only to carry out FGM in England, Scotland and Wales on a girl who is a UK national or permanent resident but also to take a girl out of the UK to have FGM performed abroad, even to countries where FGM is still legal.

The indicators of FGM may initially mirror those of sexual abuse. You may notice, for example, that a girl or young woman shows signs of pain or discomfort, needs to visit the toilet constantly, has vaginal blood loss or is unable to sit comfortably. She may make excuses to avoid PE and other physical activity or refuse to use the school showers. She may also become evasive or fearful if you enquire if she is unwell, and assure you that she is fine when she clearly is not. If she is a BME child, has recently arrived back from a 'holiday' abroad or a period of absence from school, seems to be in pain and has not been taken by her family to see a doctor, you should consider FGM, alongside other possible explanations.

- Any suspicion of this should be treated as a Child Protection Case and all procedures should be followed.

Trafficking

Admissions staff should be aware of any suspicion of this by:

- Checking school/LA records carefully.
- Anyone entering from another country (outside the UK), should be cross checked with immigration. Trafficking can also be internal to UK - check all previous records and reasons for moves.
- Any suspicion of this should be treated as a Child Protection Case and all Blackpool and Lancashire procedures should be followed.

Refugee & Asylum seekers

- School will seek the advice of the Local Authority for all children requesting admission.
- Any family without prior school in UK will be interviewed as any other, however extra checks will be made with the Home Office.

Peer on Peer Abuse

- ABUSE is ABUSE and should never be passed off as 'banter' or 'part of growing up'. Gender issues will be addressed (LGBT concerns equally and confidentially)
- At St George's School we will support any victims of Peer to Peer abuse via the pastoral system with named individual 1:1 care.
- This is partly covered in the Anti Bullying policy.
- Sexual Abuse alleged between peers or children in our school will be treated as a Child Protection issues, Police involvement will be inevitable.

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- Sexting guidance from UKCCIS (2017) – responding to incidents.

Honour Based Violence

HBV encompasses crimes which have been committed to defend or honour the family. FGM, forced marriage, breast ironing or similar personal assault are all cases of HBV and should be reported asap to DSL.

The subject of forced marriage is also highlighted in Safeguarding Children and Safer Recruitment in Education. Forced marriage occurs when a young person is forced into a marriage that they do not want with someone they have not chosen, following coercion, intimidation, threats and possibly physical and sexual abuse. It is very different from an arranged marriage, where both young people can make the decision to accept or decline the partner chosen for them by their parents.

Once again, schools can be seen as being in the front line in protecting young people from this type of abuse. A pupil who fears that they are likely to be forced into a marriage may disclose to a member of staff. Their initial approach, in common with many disclosures of abuse, may be seemingly innocuous, such as talking about taking a holiday abroad. Their fear, that the proposed holiday will result in a forced marriage, may only become apparent after a number of conversations.

These young women may also become victims of what is termed honour-based violence. This type of violence is described in 'The Right to Choose' guidance as: 'A variety of crimes of violence (mainly but not exclusively against women), including assault, imprisonment and murder where the person is being punished by their family or their community.'

- Any suspicion of this should be treated as a Child Protection Case and all procedures should be followed.

Radicalisation/PREVENT

Appendix included in this policy outlines the overall approach to PREVENT Safeguarding. The school's work on promoting life in Modern Britain via the curriculum underpins this strategy. Lettings are vetted and monitored by the School Business Manager, who is directly line-managed by the Headteacher.

- Any suspicion of this should be treated as a Child Protection Case and all procedures should be followed.
- All staff should complete the on-line College of Policing course.

E-Safety /ICT Security

We have policy guidance in place to ensure our ability to protect and educate our pupils and staff in their use of technology, this is located within our staff handbook on the school website. Regular year on year education is provided via SMSC and ICT lessons. Use of SWGfL, Childnet etc are used when particular problems are highlighted. Links with LEA AWAKEN can be used for

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identifying smaller groups eg: Boys Xbox 'parties', young people involved in in-appropriate exchange of photographs and on-line bullying.

Other vulnerable pupils

Members of the safeguarding team are often aware of pupils who are vulnerable for other reasons. It is their responsibility to ensure that these pupils receive support either from a teacher in school to whom the pupil relates or from an external agency. The pupil's Head of Year will be informed of the situation. This situation might be a temporary one or may be on-going. This also includes any vulnerable adults who may be 18. Parents/carers are informed of the situation wherever appropriate.

- Any suspicion of this should be treated as a Child Protection Case and all procedures should be followed.

The school assesses the risks and issues in the wider community when considering the wellbeing of all its pupils. (Contextual Safeguarding)

Confidentiality and Data Protection Act 2018 GDPR

This act does not prevent or limit the sharing of information for the purposes of KCSiE .

This includes allowing practitioners to share information without consent (KCSiE para 77)

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CHILD PROTECTION POLICY

The school policy has been written to conform to BSCB procedures and guidance from the Government .

Please see also Statutory Policy 29:

STATEMENT OF PROCEDURES FOR DEALING WITH ALLEGATIONS AGAINST STAFF

The school works under the guidelines produced by the Blackpool Safeguarding Children's Board – procedures help and Information about Child Protection. The Authority Official responsible for Child Protection is the Senior Education Social Worker. (Duty Social Care 01253 477299). We also work with Lancashire pupils who will be under LSCB (03001236720 – OOH 03001236722)

Please link with:

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

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

The school has clear and agreed procedures for dealing with CP cases which are based upon the advice within the BSCB/LSCB (pan Lancashire guidance)

Members of staff are advised of the location of Government guidelines.

These can be found online at <http://www.blackpoolsafeguarding.org.uk/> website and intranet links via 'my concern' & /or the 'Worried button'. Paper copies in Mrs Hackney's office.

Support for staff who have intensive involvement in dealing with cases of this type will be available within school via the designated teacher and or the BSCB, where professional counselling is available, EAP or SAS.

A separate file is used to keep records of any cases; this is in the office of the designated teacher and is confidential. A register of children who are 'cause for concern' is also kept. These are confidential to the designated teacher and the Head teacher with other staff being informed on a need to know basis. Any records that are kept will be maintained in line with the procedures outlined in the BSCB guidance.

Any teacher who has a cause for concern, mere suspicion or disclosure should immediately and without any delay inform the designated teacher where a decision can be made as to the appropriate course of action. (Time makes a difference to both child and procedures, it requires an IMMEDIATE action).

The designated teacher and/or other appropriate teacher will attend case conferences, where the school has had a large involvement with the case. If the school has little involvement, it will be at the discretion of the Headteacher.

Relationships with parents of involved children during and after referral will depend on the type of abuse and involvement. This will be dealt with on an individual basis.

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Any allegations or suspicions made against adults within the school will be dealt with strictly by local agreed procedures. These must immediately respond to the Headteacher. If it involves the Headteacher – these concerns must go to the Chair of Governors. No one must attempt any 'Investigation' or 'support' of any kind. Staff will be made aware of the difficulties inherent in this area and the need for self-protection. (See Policy S29). Designated Officers will be consulted for any issue surrounding adult employees/volunteers/visitors to and around school.

These procedures will be reviewed annually. Amendments to the BSCB guidance will be updated and staff notified via shared documents and Core Policy Booklet.

STAFF GUIDANCE NOTES

These notes are to be followed closely. Staff should also read and understand KCSiE 2019 and its appendix 1.

There are four categories of abuse:

- NEGLECT
- PHYSICAL INJURY
- SEXUAL ABUSE
- EMOTIONAL ABUSE

Staff should be alert to signs of abuse and should follow the procedures outlined if they are suspicious. Outward signs of abuse - bruising, lacerations, changes to behaviour, inadequate clothing, poor growth, excessive dependence or attention seeking are all potential signs.

It is not the responsibility of teachers to investigate suspicions, as greater care must be taken in asking questions and interpreting answers about indications of abuse.

If suspicious staff should refer their suspicions to the designated member of staff, immediately and without delay, who will deal with their concern according to BSCB guidelines.

The designated member of staff will liaise with the investigating agencies or if uncertain as to the need for referral seek advice. This will follow discussion with the Headteacher.

When making a referral the designated teacher will ask to be informed of the strategy to be adopted and the information that will be provided to parents and the child as to how the referral has been made.

The designated teacher should keep clear and accurate records of any suspicions, discussions and subsequent referral.

The designated teacher will be provided with opportunities to develop and maintain appropriate skills and knowledge to carry out their responsibilities.

In the event of a child confiding in a member of staff and requesting confidentiality, the member of

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staff must tell the child (tactfully) that he or she has a responsibility to refer the information to the responsible person.

- Tell the child: if they want the harm to stop we do need to act, although this may seem worse to them at the outset, (just telling you isn't going to make anything better).

This should be done immediately without delay to the DSL and shared with no other person, gaining cover for the current class or responsibility by pressing On-call.

Child Protection Register - the school will be informed by the key worker when a child is placed on or removed from the register and when a new school is started.

On transfer to a new school the designated member of staff will inform the new school and the key worker of the situation.

The designated member of staff will monitor pupils on the register in line with the agreed child protection plan.

The school will via the RSE programme raise issues with regard to child abuse and provide information on helplines.

In a situation where an allegation is made against a member of staff this will be directed to the Headteacher who will follow the agreed procedures of the BSCB and as recommended by Government.

<http://ceop.police.uk/>

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

SCHOOL POLICY:

Developing British Values and Preventing Radicalisation (PREVENT)

This document aims to summarise how, as a school community, St George's School is helping our pupils to develop "British values" and how we work to prevent radicalisation in a range of areas. As ever this contextualised to our area of the country, whatever the perceived evidence is of activity in our county children and staff will be made aware of concepts, raise awareness and be able to act appropriately

Upholding and developing British Values

As a community we have determined "British Values" to be:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect

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- Respect for those with different faiths and beliefs
DfE Counter Terrorism and Security Act (2015)

As a school we aim to develop and nurture these by:

- Delivering a Collective Worship programme with core Christian and British value, beliefs, and practices at its heart.
- Having a College system that ensures all individuals are recognised and foster a family ethos with pupils supporting each other through peer mentoring.
- A well-structured Spiritual, Moral, Social and Cultural education programme.
- A strong Religious Education syllabus at both Key Stages, including a Spirituality Day annually for each year group.
- Effective and well-managed School Prefect system enabling pupils to actively participate in the process.
- A broad and balanced curriculum which addresses many of these core values across a range of subject areas.
- Having a clearly communicated and consistently applied Behaviour Policy so that pupils understand what is expected of them and the consequences of both meeting and failing to meet these expectations.
- A rewards system that recognises positive contributions in school and celebrates success.
- A Code of Conduct which is regularly referred to and communicated with pupils, reiterating that we are a school community built on mutual respect and understanding.
- Adopting restorative approaches, where possible, to resolve any difficulties between members of our school community.
- Having a rigorous commitment to pupil safety (for example: trips and visits policy and procedures, Safeguarding procedures, Code of Conduct and Health and Safety procedures)
- Celebration of the diverse nature of our school community through *menus, themed events, the Collective Worship programme, the teaching of World Music and the choice of texts/resources across the curriculum.*
- An extra-curricular programme that provides opportunities outside the curriculum to develop individual talent and contribute to school life.

In addition, please see bullet points below relating to how we aim to eliminate the possibility of Radicalisation as many of these actions / steps also assist us in affirming and reinforcing core “British Values” of tolerance, respect and the rule of law.

Citizens who feel respected, connected and valued within a community are far less likely to be at risk of radicalisation.

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We have defined Radicalisation as, “a process by which an individual or group comes to adopt increasingly extreme political, social, or religious ideals and aspirations that reject or undermine the status quo and/or reject and/or undermine contemporary ideas and expressions of freedom of choice.”

We believe it is when someone feels marginalised or under-valued that there is a greater opportunity for such extremism to be fostered. We aim to prevent the radicalisation of our pupils / staff by:

- Celebrating diversity through our curricular content (for example – see RSE curriculum)
- Providing menu options to meet specific dietary requirements.
- Providing opportunities / facilities for personal prayer and reflection during the school day.
- Making provision for specific periods of religious observance (such as during the month of Ramadan)
- Planning calendared events with consideration of significant periods of religious observance (such as Parents Evenings and Ramadan, for example)
- Providing a Spiritual, Moral, Social and Cultural programme that celebrates diversity, challenges stereotypes and addresses issues such as discrimination and prejudice in society as a whole.
- Having a school uniform which can be adapted appropriately to meet the requirements of religious dress codes.
- Authorising absence appropriately for religious observance.
- Ensuring that pupil rewards programmes offer rewards that are appropriate to those of all faiths and none.
- Making provision for pupils who are in periods of religious observance (such as Ramadan) during school visits / residential stays.
- Making provision for religious requirements linked to modesty and appropriate segregation by gender during school visits or residential opportunities.
- Providing Work Experience placements at KS4 which offers all pupils the opportunity to explore career aspirations and raise expectations.
- Monitoring all job applications in our aim for diversity within our staffing
- Ensuring the safer recruitment of our staff.
- Ensuring that visitors are appropriately vetted and supervised whilst on site
- Educating pupils about the protected characteristics detailed within the Equality Act 2010.
- Responding rapidly, rigorously and appropriately to any reported incidents of a racist or discriminatory nature, adhering to Local Authority reporting protocols, as required.

In summary, our aim is to develop well-rounded, educated and reflective pupils who can confidently move forward beyond school and find their place in the world. We want our pupils to:

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- Develop lively, enquiring minds capable of original thought and well-balanced critical argument.
- Become confident, independent learners well-equipped for lifelong learning.
- Derive enjoyment from their learning which should extend their intellectual capacity, develop their interest and stimulate their curiosity.
- Embrace the many opportunities afforded by developments in information and communication technologies, whilst fully accepting the responsibilities that go with using them properly.
- Engage in a broad programme of experiences which enable them to appreciate their cultural inheritance and to understand more about themselves and the world in which they live.
- Develop the capacities to make informed, rational and responsible decisions and to work in ways which enhance their self-respect and sensitivity to the needs of others, particularly those less advantaged than themselves.
- Show respect for each other and all people working in the school, and to appreciate the diverse talents that contribute to our school community.
- To play a full part in creating a caring, supportive school environment.
- Develop a range of reasoned beliefs and values and a sympathy and respect for those held by others, which will prepare them to become considerate and responsible citizens.
- Display self-discipline and proper regard for authority.
- Foster good behaviour and to avoid all forms of bullying.

SCHOOL POLICY FOR CHILDREN LOOKED AFTER (CLA -Formerly known as LAC's)

St George's School aims to promote the educational achievement and welfare of pupils in public care.

Designated Person for CLA: Mrs T Hackney/Mrs T Milner

Governor with responsibility for CLA: Claire Taylor

We wish for children to recognise when they are at risk and how to get help when they need it. This is no more so than with those looked after or privately fostered. The CONTEXT of their situation will be recognized (KCSiE 2019) Staff are consistently aware to listen and make DSL aware of any indications

The Governing Body is committed to providing quality education for all its pupils based on equality of access, opportunity and outcomes. The policy includes requirements set out in "Statutory guidance on the duty on local authorities to promote the educational achievement of looked after children" under section 52 of the Children Act 2004 (amended 2019) and takes into account revisions from the Children and Young Persons Act 2008 and associated guidance on the education of CLA. We aim to contribute towards achieving the best outcomes.

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The aims of the school are to:

- ensure that the Academy's policies and procedures are followed for CLA as for all children.
- ensure that all CLA have access to a broad and balanced curriculum
- provide a differentiated curriculum appropriate to the individual's needs and ability.
- ensure that CLA pupils take as full a part as possible in all school activities.
- ensure that carers and social workers of CLA pupils are kept fully informed of their child's progress and attainment.
- ensure that CLA pupils are involved, where practicable, in decisions affecting their future provision.

Who are Children Looked After?

Under the Children Act 1989, a child is looked after by a local authority if he or she is in their care or provided with accommodation for more than 24 hours by the authority. They fall into four main groups:

- children who are accommodated under a voluntary agreement with their parents (section 20)
 - children who are the subjects of a care order (section 31) or interim care order (section 38)
 - children who are subjects of emergency orders for their protection (sections 44 and 46)
- children who are compulsorily accommodated - this includes children remanded to the local authority or subject to a criminal justice supervision order with a residence requirement (section 21).

The term 'in care' refers only to children who are subject to a care order by the courts under section 31 of the Children Act 1989 - they may live with foster carers, in a Children's home, in a residential school, with relatives or with parents under supervision. Children who are cared for on a voluntary basis are 'accommodated' by the local authority under section 20 of the Children Act- they may live in foster care, in a Children's home or in a residential school. All these groups are said to be 'Children Looked After' - CLA. They may be looked after by our local authority or may be in the care of another authority but living in ours.

Admissions

The Governing Body endorses council policy. The Council, as the Admission Authority for Community and Voluntary Controlled Schools, believes that admissions criteria should not discriminate against CLA. Due to care placement changes, CLA may enter school mid-term. It is vital that we give them a positive welcome as we would all children. If necessary, we may offer additional support and pre-entry visits to help the new pupil settle.

Inclusion

This policy recognises that all pupils are entitled to a balanced, broadly based curriculum. Our CLA policy reinforces the need for teaching that is fully inclusive. The governing body will

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ensure the school makes appropriate provision for all CLA pupils.

Allocation of resources

The Governing Body will ensure that the school allocates resources to support appropriate provision for CLA, meeting the objectives set out in this policy.

Monitoring the progress of CLA

A Personal Education Plan (PEP) will be initiated within 20 days of the CLA joining the academy, or of entering care, and the academy should ensure that the young person is actively involved. It is vital that the academy assesses each CLA's attainment on entry to ensure continuity of learning.

The school will monitor and track the achievement and attainment of all pupils at regular intervals. CLA will require their PEP to be reviewed, according to their needs, as initiated by the reviewing office or social worker, and the young person's views should be entered on the PEP.

Record Keeping

The Designated Person will know who are the CLA in school and will have access to their relevant contact details including birth parents, carers and social workers. The Designated Person will also know about any CLA from other authorities. It is important that the school flags CLA status appropriately in the school's information systems so that information is readily available as required. The school should complete the PEP on the format required by the placing authority.

Staff Development

We encourage staff to attend courses that help them to acquire the skills needed to support CLA. Part of the Designated Person's role is to develop awareness of issues associated with CLA.

Partnership with parents/carers and care workers

The Academy firmly believes in developing a strong partnership with parents/carers and care workers to enable CLA to achieve their potential. Review meetings are an opportunity to further this partnership working.

Links with external agencies/organisations

We also recognise the important contribution that external support services make in supporting CLA. Colleagues from the following support services may be involved with individual CLA:

Virtual School

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Educational psychologists and others from Local Authority SEN services
Medical officers
School nurses
CAMHS/EWIST
Pupil Welfare Officers
Social care worker/Community care worker/ Residential child care worker
Youth Offending Team
Parent support officer for SEND pupils.

CLA policy review and evaluation

We consider the CLA policy to be important and we undertake a thorough review of both policy and practice each year. The outcomes of this review inform the Academy Improvement Plan.

Role of the Designated Person

The designated person has a leadership role in promoting the educational achievement of every looked after child on the academy's roll. The role should make a positive difference by promoting a whole school culture where the personalised learning needs of every looked after child matters and their personal, emotional and academic needs are prioritised. The designated person should have lead responsibility for helping school staff to understand the things which can affect how looked after children learn and achieve.

Role of Governing Body

From 1st September 2009 the governing bodies of all maintained schools are required under the Children and Young Persons Act 2008 to appoint a Designated Person for CLA. This person must be line managed by a qualified teacher or be undertaking training to become a qualified teacher.

As a minimum the governing body must consider an annual report from the designated person which contains information about:-

- Workload issues arising from the number of CLA or the number of LAs involved
- Levels of progress made by the CLA on the academy roll
- Patterns of attendance and exclusion
- Process or planning issues arising from the completion of the PEP
- Whether any CLA are identified as gifted and talented or as having SEND

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Statutory Policies 29:

S29: 2020 STATEMENT OF PROCEDURES FOR DEALING WITH ALLEGATIONS AGAINST STAFF -
Statutory Policy

Any suspicion or evidence of abuse, inappropriate behaviour (proven or otherwise) must be reported to the Headteacher immediately. If the allegation is about the Headteacher this report should go to the Chair of Governors.

Any allegations or suspicions made against adults within the school will be dealt with strictly by local agreed procedures.

These must immediately respond to the Headteacher. No-one must attempt any 'Investigation' or 'support' of any kind.

Staff will be made aware of the difficulties inherent in this area and the need for self-protection.

These procedures will be reviewed annually. Amendments to the CSA guidance will be updated annually.

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

The Blackpool Safeguarding Children's Board Website has links to all recommended documentation.

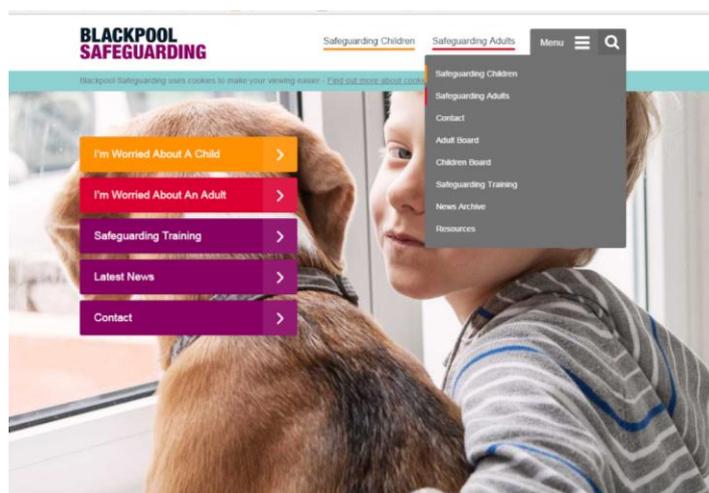
LA Guidelines, CAF procedures, Safer Recruitment, Safeguarding Children, what to do if you think a Child is being Abused, Working Together to Safeguard Children.

Staff can gain support from School, CIDARI, Diocese, SAS, EAP. (via Headteacher, Deputy Headteacher, School Business Manager)

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Appendix to Statutory Policy 29:

Links to National Guidance <http://www.blackpoolsafeguarding.org.uk/>



Mantra for adults working within St George's: If you suspect a child is suffering...

Tell T Hackney or in their absence the most senior member of staff. IMMEDIATELY without hesitation

Mantra for Pupils:

'Children at St George's do not keep adults secrets'

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