



Pleckgate
HIGH SCHOOL

Safeguarding & Child Protection Policy



Document Control

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|---------------------|-----------------------------------|
| Date of last review | August 2017 |
| Date of next review | August 2018 |
| Review Period | 12 Months |
| Policy Status | Statutory |
| Owner | Governing body/Board of directors |
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Safeguarding Children and Child Protection Policy

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1.0 Policy Statement and Principles

1.1 Safeguarding & Child Protection Statement

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. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

Where it is believed that a child is at risk of or is suffering significant harm, the school will follow the procedures set out in the Blackburn with Darwen Local Safeguarding Children Board (LSCB) Procedures.

These are available in electronic form at: <http://www.lscb.org.uk>

1.2 Our core safeguarding principles are:

- the school's responsibility to safeguard and promote the welfare of children is of paramount importance
- 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

1.3 Policy Aims

- 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

Prevention: Pleckgate High School 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 the school plays a significant part in the prevention of harm to our pupils by providing pupils with effective lines of communication with trusted adults, supportive friends and an ethos of protection within their duty of care.

Pleckgate High School will support all pupils by encouraging the development of self-esteem and resilience in every aspect of school life. All staff recognise that effective safeguarding systems are those which put the child's needs first and are included through the curriculum and other areas such as:

- A 'pupil voice' established through the School Council
- Heads of Year, Tutors, Safeguarding Officers and the school nurse are available to ensure that children know that there are adults in school whom they can approach if difficulties arise.
- The PSHE curriculum activities and opportunities equip children with the skills they need to stay safe from abuse
- Wherever possible, effort will be made to establish working relationships with parents and external agency colleagues to protect children from harm

Protection: All staff and volunteers are trained to recognise and respond to 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 (in line with the Local Safeguarding Children Board procedures).

Support: Our school acknowledges the sensitivity and complex nature of safeguarding and child protection and therefore ensures that pupils, staff and families are supported appropriately.

At Pleckgate High School 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.

1.4 Terminology

Safeguarding and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes (**Working Together to Safeguard Children 2015**).

Child protection refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm (**Children Act 1989**).

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 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.

2.0 Statutory Guidance

- 2.1 Education Act 2002: Section 175 of the Education Act 2002 requires local education authorities and the governors of maintained schools and further education (FE) colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.
- 2.2 Section 157 of the same act and the Education (Independent Schools Standards) (England) Regulations 2003 require proprietors of independent schools (including academies and city technology colleges) to have arrangements to safeguard and promote the welfare of children who are pupils at the school.
- 2.3 Working Together to Safeguard Children 2015 sets out organisational responsibilities for schools and colleges and this applies to maintained, independent, academies, free schools and alternative non provision academies
- 2.4 Keeping children safe in education: Statutory guidance for schools and colleges 2016 was issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) Regulations 2014 and the Education (Non-Maintained Special Schools) (England) Regulations 2011. This contains information on what schools **should** do and sets out the legal duties with which schools **must** comply.
- 2.5 The Local Safeguarding Children Board (LSCB) from time to time will want to monitor schools compliance with their duties by way of a self-assessment audit. This audit will form a key part of local evidence and can be used by schools to identify improvements they require in their safeguarding arrangements.
- 2.6 This policy has been developed in accordance with the principles established by the Children Act 1989 and 2004; Education Act 2002 and in line with the following:

[“Keeping Children Safe in Education 2016”](#)

[“Working Together to Safeguard Children 2015”](#)

[“Lancashire Policy and Procedures for Safeguarding Children Manual 2015”](#)

[“What to do if you’re worried a child is being abused \(Advice to Practitioners\) 2015”](#)

[“The Prevent Duty \(Departmental Advice for Schools and Childcare Providers\) 2015”](#)

3.0 Roles and Responsibilities

All adults working with or on behalf of children have a responsibility to protect children and keep them safe. This is done by following the 4 R’s:

- **Recognise** – unmet needs, abuse and harm.
- **Respond** – alert the DSP and/or Childrens Social Care
- **Record** – ensure records are kept up-to-date and secure
- **Refer** – share information and refer to external agencies to safeguarding and protect children from harm

3.1 All staff (including governors):

- must have children’s safeguarding training appropriate to their role and responsibility which is updated at least every 3 years (except Designated Leads);
- should be aware of the signs of abuse and neglect and 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).

3.2 The governing body must ensure that:

- the school complies with their duties under legislation;
- all staff have read at least part one of Keeping children safe in education (September 2016);
- the school contributes to multi and interagency working in line with Working Together to Safeguard Children 2015. This includes early help, child in need and child protection assessments (see Chapter 5);
- there is a child protection policy and procedures that are consistent with LSCB requirements, reviewed and updated annually and made available to parents (available on the school website);
- 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 by the governing body are disseminated, followed and understood by staff;
- they appoint a member of staff from the senior leadership team to the role of Designated Safeguarding Lead (DSL);
- they consider how children may be taught about safeguarding (including online) 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;
- there are procedures in place to handle allegations of abuse of children against other children;
- 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 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 ICT policy addresses the safety of children in accessing terrorist and extremist material when accessing the internet and that suitable filtering software is in place.

3.3 **The Head Teacher:**

- ensures that the child protection policy and procedures are implemented and followed by all staff;
- allocates sufficient time and resources to enable the DSL and deputy to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings;
- ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle blowing procedures;
- ensures that pupils’ safety and welfare is addressed through the curriculum; and
- provides a signed copy of the school’s annual report to the Governing Body

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

A deputy lead must also be identified who can undertake those functions in the absence of the DSL. The Designated Safeguarding Lead (DSL) is Mr Rob Hamilton who has undertaken Designated Staff training at Level 3 and refresher training every two years.

The deputy designated lead(s) must be appropriately trained and, in the absence of the designated person, carries out those functions necessary to ensure the ongoing safety and protection of pupils. In the event of the long-term absence of the designated lead, the deputy will assume all of the functions. The School Deputy DSL(s) are Mrs A Ansbro, Mrs S Karolia and Mr M Johnson who have received appropriate Levels 3 training and will act in the Designated Safeguarding Lead’s absence.

The broad areas of responsibility for the Designated Safeguarding Lead as outlined in ‘Keeping children safe in education 2016’ are:

Managing referrals: Refer all cases of suspected abuse to the local authority children’s social care and:

- To the designated officer for child protection concerns (all cases which concern a staff member)-this remains the LADO in BwD
- To the Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child); and/or
- The Police (cases where a crime may have been committed)
- Should liaise with the Headteacher (if not the DSL) to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

Training: The DSL should receive appropriate training every two years in order to:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- Have a working knowledge of how local authorities' conduct child protection case conferences and child protection review conferences and be able to attend and contribute to these effectively when required to do so;
- Ensure each member of staff has access to and understands the schools child protection policy and procedures, especially new and part time staff;
- Be alert to the specific needs of children in need, those with special educational needs and young carers;
- Be able to keep detailed, accurate, secure written records of concerns and referrals;
- Obtain access to resources and attend any relevant or refresher training courses; and
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Raising Awareness: The designated safeguarding lead should ensure the school or college's policies are known and used appropriately:

- Ensure the school or college's child protection policy is reviewed annually and the 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 are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this;
- Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding; and
- Where children leave the school or college 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.

4.0 Good Practice Guidelines

To meet and maintain our responsibilities towards pupils we need to agree standards of good practice. This expectation of good practice applies to all staff.

All staff and volunteers will:

- treat all pupils with respect;
- treat pupils as individuals;
- put the child's welfare first;
- set a good example by conducting ourselves appropriately;
- involve pupils in decisions that affect them;
- encourage positive and safe behaviour among pupils;
- be a good listener;
- be alert to changes in pupils' behaviour;
- recognise that challenging behaviour may be an indicator of abuse;
- read and understand the school's child protection policy and guidance documents on wider safeguarding issues, for example bullying, physical contact and information-sharing;
- ask the pupil's permission before doing anything for them of a physical nature, such as assisting with dressing, physical support during PE or administering first aid;
- maintain appropriate standards of conversation and interaction with and between pupils and avoiding the use of sexualised or derogatory language;
- be aware that the personal and family circumstances and lifestyles of some pupils lead to an increased risk of abuse;
- be aware and sensitive of different cultures and different communities;
- be aware of the possible necessity for a neutral translator for a child who cannot express him/herself in English as well as in his/her mother tongue;
- share concerns immediately with the DSL; and
- always act in the best interests of the child or young person.

5.0 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 or have special educational needs
- living in a domestically abusive situation
- affected by parental substance misuse
- 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, or engaging in bullying
- 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 prostitution or child trafficking
- speakers of another first language
- children that are subject to a Child Protection Plan
- exhibit any changing behaviours that cause concerns
- missing from education

5.1 **Blackburn with Darwen Continuum of Need and Response**

The Blackburn with Darwen Children’s Continuum of Need and Response (CoNR) framework is a tool 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. The framework supports a risk sensible approach (see Appendix A).

5.2 **Early Support**

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 appropriate.

Under LSCB information sharing guidelines consent is required to undertake a CAF assessment

6.0 **Recognising and Responding to Safeguarding Concerns**

All staff should be aware of the signs of abuse and neglect and if they are unsure they should speak to the DSL. In exceptional circumstances or for advice and support, staff and the DSL can contact the Multi Agency Safeguarding Hub (MASH) 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 should be able to access a copy of this.



What_to_do_if_you_
re_worried_a_child_is

The following flowchart will be visible for staff to be able to identify actions required when they have a safeguarding concern



The above guidance has been amended from 'Keeping children safe in education' to reflect local procedures.

6.1 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 Childrens Services is via the Multi Agency Safeguarding Hub using the MASH form (see the next section)

Under LSCB information sharing guidelines consent is required to refer for a CIN assessment

6.2 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 the Multi Agency Safeguarding Hub (MASH) form which is to be used for all referrals to Children's Services (Also see referral flow chart appendix A):



Referral to children's social care

- **Telephone Blackburn with Darwen Borough – MASH (Multi-Agency Safeguarding Hub) 01254 666400**
- **Complete a MASH referral form and send securely to cypreferrals@blackburn.gcsx.gov.uk**

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

6.3 Physical Abuse

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

6.4 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 children that they are worthless or unloved, inadequate or valued only for meeting the needs of another person. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. It may feature age – or developmentally – inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.

Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

6.5 Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

6.6 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 misuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing or shelter, including exclusion from home or abandonment; failing to protect a child from physical and emotional harm or danger; failure to ensure adequate supervision, including the use of inadequate care-

takers; or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

(Definitions are taken from Working Together to Safeguard Children 2015).

If, at any point, there is a risk of immediate serious harm to a child a referral should be made to MASH 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.

6.7 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

6.8 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.

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 jump in 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.

6.9 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
- do 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 senior person. 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 person, 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 designated person
- seek support if they feel distressed.

6.10 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)).

7.0 Specific Safeguarding Circumstances

7.1 Child Sexual Exploitation

CSE involves exploitative situations, contexts and relationships where young people may receive something (e.g. food, accommodation, drugs, alcohol, gifts or simply affection) as a result of engaging in sexual activities. The perpetrator will not only groom the victim (possibly over a long period of time) but will always hold some kind of power which increases as the exploitative relationship develops. Sexual exploitation involves a degree of coercion, intimidation or enticement, including unwanted pressures from peers to have sex, sexual bullying including on line bullying (cyberbullying) and grooming. It is important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

- All staff will undertake CSE training appropriate to their role
- The school curriculum (whereby sexual relationships/PSHE is delivered) will include relevant information around the risks of and associated with CSE.

Link to Pan Lancashire CSE Standard Operating Protocol:

http://panlancashirescb.proceduresonline.com/chapters/p_child_sex_exp.html

7.2 Children Missing from Education

This can be a potential sign of abuse or neglect including sexual exploitation, undergoing female genital mutilation, forced marriage or travelling to conflict zones. Staff must follow school procedures when a child misses education particularly on repeat occasions to prevent the risk of them going missing in the future.

The school will inform the local authority of any pupil who is going to be deleted from the register whereby:

- parents have removed them from school for education outside of the school system e.g. home schooling
- they have ceased to attend school and no longer live within reasonable distance of the school
- they have been certified by the school medical officer as unlikely to be fit to attend school before ceasing to be of compulsory school age
- the child is in custody for a period of more than four months and school does not believe they will return at the end of that period
- the child has been permanently excluded
- the child has been absent without permission for a continuous period of 10 days or when the school have concerns.

Link to LSCB procedure:



child_missing_no_ed
uc.pdf

7.3 PREVENT

7.4 PREVENT is part of the Government's counter-terrorism strategy CONTEST. Its aim is to stop people becoming terrorists or supporting terrorism. Prevent addresses all forms of terrorism but continues to prioritise according to the threat they pose to the country's national security. Prevent involves the identification and referral of those susceptible to violent extremism into appropriate interventions. These interventions aim to divert the susceptible and vulnerable from embarking down the path to radicalisation. The aim of the prevent strategy is to

- Respond to the ideological challenge we face from terrorism and aspects of extremism, and the threat we face from those who promote these views.
- Provide practical help to prevent people from being drawn into terrorism and ensure they are given appropriate advice and support.
- Work with a wide range of sectors (including education, criminal justice, faith, charities, online and health) where there are risks of radicalisation.
- staff should have a general understanding of how to identify a child who may be at risk of radicalisation
- staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection.
- staff should use professional judgement in identifying children who might be at risk of radicalisation and act proportionately
- staff will undertake training appropriate to their role (the DSL will undertake Prevent Workshop to Raise Awareness of Prevent (WRAP) training)
- the school ICT policy will ensure the safety of children by ensuring they cannot access terrorist and extremist material when using the internet and that suitable filtering software is in place
- staff must speak to the DSL if they have concerns and complete the school safeguarding incident referral form
- the DSL must follow LSCB procedures in relation to obtaining advice and/or making a referral to Channel ([Channel General Awareness](#)).

Link to LSCB procedures:

http://panlancashirescb.proceduresonline.com/chapters/p_violent_extremism.html

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism, there is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. From July 2015 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'.

7.5 All schools need to be committed to providing a secure environment for pupils, where all children both feel and are kept safe. All adults working in schools have to recognise that safeguarding is everyone's responsibility, irrespective of the role they undertake or whether they have direct contact with or responsibility for children & young people.

This advice & guidance will need to be applied within the context of each school's existing arrangements to safeguard and promote the welfare of all children in line with the statutory duties set out in sections 157 and 175 of the Education Act 2002.

The school's Safeguarding Policy will need to draw upon:

- Guidance from the 'Blackburn with Darwen LSCB Procedures' – Updated May 2015
- The Prevent duty. Departmental advice for schools and childcare providers – DfE Advice June 2015
- Keeping Children Safe in Education. Statutory guidance for schools and colleges – DfE Guidance September 2016
- DCSF resources:
 - Learning Together to be Safe
 - Tackling Extremism in the UK
- Teaching approaches that help build resilience to extremism among young people – DfE Research Report 119 published in May 2010

7.6 Definitions

The following definitions create clarity when discussing radicalisation and extremism:

Ideology – a set of beliefs.

Extremism – a vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

Radicalisation – the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

Terrorism – an action that endangers or causes serious violence damage or disruption and is intended to influence the Government or to intimidate the public and is made with the intention of advancing a political, religious or ideological cause.

When applying this guidance we use the following accepted Government definition of extremism which is:

'Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs; and/or calls for the death of members of our armed forces, whether in this country or overseas.'

The full Government Prevent Strategy can be viewed at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-strategy-review.pdf

- 7.7 There is no place for extremist views of any kind in any of our schools, whether from internal sources – pupils, staff, governors or external sources – school community, external agencies or individuals. Pupils need to see their school as a safe place where they can explore controversial issues openly and where teachers encourage and facilitate this. We have a duty to ensure this happens.
- 7.8 Schools will recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and so these issues must be addressed as a safeguarding concern as set out in both this document and the school safeguarding policy.
- 7.9 It is recognised that if we fail to challenge extremist views, we are failing to protect our pupils. Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances of young people. Education is a powerful tool to challenge this; equipping young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way.
- 7.10 All schools will therefore provide a broad and balanced curriculum, delivered by skilled professionals, so that pupils are enriched, valued, tolerant of difference, understand diversity, and do not feel marginalised.
- 7.11 We are aware that young people may be exposed to extremist influences or prejudiced views from an early age, which can emanate from a variety of sources, including the media and internet. At times pupils may themselves reflect or display views that can be discriminatory, prejudiced or extremist, including using derogatory language. Any prejudice, discrimination or extremist views displayed by pupils or staff will need to be challenged and where appropriate dealt with in-line with policies such as the Pupil Behaviour and Attendance Policy or the Staff Code of Conduct.

As part of safeguarding responsibilities school staff must be alert to:

- Pupils disclosing their exposure to extremist actions, materials or the views of others outside of school, such as in their homes or community groups, especially where pupils have not actively sought these out;
- Graffiti symbols, writing or art work promoting extremist messages or images;
- Pupils accessing extremist material online, including through social networking sites
- Parental reports of changes in behaviour, friendships or actions and requests for assistance;
- Partner schools, local authority services, and police reports of issues affecting pupils in other schools or settings;
- Pupils voicing opinions drawn from extremist ideologies and narratives;
- Use of extremist or ‘hate’ terms to exclude others or incite violence;
- Intolerance of difference, whether secular or religious or (in line with our equalities policy) views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture;
- Attempts to impose extremist views or practices on others;
- Anti-British views.

7.12 Schools are strongly advised to closely follow any locally agreed procedure as set out by the Local Safeguarding Children Board, including criteria for safeguarding individuals vulnerable to extremism and radicalisation. In the event of concerns about a person at risk of becoming radicalised, contact will be made with Lancashire Constabulary's Prevent Team to consider whether it is appropriate to refer the individuals to the Channel process. Channel is a bespoke multi-agency approach which uses early intervention to protect and divert people away from the risks they face. Referrals can be made by anyone who has concerns. The Channel Panel is chaired by the local authority and meets at regular intervals to discuss referrals on individuals who have been identified as being at risk of radicalisation but have not committed any terrorism offence. For further details visit:

<https://www.gov.uk/government/publications/channel-guidance>

7.13 Teaching Approaches

All staff in schools should strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered, especially in situations where children may find it harder to challenge or question radical influences. This will be achieved by good teaching, including PSHE, but also by adopting the methods outlined in the Government guidance 'Teaching approaches that help build resilience to extremism among young people' published by the DfE in 2011.

These teaching approaches will help pupils build resilience to extremism and give them a positive sense of identity through the development of critical thinking skills. It is important to ensure that all staff are equipped to recognize extremism and are skilled and confident enough to challenge it.

Schools will need to be flexible enough to adapt their teaching approaches, as appropriate, to address specific issues, enabling them to become more relevant to current issues of extremism and radicalisation. For this reason schools are advised to utilise appropriate/suitable resources in this undertaking, accessing various materials such as:

www.preventforschools.org

www.gov.uk/government/publications/school-inspection-handbook-from-september-2015

www.gov.uk/government/publications/rock-enrol-engaging-young-people-in-democracy

www.wewillinspire.com

www.recora.eu

www.tes.com/teaching-resource/tackling-extremism-in-schools-11105440

7.14 Our school aims to:

- Make a connection with children & young people through good teaching and a pupil centred approach;
- Facilitate a 'safe space' for dialogue; and
- Empower pupils with the appropriate skills, knowledge, understanding and awareness for resilience.

This approach will need to be embedded within the school ethos, so that pupils know and understand what safe and acceptable behaviour is within the context of extremism and radicalisation. This will work in conjunction with each school's approach to the spiritual,

moral, social and cultural development of pupils as defined in Ofsted's School Inspection Handbook and will include the use of assemblies to help further promote this rounded development of pupils. The objective will be to build mutual respect and understanding and to promote the use of dialogue, not violence, as a form of conflict resolution. This can be achieved by using a curriculum which includes:

- Citizenship programmes;
- Open discussion and debate;
- Work on anti-violence and restorative approaches;
- Focused educational programmes.

7.15 Schools will also need to work with local partners, families and communities in their efforts to ensure better understanding and embrace the local context and values in challenging extremist views and to assist in the broadening of their pupil's experiences and horizons. Schools will need to support pupils who may be vulnerable to such influences as part of their wider safeguarding responsibilities. Where staff believe a pupil is being directly affected by extremist materials or influences, they will need to ensure that that pupil is offered mentoring. Additionally, the school should seek external support from the Local Authority Prevent Coordinator and the Education Safeguarding Officer.

7.16 Schools are expected to promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs by teaching and encouraging pupils to respect one another and to respect and tolerate difference, especially those of a different faith or no faith. It is our responsibility to keep pupils safe and prepare them for life in modern multi-cultural Britain.

7.17 Use of External Agencies and Speakers

Schools may encourage the use of external agencies or speakers to enrich the experiences of their pupils. However, they will need to vet these individuals and any organisations which provide such learning opportunities or experiences for pupils. The vetting processes is to ensure that we do not unwittingly use agencies or individuals that contradict each other with their messages or that are inconsistent with, or in opposition to, the school's values and ethos and to ensure that this is of benefit to all pupils.

All schools will therefore assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- Any messages communicated to pupils are consistent with the ethos of the school and do not marginalise any communities, groups or individuals;
- Any messages do not seek to glorify criminal activity or violent extremism, or seek to radicalise pupils through extreme or narrow views of faith, religion, culture or other ideologies;
- Activities are matched to the needs of pupils;
- Speakers are evaluated by the school to ensure they are effective.

By delivering a broad and balanced curriculum, augmented by the use of external sources, schools will strive to ensure that pupils recognise risk and build resilience to manage any such risk themselves, appropriate to their age and ability, and to also help pupils develop the critical thinking skills needed to engage in informed debate.

7.18 Whistle Blowing

Where pupils have concerns of extremism or radicalisation they will be encouraged to make use of the school's own internal systems to 'whistle blow' or raise any issues in confidence with the Designated Safeguarding Lead.

Staff and governors should make use of the DfE dedicated telephone helpline (020 7340 7264) to raise any concerns relating to extremism. Concerns can also be raised by email to:

counter.extremism@education.gsi.gov.uk

7.19 Please note the helpline is not intended for use in emergency situations, such as a child being at immediate risk of harm or a security incident, in which case the normal emergency and local safeguarding procedures should be followed.

7.20 Female Genital Mutilation (FGM)

Female Genital Mutilation (FGM) is illegal in the UK and a form of child abuse with long-lasting harmful consequences. School staff need to be alert to the possibility of when a female pupil may be at risk of FGM or when it may have been conducted on them.

Warning signs for FGM can be found on pages 16-17 of the HM Government Multi-Agency Practice Guidance (link below), and pages 42-44 focuses on the role of schools and colleges.



- There is a statutory duty upon teachers to report to the police cases where they discover that an act of FGM appears to have been carried out.
- Staff must also follow LSCB procedures.

http://panlancashirescb.proceduresonline.com/chapters/p_female_mutilation.html

7.21 Online Safety

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 e-safety policy and ICT security policy explain how we try to keep pupils safe in school. 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. Chat rooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and pupils are provided with a secure learning platform where they can learn the skills needed to use communication technology safely

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](#).

- School policies/measures will encourage good behaviour and respect (this includes around bullying)
- 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
- We have an up to date home / school agreement regarding the use of social media to make complaints relating to pupils / staff
- The school's e-safety policy and [ICT Security Policy](#) explain how we try to keep pupils safe in school.
- As with other online risks of harm, all members of staff are to be aware of the risks posed by the online activity of extremist and terrorist groups.
- Example of [How social media is used to encourage travel to Syria and Iraq.pdf](#)

7.22 Modern Slavery

The Modern Slavery Act 2015 places a new statutory duty on public authorities, including schools, to notify the National Crime Agency (NCA) (section 52 of the Act) on observing signs or receiving intelligence relating to modern slavery, 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'.

Currently, victims of human trafficking who are identified by a 'first responder', including local authorities, can be referred to the NCA via the NRM (National Referral Mechanism) however this is on a voluntary basis and with the adult victim's consent.

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:
 - Lauren Lysons (MASH Area Team Manager) who is the Single Point of Contact (SPOC) for concerns about children.
 - Sam Mirfin (Safeguarding Adults Team Manager) who is the SPOC for concerns about adults.

Further information on the above and other specific safeguarding concerns (below) can be found on the following:

- <http://panlancashirescb.proceduresonline.com/chapters/contents.html#specific>
- TES website: <https://www.tes.com/uk/>
- NSPCC website: <https://www.nspcc.org.uk/preventing-abuse/>
- children missing from home or care
- bullying including cyber/online bullying
- domestic violence
- substance misuse
- fabricated or induced illness

- faith abuse
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- mental health
- private fostering
- sexting
- teenage relationship abuse
- modern slavery

8.0 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 whistleblowing, 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
- provide time for the member of staff to reflect on child protection issues (e.g. through peer support and/or reflective safeguarding practice/supervision) as outlined in Working Together to Safeguard Children 2015.

9.0 Safer Recruitment

Our school endeavours to do our utmost to employ 'safe' staff by ensuring our recruitment, selection and pre-employment processes are in line with statutory guidance including Disclosure and Barring Service (DBS) and 'Keeping children safe in education 2016' and these are contained within our recruitment policy.

See also 'single central record' at Appendix B.

9.1 **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 (this includes unsupervised volunteers); or
- engage in intimate or personal care or overnight activity, even if this happens only once

9.2 **Teaching Staff:** anyone who is appointed to carry out teaching work 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>

9.3 **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

9.4 **Supervised volunteers:** In a school or college, a supervised volunteer who regularly teaches or looks after children is not in regulated activity. The Department for Education (DfE) has published separate statutory guidance on supervision and regulated activity which schools and colleges should have regard to when considering which checks should be undertaken on volunteers. This is set out at Annex D of Keeping Children Safe in Education.

Further information is available on the following document:



9.5 **Staff who work in childcare provision:** In October 2014 schools received supplementary advice detailing a new requirement for childcare disqualification checks to be carried out on relevant staff working in schools and academies. These checks arise from the Childcare (Disqualification) Regulations 2009, which in turn arose out of the Education Act 2006. See below.

9.6 **Disqualification by association:**

The Regulations prohibit anyone who is disqualified themselves under the Regulations, or who lives in the same household as a disqualified person, from working in a relevant settings, including in schools.

The following categories of staff in secondary school settings are covered by the Childcare (Disqualification) Regulations 2009:

- staff working in later years provision for children who have not attained the age of 8 including before school settings, such as breakfast clubs, and after school provision;
- staff who are directly concerned in the management of such early or later years provision.

The Regulations refer to employing a person “in connection with” these provisions and therefore the Local Authority's advice is:

Secondary Schools - will need to undertake checks on relevant staff (including managers) where any services are provided where under 8s may be in attendance e.g. childcare facilities, before or after school clubs

Volunteers and Governors are not covered by statute, but we will consider whether undertaking such a check is appropriate depending upon the role of these individuals in school.

9.7 Abuse of Trust

All staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach.

In addition. Staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a pupil under 18 may be a criminal offence, even if that pupil is over the age of consent.

A person is disqualified if any of the following apply:

- they have been cautioned for, or convicted of certain violent or sexual criminal offences against adults e.g. murder, kidnap, rape, indecent assault or assault causing actual bodily harm;
- they have been cautioned for, or convicted of any offences against children;
- they are the subject of an Order, direction or similar in respect of childcare, including orders made in respect of their own children (i.e. removing a child from their care or preventing a child from living with them);
- they have had registration refused or cancelled in relation to childcare or children's homes or have been disqualified from private fostering;
- they live in the same household where another person who is disqualified lives or works (disqualification 'by association'). This means that the householder has an order, restriction, conviction, caution etc. set out in the Legislation. It is accepted that staff may not necessarily know this information – the declaration requires them to answer "to the best of their knowledge".
-

Pleckgate High School will:

- ensure all staff have completed and returned a disclosure form



staff declaration
form.doc

- advice will be sought if it is not clear whether the individual should be suspended from duty, advice will be sought on whether a 'relevant' offence has been committed from the DfE at:

Mailbox.disqualification@education.gsi.gov.uk

or from Ofsted at:

- Anyone who is disqualified will be immediately removed from the relevant setting and Ofsted will be notified within 14 days. Should the school need to consider suspending an employee, the matter should be discussed with a member of the Schools HR Team.
- All new appointees to relevant settings, from this point onwards, will be required to complete the declaration

9.8 **External Contractors:**

- Pleckgate High School will ensure that any contractor or their employees has been subject to the appropriate level of DBS check prior to undertaking work in school.

9.9 **Single Central Record**

Keeping Children Safe in Education (2016) sets out the schools responsibility to keep all staff details on the Single Central Record (see Appendix B). This will cover the following

- all staff (including supply staff, and teacher trainees on salaried routes) who work at the school: and
- for independent schools, including academies and free schools, all members and the proprietor body.

Safer recruitment means that all applicants will (appropriate to the role & responsibility): have their identity checked;

- have their identity checked;
- a barred list check;
- An enhance DBS check/certificate;
- A prohibition from teaching check;
- Further checks on people living or working outside the UK;
- A check of professional qualifications: and
- A check to establish the persons right to work in the UK

Further information on details that school must keep can be found in ‘Keeping children safe in education 2016’ paragraph 74 page 32.

10.0 **Allegations of abuse made against teachers and other staff**

When an allegation is made against a member of 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) ([See appendix 5](#)).
- The full procedures for dealing with allegations against staff can be found in the LSCB's policy on allegations against staff

http://panlancashirescb.proceduresonline.com/chapters/p_allegations.html

10.1 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 Senior Lead.

The school's whistleblowing code ([Click for School Whistle Blowing Policy](#)) 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.

11.0 Complaints

Our complaints procedure will be followed where a pupil or parent raises a concern about poor practice towards a pupil that initially does not reach the threshold for child protection action. Complaints are managed by senior staff, the Head Teacher and governors.

Complaints from staff are dealt with under the school's complaints, disciplinary and grievance procedures which can be found in our [School Complaints Policy](#).

12.0 Staff Training

It is important that all staff have appropriate training and are confident and competent to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern (see also Chapter 3: Roles and Responsibilities).

New staff and governors will receive training during their induction. All staff, including the Head Teacher (unless the Head Teacher is the DSL) and governors will receive training that is updated at least every three years and the DSL will receive training updated at least every two years.

Supply staff and other visiting staff will be given the school's [Visiting Staff Policy](#).

Guidance for Safer Working Practice – a copy of this guidance should be given to every member of staff (paid or voluntary) to assist with appropriate behaviour and minimise allegations of professional abuse.

The Governing body, via the Head Teacher, must be satisfied that every member of staff has received, read and understood the guidance, with a signed declaration agreeing to operate in line with the best practice guidance.

A copy of the most recent guidance can be found here:



13.0 Confidentiality and Information Sharing

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 Data Protection Act 1998 principles. Information is:

- processed for limited purposes
- adequate, relevant and not excessive
- accurate
- kept no longer than necessary
- processed in accordance with the data subject's rights
- secure

Record of concern forms and other written information 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, which, by the nature of their portability, could be lost or stolen. If it is necessary to store child protection information on portable media, such as a CD or flash drive, these items will also be kept in locked storage. 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.

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.

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 LSCB Multi Agency Information Sharing Policy:

http://panlancashirescb.proceduresonline.com/chapters/p_info_share_confident.html

14.0 **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
- 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

15.0 **Extended school and off-site arrangements**

Where extended school activities are provided by and managed by the school, our own child protection policy and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures.

When our pupils attend off-site activities, we will check that effective child protection arrangements are in place. This includes alternative provision and managed moves.

When a child is on-roll at Pleckgate High School we will monitor the safeguarding arrangements and ensure the child is safe.

16.0 Photography and Images

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place. Staff will not use their own devices to photograph children except in an emergency

To protect pupils we will:

- Seek their consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- Seek parental consent
- Use only the pupil's first name with an image
- Ensure pupils are appropriately dressed
- Encourage pupils to tell us if they are worried about any photographs that are taken of them.
- Wherever possible we will ensure appropriate communications are in place which would not need to use their own phone.

17.0 Positive Handling

It may be necessary to restrain pupils. Staff must only ever use physical intervention as a last resort, e.g. When a child is endangering him/herself or others and that, at all times it must be the minimal force necessary to prevent injury to another person, reasonable and proportionate. The guidance on positive handling by staff complies with DfE guidance on positive handling strategies and use of force as outlined by the 'Education and Inspections Act 2006' and '[Use of Reasonable Force](#)' Advice for head teachers, staff and governing bodies July 2013.

Such events should be recorded and signed by a witness (if present).

Staff who are likely to use specialist positive handling techniques should be appropriately trained. Positive handling techniques can be devised to meet the individual needs of children with challenging behaviour.

We understand that positive handling of a nature that causes injury or distress to a child may be considered under child protection or disciplinary procedures. However it must also be accepted that in using reasonable and proportionate action this may sometimes result in the child or member of staff receiving a mark or injury. The presence of such a mark or injury should not always be taken as evidence of malpractice on behalf of the member of staff.

Blackburn with Darwen Continuum of Need and Response



The Blackburn with Darwen Children’s Continuum of Need and Response (CoNR) Framework is a guidance tool 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.

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

| Level | Risk & Need | Definition of the Level |
|-------|--|--|
| 1 | No Unmet Needs & Negligible Risk | <p>Universal Service Provision</p> <ul style="list-style-type: none"> • Primary prevention services being accessed by parents/carers through universal service routes; effects of socio-economic disadvantage addressed • Good enough parenting • Social and emotional readiness for school and equipped for life • 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 |
| 2 | Evidence of Some Unmet Need(s) & Low Risk | <p>Single Agency Targeted Service Provision and Child and Family Plan (CAF)</p> <ul style="list-style-type: none"> • Selective primary prevention services offered to vulnerable groups/areas • 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 • Parenting and parental relationships requiring additional support and guidance • Secondary prevention to respond quickly to low level problems to prevent them getting worse; interventions designed to stop falling into difficult circumstances • 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 |
| 3 | Higher Levels of Unmet Needs & Medium Risk | <p>Child in Need (CIN) – s.17 Children Act (1989)</p> <ul style="list-style-type: none"> • Unlikely to meet developmental milestones without concerted multi-agency support led by a social worker • 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 • Tertiary prevention services including responding to serious problems and avoiding them becoming entrenched • 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 |

| Level | Risk & Need | Definition of the Level |
|-------|-------------------------------------|--|
| 4 | Significant Unmet Needs & High Risk | <p>Child Protection (CP) and Looked After Children (LAC)</p> <ul style="list-style-type: none"> • Reasonable cause to suspect the child is suffering, or likely to suffer, significant harm requiring immediate multi-agency management and service provision – s.47 Children Act (1989) • Possible unaddressed ‘underlying risk factors’ and the presence of ‘high risk indicator(s)’ • 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 – s.20 Children Act (1989) • 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) – s.31 Children Act (1989) • Tertiary prevention services including responding to serious problems and avoid them becoming entrenched |

Underlying risk factors and high risk indicator can be found on the MASH form.

The following is the booklet to accompany the Continuum:



Childrens-Continuum
-of-Need-and-Respor

Single Central Record Template

| Identity | | | | Qualifications | | Prohibition from teaching | List 99/Barring check | CRB/DBS/enhanced DBS | | 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 |
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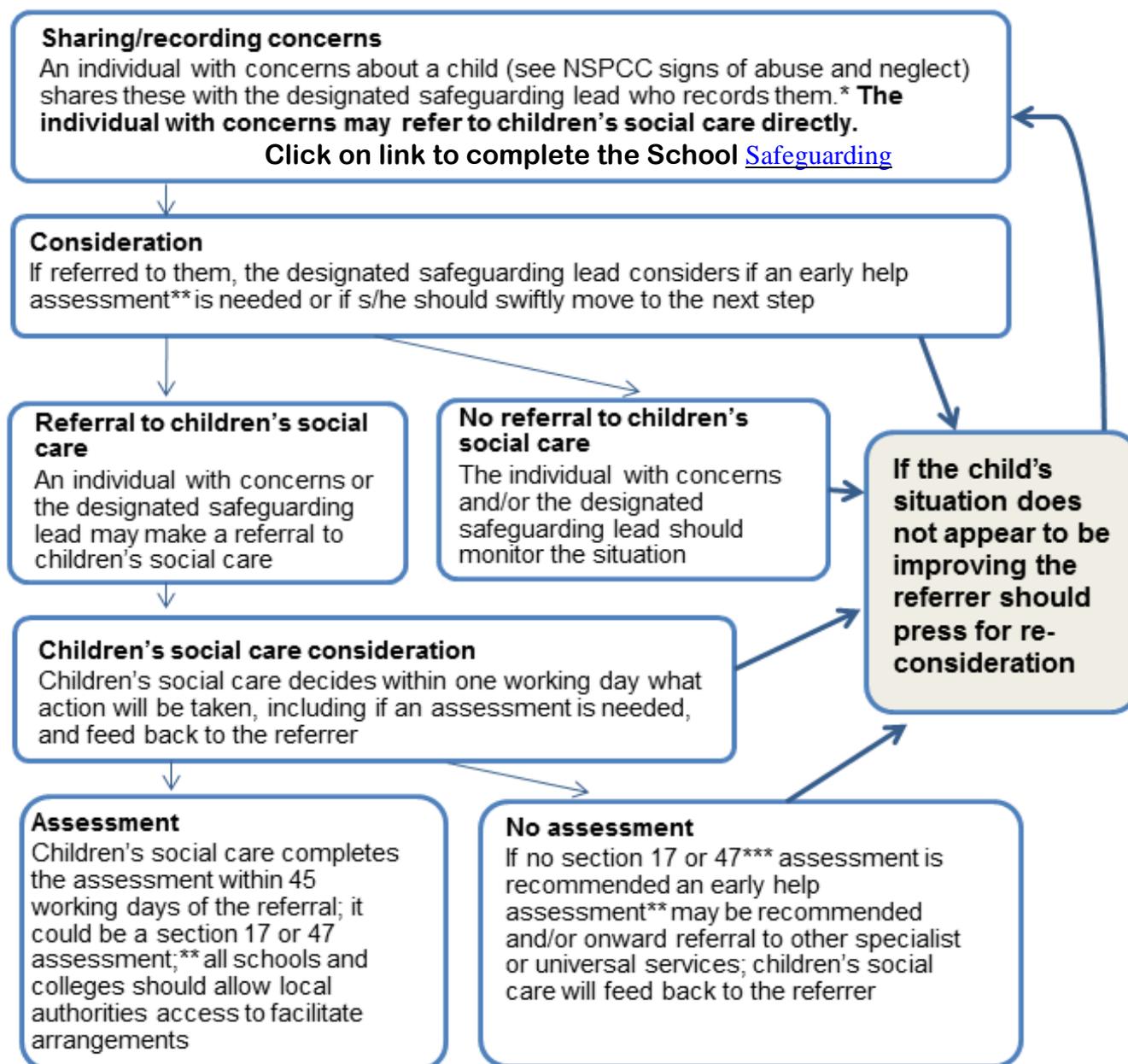
Child Safeguarding Flowchart

Pleckgate High School – Safeguarding

Action when a child has suffered or is likely to suffer harm

This diagram illustrates what action should be taken and who should take it when there are concerns about a child. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately.

Anybody can make a referral.



* In cases which also involve an allegation of abuse against a staff member, see part four of this guidance which explains action the school or college should take in respect of the staff member

** Where a child and family would benefit from coordinated support from more than one agency (eg, education, health, housing, police) there should be an inter-agency assessment. These assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The early help assessment should be undertaken by a lead professional who could be a teacher, special educational needs coordinator, General Practitioner (GP), family support worker, and/or health visitor.

*** Where there are more complex needs, help may be provided under section 17 of the Children Act 1989 (children in need). Where there are child protection concerns local authority services must make enquiries and decide if any action must be taken under section 47 of the Children Act 1989.



Pleckgate

HIGH SCHOOL

Safeguarding Incident Report Form

| | | | |
|---|---------|--|--|
| | | Incident Srl: | |
| Name of Pupil: | | Tutor Group: | |
| DOB: | | Gender: | |
| Date of Report: | | Name of Person Submitting Report: | |
| Date of Incident: | | | |
| Incident Causing Concern (See guidance in section 6.0) (Use Safeguarding Referral Continuation Form if necessary): | | | |
| Immediate Follow up (Safeguarding Office Use) | | | |
| (Any action required) | | | |
| Date: | | Inits: | |
| CON | CIOC | Ethnicity | |
| SEN | MEDICAL | PP/FSM | |
| | | <i>Meeting Recorded on SIMS</i> | |

Form to be passed to RH and held on file and recorded within SG records and checked and updated weekly following weekly team meeting.



Safeguarding Incident - Follow up

| | | |
|---|--------------|------------------|
| Follow up (Safeguarding Office Use) | | |
| Initial contact to CSC / Other Agencies / Other Action taken | | |
| Date: | Name: | Position: |
| Feedback/Update passed to person submitting the initial report | | |
| Date: | Name: | Position: |
| CAF Open and details | | |
| Date: | Sign | |
| CAF Closed (follow up) | | |
| Date: | Sign | |
| CP (File opened and Recorded on index) | | |
| Date: | Sign: | |
| CP Closed (Update index) | | |
| Date: | Sign: | |
| SG Risk | | |
| Initial Meeting Notes | | |
| Date: | Name: | Position: |
| Referral to Agency | | |
| Date: | Name: | Position: |
| Action Plan/Diary Entries | | |
| Date: | Name: | Position: |
| Follow up and outcome / Closure and outcome | | |
| Date: | Name: | Position: |

Form to be passed to RH and held on file and recorded within SG records and checked and updated weekly following weekly team meeting.



Safeguarding Referral – Continuation Sheet

| Pupil Name / Tutor Group / HOY/DOB | | |
|------------------------------------|--------------|------------------|
| Date: | Name: | Position: |
| Date: | Name: | Position: |
| Date: | Name: | Position: |

Form to be passed to RH and held on file and recorded within SG records and checked and updated weekly following weekly team meeting.

BASIC GUIDELINES FOR DEALING WITH DISCLOSURES

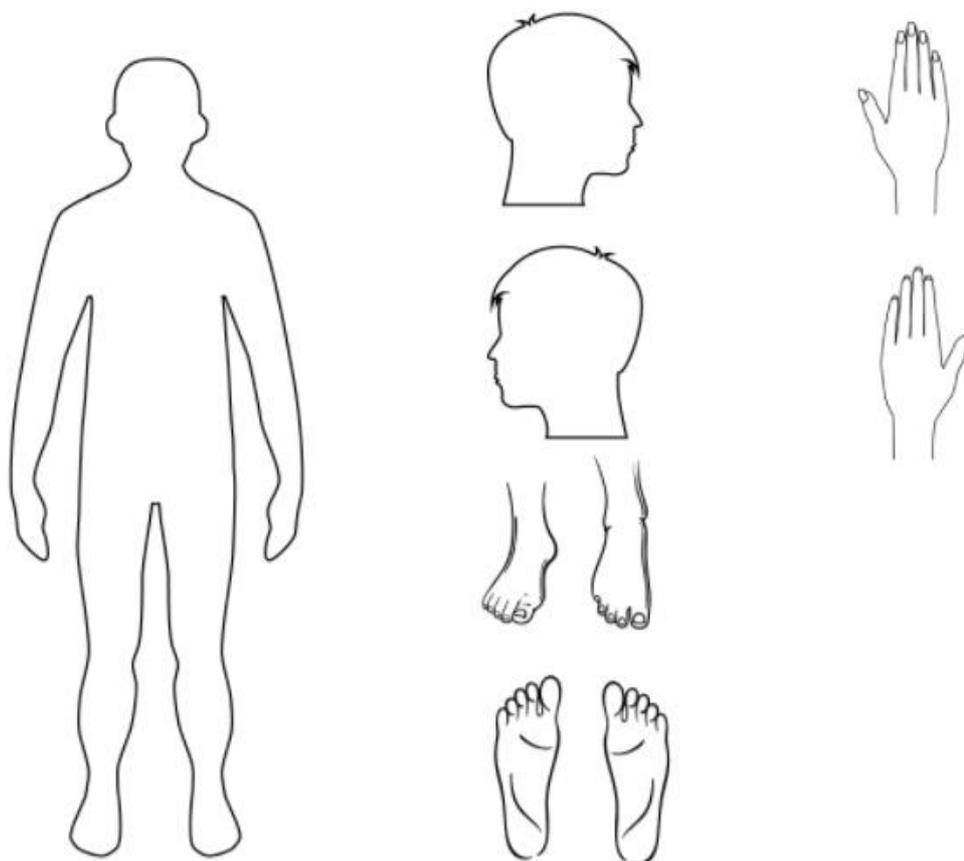
- Remember that the child's welfare and interests **MUST** be the paramount consideration at all times.
- **LISTEN** carefully and actively to the child. At this stage there is no necessity to ask questions. Let the child guide the pace.
- **DO NOT SHOW SHOCK** at what you are hearing. This may discourage the child from continuing their disclosure as they will feel that the adult receiving the information is unable to cope with what they are hearing and may be thinking badly of the child.
- **DO NOT INVESTIGATE**. If you need to clarify what is being said and whether the child is at risk, ask open questions (what, when, who, how, where, do you want to tell me anything else?) but only to the point of clarification being achieved. Avoid the question 'why?' as this can imply guilt / responsibility on the child
- Stay calm and **REASSURE** the child that they have done the right thing in talking to you.
- **NEVER PROMISE TO KEEP SECRETS OR CONFIDENTIALITY**. You have a duty to ensure information is passed to the DSP in order to keep the child safe. If a child requests confidentiality, use a 'prepared' response, such as 'I'm really concerned about what you have told me and I have a responsibility to help ensure that you are safe. To help make sure you are safe, I have to tell someone (name person) who will know how to help us to do this'.
- Make sure the child understands what will happen next with their information
- **RECORD** factually what the child has told you / what you have observed. Ensure records include the date, time, place of disclosure, behaviour and words used by the child. Failure to accurately record information or writing down your 'interpretation' of the child's account may lead to inadmissible evidence.
- If you have seen bruising or an injury, use a **BODY MAP** to record details. Again ensure that the map is dated and attached to information relating to the child's comments about the injury
- Report to the DSP as soon as possible. Do not ask the child to repeat the information to another staff member. This is stressful for the child. Each time a child is asked to retell their story increases chance of the facts becoming lost and subsequent investigation being compromised.
- **DO NOT GOSSIP** to other staff about what you have heard. The information should remain confidential to those who 'need to know'.
- **MAINTAIN CONTACT** with the child. They have trusted you enough to 'tell', will need to know that they are not rejected as a result and may need continued support.
- Ensure that you have **SUPPORT FOR YOURSELF** in managing the information you have received.

NOTE : DISCLOSURES RELATING TO ALLEGATIONS AGAINST COLLEAGUES AND MEMBERS OF STAFF SHOULD BE TREATED IN THE SAME WAY. PASS SUCH INFORMATION IMMEDIATELY TO THE HEAD TEACHER OR DSP WHO WILL ENSURE THE APPROPRIATE PROCEDURES ARE FOLLOWED.

Body Map

To be attached to the 'Safeguarding Incident Report Form' (Where necessary)

Appendix 4



Observed/Completed by:

Date/Time:

Allegations against Professionals Flowchart

