



# Safeguarding Children & Child Protection Policy

**Adopted:** Date: 03/09/18

**Review date:** September 2019

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## 1. Policy Statement and Principles

This policy is one of a series in the school's integrated safeguarding portfolio.

This policy is based on the Department for Education's statutory guidance [Keeping Children Safe in Education \(2018\)](#) and [Working Together to Safeguard Children \(2018\)](#), and the [Governance Handbook](#). We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

### Safeguarding partners

- a. The local authority;
- b. A clinical commissioning group for an area any part of which falls within the local authority area;
- c. The chief officer of police for an area any part of which falls within the local authority area.

This policy is also based on the following legislation:

- Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](#), which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children
- [Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- This policy also complies with our funding agreement and articles of association.

## 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 on the [Blackburn with Darwen Safeguarding Children website](#).

### Our core safeguarding principles are:

- The school's responsibility to safeguard and promote the welfare of children is of paramount importance and everyone's responsibility
- Safer children make more successful learners
- Representatives of the whole-school community of pupils, parents, staff and governors will be involved in policy development and review
- Policies will be reviewed at least annually

### 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.

**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.

### **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 2018**).

**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. Roles and Responsibilities**

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

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

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

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

- The school complies with their duties under legislation;
- All staff undergo safeguarding training (including online safety) on induction and updated regularly.
- All school leaders and staff working directly with children read Annex A of 'Keeping children safe in education' 2018

- This safeguarding and child protection policy is consistent with our Safeguarding Partners requirements, reviewed and updated annually and made available publicly (available on the school website);
- Safeguarding training commissioned and/or delivered internally is in line with advice from the safeguarding partners.
- There are procedures for dealing with allegations of abuse made against members of staff including allegations made against the Head Teacher and a nominated person identified to liaise with the BwD Local Area Designated Officer (LADO);
- Policies adopted are disseminated, followed and understood by all staff;
- They appoint a member of staff from the senior leadership team to the role of Designated Safeguarding Lead (DSL);
- Children are taught about safeguarding (including online) through teaching and learning opportunities, as part of providing a broad and balanced curriculum;
- There are written recruitment and selection procedures that include the requirement for appropriate pre-employment checks and at least one person on any appointment panel has undertaken safer recruitment training;
- The procedure is in place to handle allegations of abuse of children against other children (see page 14);
- 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; see page 14;
- The child’s wishes and feelings are taken into account when determining what action to take and what services to provide to protect individual children through ensuring there are systems in place for children to express their views and give feedback;
- They recognise the importance of information sharing between professionals and the local authority;
- They appoint a designated teacher to promote the educational achievement of children who are looked after and this person has appropriate training; and
- Ensure the school **ICT** policy addresses the safety of children in accessing inappropriate material when accessing the internet and that appropriate filtering and monitoring systems are in place.

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

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

### **As set out in Annex B: Keeping children safe in education 2018**

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

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

The DSL is expected to:

- Refer cases of suspected abuse to the Multi Agency Safeguarding Hub (MASH) as required,
- Support staff who make referrals to MASH
- Refer cases to the Channel Panel where there is a radicalisation concern as required;

- Support staff who make referrals to the Channel panel;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service (DBS)
- Refer cases whereby a crime may have been committed to the police as required

### **Working with others**

The DSL will:

- Liaise with the head teacher (or principal) to inform of ongoing enquires under section 47 of the Children Act and police investigations;
- As required liaise with the LADO for all cases involving a staff member;
- Liaise with staff on matters of safety and safeguarding when deciding whether to refer by liaising with relevant agencies.
- Act as a source of support, advice and expertise for all 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

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 is given to every member of staff (paid or voluntary) to assist with appropriate behaviour and minimise allegations of professional abuse.

The DSL (and deputies) should undergo safeguarding training that is updated every 2 years. They will also undertake Prevent awareness raising at the level agreed by the Prevent Coordinator and safeguarding partners.

DSLs skills and knowledge should be refreshed at regular intervals but at least **annually** and this can involve e-bulletins, meeting other DSLs or simply taking the time to read and digest safeguarding materials.

The DSL will:

- Understand the assessment process for providing early help and intervention, for example through the Child and Family (CAF) process;
- Have a working knowledge of how BwD Childrens Social Care 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 members of staff has access to and understands the school’s child protection policy and procedures, behaviour policy, managing children who are missing from education and staff code of conduct policy,
- Be alert to the specific needs of children in need, children with special educational needs and young carers;
- Be able to keep detailed, accurate, secure records of concerns and referrals;
- Understand and support the school with regards to the requirement of the Prevent duty and able to provide advice to school staff;
- Understand the current risks associated with online safety including recognition of the additional risks that children with SEN and disabilities face online e.g. from bullying, grooming and radicalisation and support SEND children to stay safe online;
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

**Raising Awareness:**

The DSL will:

- Ensure the school policies are known and used appropriately;
- Ensure this policy is reviewed annually, procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this;
- Link with the local safeguarding partners to make sure staff are aware of training opportunities and the latest local policies on safeguarding; and
- Where children leave school ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

**All staff and volunteers will:**

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.

- 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.

### **3. Children who may be particularly vulnerable**

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

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

- Disabled and has special educational needs;
- Has special educational needs (with or without a Health Care Plan)
- Young carers
- Affected by adverse childhood experiences such as parental substance misuse, adult mental ill health or domestic abuse;
- 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;
- Subject to a Child Protection Plan;
- Exhibiting any changing behaviours or risk taking behaviours that cause concerns;
- Children In Our Care/Looked After Children;
- Privately fostered

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

## **The Pan Lancashire Continuum of Need**

The Pan Lancashire Childrens 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).

### **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 appropriately.

## **4. 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 can access this on the following web address:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/419604/What\\_to\\_do\\_if\\_you\\_re\\_worried\\_a\\_child\\_is\\_being\\_abused.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf)

This [flowchart](#) will be visible for staff to be able to identify actions required when they have a safeguarding concern: Action when a child has suffered or is likely to suffer harm.

### **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)

### **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:

**For further information sharing guidance please see this [link](#)**

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

- **Telephone Blackburn with Darwen Borough Council's MASH (Multi-Agency Safeguarding Hub) 01254 666400**
- **Complete a MASH referral form and send securely to [cypreferrals@blackburn.gcsx.gov.uk](mailto: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 and neglect:

### **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.

### **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. It may involve serious bullying (including online), causing children to frequently feel frightened or in danger, or the exploitation of children.

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

### **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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. It is not solely perpetrated by adult males as women can also commit acts of sexual abuse as can other children.

### **Neglect**

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance 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 Keeping Children safe in education 2018).*

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.

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

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

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

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault.

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.

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

- Allow them to speak freely;
- Endeavour to utilise a neutral translator if necessary;

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

### **Notifying parents**

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

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

## **5. Specific Safeguarding Circumstances**

Annex A in ‘Keeping children safe in education 2018’ sets out information about specific forms of abuse and safeguarding issues. All school staff who work directly with our children will read this annex and if they have concerns about a child’s welfare speak to the DSL (or deputy) immediately.

In addition to the guidance above, the above school will ensure that our Safeguarding Partners policy and procedures are followed on the specific areas of concern using the following links (and additional information where provided):

## [Children in the Court system](#)

### **Children missing education**

This [link](#) provides both the procedure and forms for school to follow:

### **Child Sexual Exploitation (CSE)**

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

[Link](#) to Pan Lancashire CSE Standard Operating Protocol which includes further guidance that school will follow if CSE is recognised.

## [County Lines](#)

### [Domestic Abuse](#)

### [Honour Based Abuse](#)

### [Preventing Radicalisation- see school website](#)

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'.

### [Peer abuse and sexual violence and harassment between children](#)

### [Female Genital Mutilation \(FGM\)](#)

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

Warning signs for FGM can be found in the HM Government Multi-Agency Practice Guidance ([link below](#)), and pages 59-62 focuses on the role of schools and colleges. Pages 38-41 gives guidance on the warning signs that FGM may be about to take place or has already taken place

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/512906/Multi\\_Agency\\_Statutory\\_Guidance\\_on\\_FGM\\_-\\_FINAL.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/512906/Multi_Agency_Statutory_Guidance_on_FGM_-_FINAL.pdf)

### [Forced Marriage and Honour Based Violence](#)

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

## Online Safety

The governing body will carry out an annual appraisal of schools online safety using the Pan Lancashire Safeguarding Partners guidance tool; Online Safety Governance Checklist available at this [link](#).

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 **ICT policy** are updated **annually** will explain how we try to keep pupils safe in school when using the internet and mobile technology.

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

Online bullying by pupils, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures.

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

## 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'.

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:
  - The Single Point of Contact (SPOC) in MASH for concerns about children possibly subject to Modern Slavery.

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

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

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

- Taking all suspicions and disclosures seriously;
- Nominating a link person (DSL) who will keep all parties informed and be the central point of contact;
- Nominating a separate link people for the child and member of staff, where a member of staff is the subject of an allegation made by a pupil, to avoid any conflict of interest;
- Responding sympathetically to any request from pupils or staff for time out to deal with distress or anxiety;
- Maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies;
- Storing records securely;
- Offering details of helplines, counselling or other avenues of external support;
- Following the procedures laid down in our 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;
- Providing 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 2018. Regular safeguarding supervision meetings are held and counselling support is offered to staff.

## 7. 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 2018' and these are contained within our own recruitment policy).

**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

### **In Brief:**

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

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



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

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

School will register and complete these checks as appropriate:

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

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

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

**Supervised volunteers:** In a school, a supervised volunteer who regularly teaches or looks after children is not in regulated activity. Our school will have regard to when considering which checks should be undertaken on volunteers as set out in Part 3 and Annex F of Keeping Children Safe in Education 2018

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

### **Single Central Record:**

Keeping children safe in education (2018, sets out the schools responsibility to keep all staff details on the Single Central Record (example Appendix B). This will cover the following

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

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

Have the following:

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

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

## 8. Allegations of abuse/ Complaints

### 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 Headteacher;
- Allegations against the Headteacher should be reported to the Chair of Governors;
- The Headteacher and/or Chair of Governors must discuss the allegation with the Local Authority Designated Officer (LADO);
- The full procedures for dealing with allegations against staff can be found [here](#).

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

### 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 which is available on the website.

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

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](#).

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.

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

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

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

Child protection information will be stored and handled in line with Data Protection Act and General Data Protection Regulations. Information is:

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

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

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

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

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

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

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 Safeguarding Partners [Multi Agency Information Sharing Policy](#).

## 10. 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.

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 regularly updated and the DSL will receive training updated at least every two years appropriate to the knowledge and skills required for the role.

In addition all staff members should receive regularly safeguarding updates which can be in the form of email, bulletins, staff meetings, as required but at least annually.

Supply staff and other visiting staff will be given the school's Visiting Staff guide (available from the reception or main admin office)

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](#).

## 11. Policies & guidance that offer additional safeguarding information/links:

- Confidentiality & Information Sharing
- Physical intervention and the use of reasonable force
- 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
- Risk assessment
- SEN

- Managing allegations
- Grievance and disciplinary
- Educational Visits
- Managed moves and alternative provision
- Data Protection
- ICT Security
- Children In Our Care

### **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.

### **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).

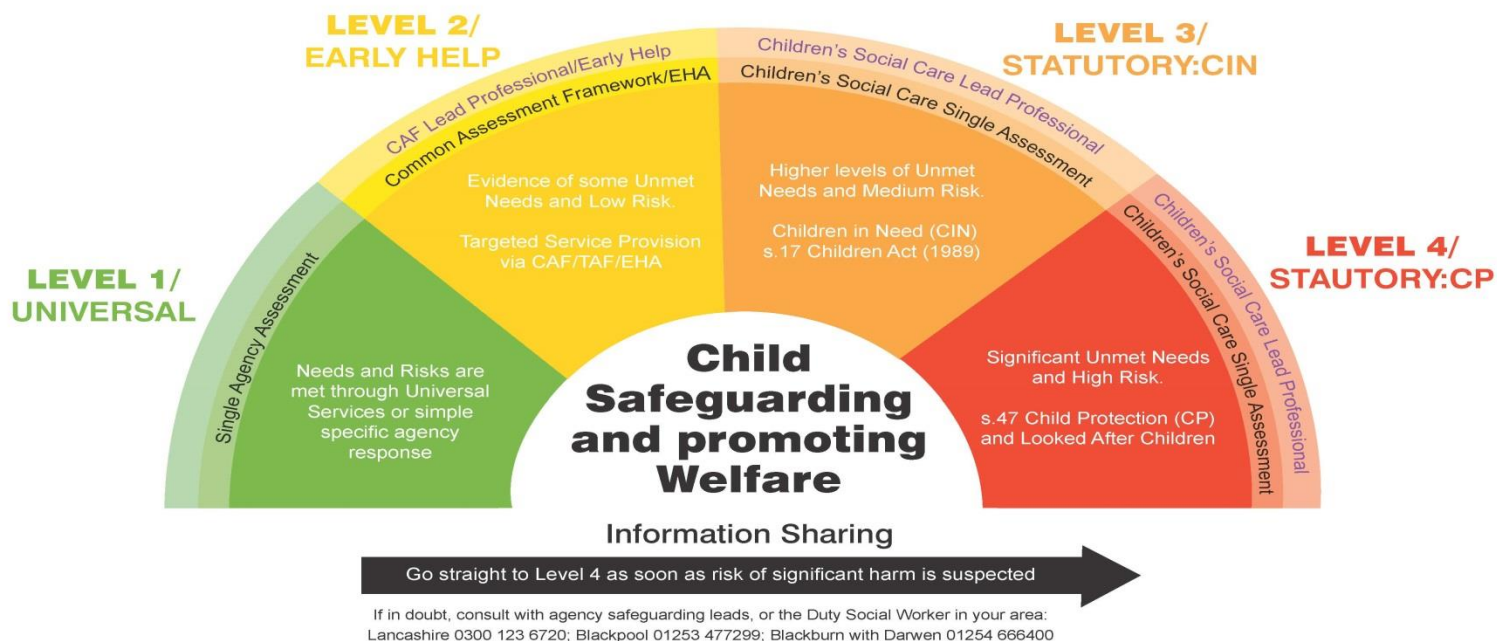
Staff who are likely to use specialist positive handling techniques should be appropriately trained. Positive handling techniques can be devised to meet the individual needs of children with challenging behaviour.

Staff have received Team Teach training about positive handling. "Team-Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent "side-effect" of ensuring that the service user remains safe".

(George Matthews - Director)

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.

# Pan - Lancashire Continuum of Need



The Pan-Lancashire 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 [here](#).

Level	Risk & Need	Definition of the Level
1	Needs & Negligible Risk	<p><b>Universal Service Provision</b></p> <ul style="list-style-type: none"> <li>• Primary prevention services being accessed by parents/carers through universal service routes; effects of socio-economic disadvantage addressed</li> <li>• Good enough parenting</li> <li>• Social and emotional readiness for school and equipped for life</li> <li>• Step Down from level 2: Provision of prevention services to avoid long term suffering, monitoring of progress and access to tools required to transform lives</li> </ul>
2	Evidence of Some Unmet Need(s) & Low Risk	<p><b>Single Agency Targeted Service Provision and Child and Family Plan (CAF)</b></p> <ul style="list-style-type: none"> <li>• Selective primary prevention services offered to vulnerable groups/areas</li> <li>• Variety of unmet needs and ‘underlying risk factors’ that are not being met, making the child potentially vulnerable and requiring multi-agency early help to ensure the child maintains the capacity and protective factors to sustain satisfactory development</li> <li>• Parenting and parental relationships requiring additional support and guidance</li> <li>• Secondary prevention to respond quickly to low level problems to prevent them getting worse; interventions designed to stop falling into difficult circumstances</li> <li>• Step Down from level 3: Provision of prevention services to avoid long term suffering, monitoring of progress and access to tools required to transform lives</li> </ul>
3	Higher Levels of Unmet Needs & Medium Risk	<p><b>Child in Need (CIN) – s.17 Children Act (1989)</b></p> <ul style="list-style-type: none"> <li>• Unlikely to meet developmental milestones without concerted multi-agency support led by a social worker</li> <li>• Variety of unmet needs and ‘underlying risk factors’ that are not being addressed (including resistance at CAF level to address), making the child vulnerable and unlikely to achieve good outcomes</li> <li>• Tertiary prevention services including responding to serious problems and avoiding them becoming entrenched</li> <li>• Step Down from level 4: Provision of prevention services to avoid long term suffering, monitoring of progress and</li> </ul>



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

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

This [link](#) is the booklet to accompany the Continuum.

## Appendix B Single Central Record Template

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

## Developed through the principles of the:

Education Act 2002: Section 175 of the Education Act 2002 requires local education authorities and the governors of maintained schools and further education (FE) colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

Section 157 of the same act and the Education (Independent Schools Standards) (England) Regulations 2003 require proprietors of independent schools (including academies and city technology colleges) to have arrangements to safeguard and promote the welfare of children who are pupils at the school.

Working Together to Safeguard Children 2018 sets out organisational responsibilities for schools and colleges and this applies to maintained, independent, academies, free schools and alternative non provision academies

Keeping children safe in education 2018: Statutory guidance for schools and colleges 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.

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 2018

"Working Together to Safeguard Children 2018"

Lancashire Policy and Procedures for safeguarding children

"The Prevent Duty (Departmental Advice for Schools and Childcare Providers) 2015"