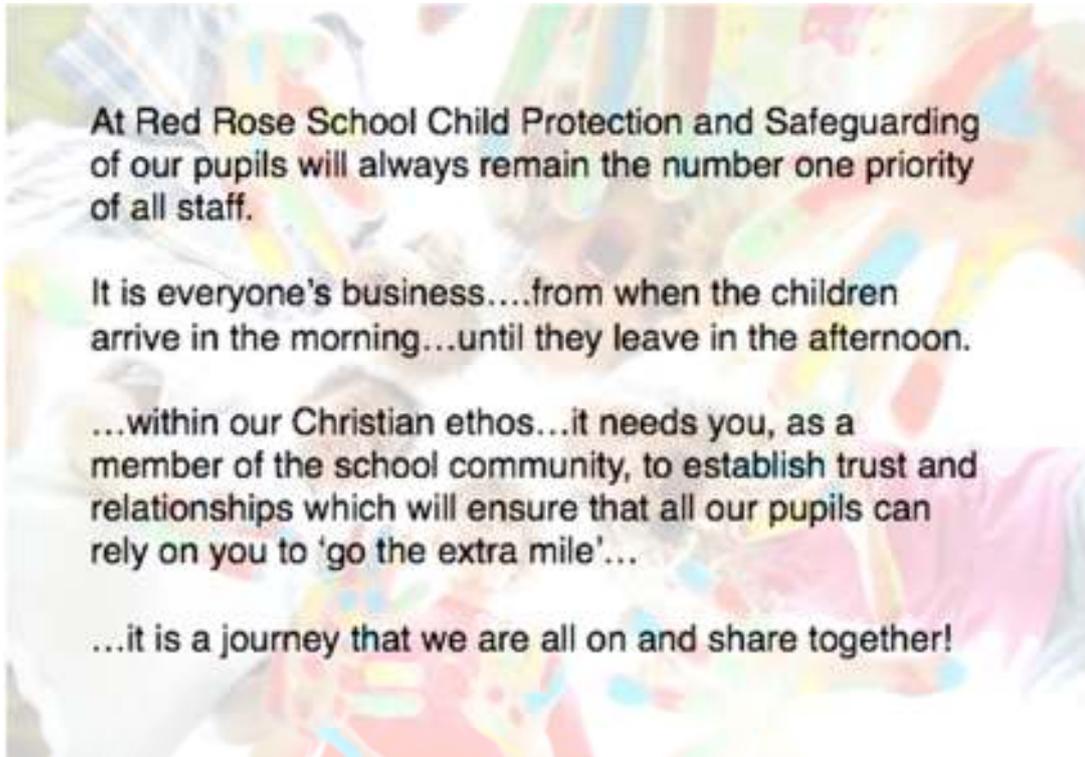


## RED ROSE SCHOOL SECTION 7



## CHILD PROTECTION & SAFEGUARDING

Policy Agreed	November 2019
Next review	November 2020
Policy Owner	Colin Lannen - Proprietor

### Key Safeguarding Personnel

Academic Year	Designated Senior Leaders (DSL)
2019/20	DSL Mrs Gill Makinson
	Deputy DSL Mrs Stacey Dee

The key safeguarding responsibilities within each of the roles above are set out in Keeping Children Safe in Education (2019)

If you believe a child is **at immediate risk** of significant harm or injury, you **must** call the police on 999.

### Statutory Key Documents

This Safeguarding Policy is underpinned by:

- The Children and Families Act 2014
- the guidance contained in: 'Working Together to Safeguard Children 2018'
- the DfE's statutory guidance - 'Keeping Children Safe in Education, (KCSIE) September 2019
- Keeping children safe in education Part 1: Information for all school and college staff, September 2019
- Guidance for Safer Working Practice for those Working with Children and Young People in Education Settings, October 2015
- We also have regard to the advice contained in the DfE's 'What to do if you're worried a child is being abused (March 2015)'

See Appendix 1 for further relevant guidance documents

The Policy and relevant procedures are reviewed at least annually and may be amended when appropriate; in particular, should any deficiencies or weaknesses in Safeguarding arrangements become apparent, remedial measures will be taken without delay.

In addition, there are many related files in the g-Drive: Safeguarding folder.

### Training for Designated Staff in School

(DSLs should refresh their training every 2 years)

Name of Staff Member	Date when last attended CP Training	Provided by Whom (e.g. LCC)
Gill Makinson	July 2018	BSCB
Stacey Dee	October 2018	SSS Learning

## Whole School Child Protection Training

(all staff should receive induction and "regular" updated training )

Who attended (e.g. all teaching and support staff, volunteers)	Date	Training Delivered by
All teaching staff, support staff and volunteers.	September 2019	Gill Makinson

## Policy Aims

We recognise that Child protection is the responsibility of *all* adults and especially those working with children. The development of appropriate procedures and the monitoring of good practice are the responsibilities of the LEA Safeguarding Children Boards (note: we take pupils from several LEAs). As the majority of our pupils come from Blackpool and Lancashire LEAs, the school practice in regard to this policy is in accordance with the Blackburn with Darwen, Blackpool and Lancashire Children's Safeguarding Assurance Partnership (CSAP).

### **Blackburn with Darwen, Blackpool and Lancashire Children's Safeguarding Assurance Partnership (CSAP)**

As of 29th September 2019, multi-agency safeguarding arrangements in Blackburn with Darwen, Blackpool and Lancashire are called the Children's Safeguarding Assurance Partnership (CSAP).

Working Together to Safeguard Children (2018) provides the framework under which the CSAP will operate. This defines the safeguarding partners as being:

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

The safeguarding partners are expected to agree on ways that they will co-ordinate their safeguarding services, act as a strategic leadership group in supporting and engaging others and implement local and national learning.

The purpose of the local arrangements is to support and enable local organisations to work together in a system where:

- children are safeguarded and their welfare promoted
- partner organisations and agencies collaborate, share and co-own the vision for how to achieve improved outcomes for vulnerable children
- organisations and agencies challenge appropriately and hold one another to account effectively
- there is early identification and analysis of new safeguarding issues and emerging threats
- learning is promoted and embedded in a way that local services for children and families can become more reflective and implement changes to practice

- information is shared effectively to facilitate more accurate and timely decision making for children and families

### **IMPORTANT NOTE:**

Until such time as the Blackburn with Darwen, Blackpool and Lancashire Children's Safeguarding Assurance Partnership (CSAP) is up and running with appropriate procedures IT IS SCHOOL POLICY TO GO STRAIGHT TO THE PAN LANCASHIRE POLICY AND PROCEDURES FOR SAFEGUARDING CHILDREN WEBSITE FOR THE CORRECT PROCEDURES.

## **What school staff should know and do**

### **A child centred and coordinated approach to safeguarding**

All staff are an important part of the wider safeguarding system for children. This system is described in statutory guidance Working Together to Safeguard Children.

Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.

No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- protecting children from maltreatment;
- preventing impairment of children's 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.

Children includes everyone under the age of 18.

### **The role of school staff**

School staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.

**All** staff have a responsibility to provide a safe environment in which children can learn.

**All** staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

**Any staff member** who has a concern about a child's welfare should follow the referral processes set out in Keeping Children Safe in Education 2019 (p16). Staff should expect to support social workers and other agencies following any referral.

The Designated Safeguarding Lead (DSL) (and any deputies) will have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.

The Teachers' Standards 2012 state that teachers (which includes headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

### **What staff need to know**

**All** staff should be aware of systems within the school which support safeguarding and these should be explained to them as part of staff induction. This should include the:

- child protection policy;
- behaviour policy;
- staff behaviour policy (sometimes called a code of conduct);
- safeguarding response to children who go missing from education; and
- role of the DSL (including the identity of the designated safeguarding lead and any deputies).

**All** staff should receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

**All** staff should be aware of their local early help process and understand their role in it.

**All** staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.

**All** staff should know:

- what to do if a child tells them he/she is being abused or neglected.
- how to manage the requirement to maintain an appropriate level of confidentiality
- only involving those who need to be involved, such as the DSL (or a deputy)
- never to promise a child that they will not tell anyone about a report of abuse

### **What staff should look out for**

#### **Early help**

**Any** child may benefit from early help, but all staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;

- has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is at risk of modern slavery, trafficking or exploitation;
- is at risk of being radicalised or exploited;
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
- is misusing drugs or alcohol themselves;
- has returned home to their family from care; and
- is a privately fostered child.

## School Commitment

We recognise that excellent staff-pupil relationships which lead to high self-esteem, confidence, peer support and clear lines of communication with trusted adults helps all children, and especially those at risk of or suffering abuse.

Our school will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to *e.g. in PSHE sessions, with our school counsellor sessions if appropriate.*
- Ensure that children know that there are adults in the school who they can approach if they are worried or are in difficulty.
- Embed within the whole-school curriculum activities and opportunities for personal and social and emotional development which equip children with the skills they need to stay safe and/or communicate their fears or concerns about abuse.
- Include in the curriculum material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.
- Embed within the curriculum regular age appropriate talks/discussions (whole school and class) safe use of social media and related technologies
- Ensure that every effort will be made to establish effective working relationships with parents and colleagues from other agencies.

## Section A: How the School Supports the Welfare of the Child in Everyday Situations

The School takes seriously its duty of pastoral care and is proactive in seeking to prevent children becoming the victims of abuse, neglect or exploitation. It does this in a number of ways:

- By ensuring that the Safeguarding and protection of children in the School are the active responsibility of the whole community, and that those responsible for taking action make sure their approach is child-centred, acting always in the best interests of the child
- By the Head Teacher ensuring that there is in place an effective Safeguarding/Child Protection Policy in line with the guidance and procedures of the Local Safeguarding Children Board, whose arrangements are fully implemented in practice and reviewed at least annually
- By ensuring that people looking after children are suitable and fulfilling the requirements of their role and following the School's 'Safer Recruitment' Policy and

Procedures e.g. making appropriate pre-appointment checks when appointing members of staff/ volunteers/ contractors/ supply staff in accordance with national requirements (KCSIE September 2019), including checking that those working in early and later years child care are not disqualified from working in childcare, including disqualification by association

- Through the creation of an open culture which respects all individuals' rights and discourages bullying and discrimination of all kinds, supported by a Whistle blowing Policy which details procedures for individuals to report concerns
- By informing children of their rights to be free from harm, and encouraging them to talk to staff if they have any concerns
- Through programmes of Personal, Social, Health, and Economic Education at an age- appropriate level, to promote self-esteem and social inclusion
- By using assemblies and curriculum time where appropriate to help children understand the risks posed by those who use the internet and social media to bully, groom or abuse other people
- By training all staff in aspects of Safeguarding and Child Protection, including: how to look out for signs of abuse and neglect, particularly in children who are too young to voice their concerns; how to identify children or young people at risk of radicalisation; and how to promote e-safety among children and young people
- By adopting robust systems which deter possible abusers and will manage effectively any allegations or concerns about abuse if they arise
- By working proactively to fulfil its duties with regard to the Prevent Strategy
- By adopting robust e-safety policies and procedures.

All adults working in the School (including visiting staff, contractors, volunteers and students on placement) have a positive duty to:

- Be aware of the School's Safeguarding and Child Protection procedures and the requirement to follow them
- Know the name(s) and contact details of the DSL and Deputy (See above)
- Be aware of what to do if a child makes a disclosure to them (see Section B below), including an allegation about another member of staff/ child/ volunteer (see Section C below)
- Be aware of the types and possible indicators of child abuse and neglect (see Section B below) as well as of possible indicators of radicalisation (Appendix 1)
- Report without delay instances of actual or suspected child abuse and/or neglect to the appropriate DSL or Deputy (See Section B below) or, in the case of actual or suspected abuse by another member of staff, including the Deputy DSL, to the Head Teacher (See Section C below)
- Make an immediate referral themselves if there is a risk of immediate serious harm to a child (See Section B below)

## **Section B: What you should do if you are concerned that a Child is Suffering Harm or is at Risk**

If you have concerns of any nature about a child's welfare, you must pass these on immediately. The normal procedure is to speak without delay to the appropriate DSL or the Deputy. However, if there is a risk of *immediate serious harm* to a child and it is not possible to report to the DSL, then **you yourself** should make a referral to Social Care immediately: **Anyone can make a referral**. You will find the relevant contact details on the final page of the main document. You must then inform the DSL, Headteacher, or other senior member of staff as soon as possible. (For concerns about radicalisation, see Appendix 1 for contact details).

NB: A flow chart which details what the process should be in relation to actions to be taken where there are concerns about a child can be found on page 16 of KCSIE, September 2019 (see g-Drive).

### **What to do if a child shares information with you as an individual member of staff/ volunteer about an Issue of Possible Abuse/ Neglect:**

A child or young person may speak to you in person to disclose information or s/he may do or say something in your presence which has the effect of disclosing information about possible abuse and/or neglect. *You must always act on this information, however slight it may seem, by reporting what you are told/ hear/ observe to the DSL or Deputy DSL (or the Head Teacher in cases of allegations of abuse against another member of staff/volunteer, contractor or pupil as quickly as possible. It is not appropriate for you to make a decision whether or not abuse/ neglect has taken place- you must pass the information on to the relevant person.*

When a child or young person shares information with you about abuse or neglect, you should follow these guidelines:

- Listen to him/her very carefully and allow him/her freely to recall significant events, keeping questions to the absolute minimum necessary to ensure that you have a clear and accurate understanding of what has been said - be aware that this account may have a crucial role to play in subsequent events;
- Avoid asking 'leading' questions, i.e. a question which suggests its own answer-remember, what you say at this point may have an impact on the outcome for the child;
- Offer reassurance to him/her; keep your own emotions in check and control any personal reaction you might have; maintain an open mind throughout;
- If there is a medical need seek medical support but on no account examine any injury yourself;
- Make a record of the information given, preferably as the child/young person talks or, failing that, immediately afterwards; include the date, time, place and the full names of all the people present. Record the child's/ young person's demeanour and behaviour as well as what is said. Note down any questions you asked as well as what the child said. Sign the record and keep it securely before handing it to the DSL as soon as possible;
- If there is material to be handed over, for example scribbled notes, mobile phones containing text messages, or clothing, keep this evidence carefully and hand it to the DSL as soon as possible;
- Explain that you cannot promise to keep confidential anything the child says, although say that you will only refer information on to people who have to know what has been said and who will deal sensitively with the information;

- Explain that help may be required to keep the child/ young person safe, but do not at this stage ask him/her to repeat their account of events to anyone else as this may impact or negate the value of any best evidence interview;
- Do not talk about what you have heard or seen to anyone other than in professional conversation with the relevant persons;
- You must then pass this information on as a matter of urgency to the relevant person. S/he will take from you all the notes you have made and any relevant items which you have been given
  - For complaints or suspicions of abuse or neglect by persons who do not work in the School, the relevant person is the DSL
  - If the information includes an allegation against a member of staff, including the Deputy DSL, it must be passed to the Head Teacher

### **What to do if you have concerns about a Potential Issue of Abuse/ Neglect:**

If you have concerns about the safety or well-being of a particular child/children, you have a duty to pass these on quickly to the DSL or Deputy. S/he may have other information from other sources and will be in a better position to judge the overall picture than any individual member of staff/ volunteer:

Often it is only when information from a number of sources has been shared and is then put together that it becomes clear that a child is at risk of, or is suffering harm. Throughout the process, the views of the child will also be judged of paramount importance and appropriate records will be kept so that the picture which emerges is as clear as possible.

To help you understand the types of abuse which exist and possible indicators of maltreatment, best action is to use the most up to date information – use the links below:

### **Abuse and neglect**

Knowing what to look for is vital to the early identification of abuse and neglect. **All** staff should be aware of indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. If staff are unsure, they should **always** speak to the DSL (or deputy).

**All** staff should be aware that abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

### **Indicators of abuse and neglect**

**Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

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

**Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

**Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

**Neglect:** The persistent failure to meet a child's basic physical and/or psychological needs. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

### **Safeguarding issues**

**All** staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger.

### **Peer on peer abuse**

**All** staff should be aware that children can abuse other children (often referred to as peer on peer abuse). This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault.
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;

- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

All staff should be clear as to the school's policy and procedures with regards to peer on peer abuse.

### **Serious violence**

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools is provided in the Home Office's:

- Preventing youth violence and gang involvement

<https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence>

- Criminal exploitation of children and vulnerable adults: county lines guidance.

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

### **Female Genital Mutilation**

Whilst all staff should speak to the DSL (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.

### **Contextual safeguarding**

Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school or college. **All** staff, but especially the DSL (and deputies) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

### **Additional information and support**

Departmental advice 'What to Do if You Are Worried a Child is Being Abused - Advice for Practitioners' provides more information on understanding and identifying abuse and neglect. Examples of potential indicators of abuse and neglect are highlighted throughout the advice and will be particularly helpful for school staff.

Annex A contains important additional information about specific forms of abuse and safeguarding issues. School leaders and those staff who work directly with children should read the annex.

### Particularly Vulnerable Children

Staff and volunteers need to be particularly vigilant with regard to certain children:

- **Children Subject to a Child Protection Plan:** any incidents or concerns involving these children must be reported immediately to the allocated Social Worker;
- **Looked After Children:** any incidents or concerns must be brought to the notice of the Designated Person with responsibility for children in public care
- **Children living in a household where violence is an issue:** any pastoral concerns must be referred to the appropriate Designated Safeguarding Lead.

In addition, extra support and protection may be required for children who are vulnerable by virtue of disability, mental health issues, homelessness, refugee/ asylum seeker status, alcoholism or substance abuse within the family, as well as those who are young carers or who have English as a Second Language.

### What Happens Next?

If the information received about a child suggests that s/he has been abused or neglected or that this is likely, the School has a duty to refer such concerns to a member of staff at the Local Authority Children's Services, Social Care Department. The School has no discretion in this matter.

Immediate use of:

<http://panlancashirescb.proceduresonline.com/index.htm>

The child/ young person's parent or carer will normally be contacted to obtain his/ her consent before a referral is made. However, if the concern involves, for example, alleged or suspected child sexual abuse, honour-based violence, fabricated or induced illness or if the DSL has reason to believe that informing the parent at this stage might compromise the safety of the child or of a member of staff, nothing will be said to the parent or carer ahead of the referral, but a rationale for the decision to progress without consent will be provided with the referral. A referral to, or a request for advice and guidance from Social Care staff is an expression of concern about a child's welfare. It is not an accusation or a presumption of responsibility about a parent/carer.

Social Care staff may decide to begin a child protection investigation, in which case their procedures will apply. In either case the child's wishes or feelings will be taken into account when determining what action to take and what services to provide to protect the child by ensuring there are systems in place for the child to express their views and give feedback.

In the course of an investigation, Social Care Staff or the Police may wish to speak to a child, without parental knowledge or consent. The Head Teacher or their deputy, acting 'in loco parentis', will have discretion to agree to this in order to allow the authorities to explore concerns and determine whether there are grounds for further action. In these cases the Head Teacher or their deputy will ensure that the child's welfare is secured and that they have access to a trusted adult. (NB: The Head Teacher or their deputy will not allow a child to be removed from School premises without either parental consent; an order of the Court, Emergency Protection Order, Interim Care Order or Police Protection Order; or the child's own consent (providing the child is of an age and understanding to give informed consent)).

## **What happens at the conclusion of a case and how are Safeguarding and Child Protection Procedures Reviewed in the School?**

At the conclusion of a case the circumstances of the case will be reviewed by the Head Teacher with the staff to determine whether there are any improvements to be made to the School's procedures or practice to help prevent similar events in the future.

### **Information Sharing**

Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers supports staff who have to make decisions about sharing information.

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

This advice includes the **seven golden rules** for sharing information and considerations with regard to the Data Protection Act 2018 and General Data Protection Regulation (GDPR). If in any doubt about sharing information, staff should speak to the DSL or a deputy. Fears about sharing information **must not** be allowed to stand in the way of the need to promote the welfare, and protect the safety of children.

### **Record keeping**

All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. If in doubt about recording requirements, staff should discuss with the DSL (or deputy).

### **What staff should do if they have concerns about another staff member who may pose a risk of harm to children**

If staff have safeguarding concerns, or an allegation is made about another member of staff (including volunteers) posing a risk of harm to children, then:

- this should be referred to the headteacher or principal;
- where there are concerns/allegations about the headteacher or principal, this should be referred to the Proprietor

### **What staff should do if they have concerns about safeguarding practices within the school**

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime, and know that such concerns will be taken seriously by the senior leadership team.

Appropriate whistleblowing procedures are in place for such concerns to be raised with the school's or college's senior leadership team.

### **Role of the DSL**

See Annex B

**Multi-agency working**

Schools have a pivotal role to play in multi-agency safeguarding arrangements. Proprietors should ensure that the school contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children. It is especially important that schools understand their role in the new safeguarding partner arrangements.

New safeguarding partners and child death review partner arrangements are to be in place by 29 September 2019. Locally, the three safeguarding partners (the local authority; a clinical commissioning group for an area within the local authority; and the chief officer of police for a police area in the local authority area) will make arrangements to work together with appropriate relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs.

## **Section C: Allegations Against Staff/ Volunteers/Contractors/Others; Staff Behaviour, Recruitment & Training**

It is recognised that regrettably, sometimes allegations of abuse may involve a member of the School staff, including, on occasions, the DSL. In all circumstances the allegation should be reported to the Head Teacher or Deputy immediately without informing the person involved in the allegation. If the allegation concerns the Head Teacher, the member of staff receiving the allegation must speak immediately to the Proprietor, Dr Sionah Lannen (07966551181), without informing the Head Teacher.

Full details of the School's policy and procedures to follow in these circumstances can be found in a separate document, 'Dealing with Allegations of Abuse against Staff, Volunteers, Contractors and Other Adults', and in the Department for Education's (DfE) guidance publication "Keeping Children Safe in Education", September 2019. (see gDrive)

### **Staff/Volunteers Behaviour**

All staff, paid and unpaid, and volunteers are expected to adhere to the Behaviour Policy contained in the Staff handbook. This policy includes guidance on staff/pupil relationships and communication, including the use of technology and social media, and working in one-to-one situations with children and young people among other potentially difficult issues.

Contractors, volunteers and visitors are not allowed to take images unless given specific authorization by the Head Teacher, Deputy or Class Teacher.

Staff are not permitted to use their mobile phones when pupils are with them. The only exception is use in an emergency.

### **Physical Contact with Pupils**

Whilst it would be unrealistic and undesirable to ban all physical contact between adults and children, staff and volunteers are expected to exercise caution and to avoid placing themselves in a position where their actions might be open to criticism or misinterpretation. Any physical contact adults have with children must be both appropriate and proportionate to the circumstances. Where an incident occurs which might be misconstrued or in the exceptional circumstances where it becomes necessary physically to restrain a child or young person for their own protection or for others' safety, this will be appropriately recorded and reported to the Head teacher or deputy, in accordance with the Staff Behaviour Policy. The administration of corporal punishment to a child during any activity, whether or not within the Foundation's premises, is strictly prohibited. The Protocols for Restraining a Child and for Searching a Child Without Parental Consent can be found in the relevant policy documents.

Separate policies outline recommended practices with regard to first aid, personal care, medical care and attention and should be consulted to help safeguard children requiring such interventions.

### **Sexual Offences Act and Those in a Position of Trust or Authority**

As a result of their knowledge, position and/or the authority invested in their role, all adults working with children are in positions of trust in relation to the children in their care. Broadly speaking, a relationship of trust can be described as one in which one party is in a position of power or influence over the other by virtue of their work or the nature of their activity. It is vital for all those in positions of trust to understand the power this can give them over those

they care for and the responsibility they must exercise as a consequence of this relationship so that they do not breach this trust.

A relationship between an adult and a child cannot be a relationship between equals. There is potential for exploitation and harm of vulnerable young people. Colleagues have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification. Similarly, they have a duty to ensure that relationships between adults and children are conducted on the basis of mutual respect.

Any person working in the School is made aware that, under the Sexual Offences Act 2003, it is an offence for a person over 18 (e.g. teacher, or any other member of staff or volunteer) to have a sexual relationship with a child or young person under 18 where the employee/volunteer is in a position of trust or authority in respect of that child, even if the relationship is consensual. This applies where the child is in full-time education and the person works or volunteers in the same establishment as the child, even if they do not teach the child. It also applies in situations where the child or young person has used the facilities of the School and where the member of staff or volunteers is, or has been, in a position of trust in respect of that child; again, even if the relationship is consensual.

### **Staff/ Volunteers' Suitability and Training**

The School ensures that all persons, including paid staff, volunteers and contractors, undergo a rigorous checking process before they are allowed to commence work at the School. The School's Safer Recruitment and Selection Policy and Procedure, written in line with the guidance contained in the document 'Keeping Children Safe in Education' (September 2018), will be followed. An individual who will be carrying out teaching work must not have a UK or EEA prohibition order against them. In cases where the school's pupils are being supervised on a site other than the school, assurance is gained that staff of the other organisation have been checked for suitability, and in doing so account is taken of the nature, age range and any other significant features of the school in provision for safeguarding. In recruiting staff who will be engaged in one-to-one teaching, individual coaching, or tuition, attention will be given during interview to a candidate's awareness of the potential sensitivities of any situation in which they may find themselves which are in addition to those of a member of staff engaged in whole-class tuition.

Safeguarding training so that all staff understand and discharge their role and responsibilities in this area is a mandatory element of the induction programme for all new staff and volunteers, including peripatetic teachers, coaches, invigilators, trainees or pupils paid to work at the school (for example as after-school carers). New staff and volunteers joining in September take part in the annual training (see below) and are inducted in to this Policy. At other times of the year staff and volunteers who will work closely with children in an unsupervised manner (including all teachers) are required to undertake training by the DSL. They will also be inducted in to this Policy by one of the DSLs. Other staff, who do not have unsupervised direct contact with children will have the same training within the first five days of service. All new staff are also expected to read, (and implement the provisions of), the Behaviour Policy for Staff, Volunteers, Contractors and Other Adults, the Whistleblowing Policy, Part One and Annex A of Keeping Children Safe in Education and to sign to confirm that they have done this.

Temporary staff and volunteers will be provided with induction training that includes child protection and safeguarding and they will be inducted in to the school's arrangements and this Policy. They will also be required to read the School's Behaviour Policy for Staff, Volunteers, Contractors and Other Adults and Keeping Children Safe in Education - Part One, and Annex A and to sign to confirm they have done this.

The DSL and Deputy will undergo training to provide them with the knowledge and skills required to carry out the role. The training will be updated every two years. In addition to their formal training, as set out above, their knowledge and skills will be updated, (for example via e-bulletins, meeting other designated safeguarding leads, or taking time to read and digest safeguarding developments), at regular intervals, but at least annually, to keep up with any developments relevant to their role.

In order to comply with the Pan-Lancashire Safeguarding Children's Board recommendations every member of staff and volunteer receives updated Child Protection training **at least once every three years in** order to equip them with the knowledge and skills necessary to carry out their responsibilities. Each September, an in-house training session will be delivered by one of the DSLs to all the staff. This training enables staff to identify signs of the different types of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way. In addition, staff are made aware of updates to legislation and guidance in this area. They are also trained in inter-agency work.

## **Annex A: Key Definitions and Further Information About Issues Mentioned in this Policy:**

**A child in need** is defined under section 17(10) of the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health or development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled.

**Early help** means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from coordinated early help, an early help inter-agency assessment should be arranged. Chapter one of Working together to safeguard children provides detailed guidance on the early help process.

**Significant harm** is defined within The Children Act. 'Harm' means ill-treatment or the impairment of a person's physical or mental health or his/her development, whether physical, intellectual, emotional, social or behavioural. Ill-treatment includes sexual abuse and forms of ill-treatment which are not physical. In cases where the question of whether harm suffered by a child is significant turns on the child's health or development, his/her health or development shall be compared with that which could reasonably be expected of a similar child.

Section 120 of the Adoption and Children Act added the following clarification of 'impairment': 'Including for example impairment suffered from seeing or hearing the ill treatment of another.'

The interpretation of whether or not a child is suffering significant harm will depend largely on professional judgement, based on the known facts. It can include inappropriate touching, an assault, or a series of compounding events e.g. bullying. Other factors to be considered include the age and vulnerability of the child, the degree of force used, the frequency of the harm, the nature of the harm in terms of ill treatment, and the impact on the child's health and development.

***See much more information starting at page 78 of the KCSIE Sep 19***

### **Peer-on-peer Abuse & Sexual Violence**

***See page 86 onwards of the KCSIE Sep 19***

### **SELF-HARM GUIDELINES**

<http://ncompassnorthwest.co.uk>

#### **The Butterfly Project**

Supports young women aged 11-18 who are self-harming or engaging in self destructive behaviour.

#### **The Phoenix Project**

Supports young men aged 11-18 who are self-harming or engaging in self destructive behaviour.

These services are free at the point of delivery to young people living in Fylde, Wyre

and Lancaster districts.

Lancashire uses the Fraser Guidelines; quote:

“We are guided by the Fraser Guidelines, which say we can assess the ability of young people to consent to treatment without the consent or knowledge of their parent/carer. The Fraser Guidelines do not apply to young people under the age of 13 – they will be strongly encouraged to inform their parent/guardian and cannot receive support from the project if they do not.”

## Annex B: Role and Responsibilities of the Designated Safeguarding Lead for Child Protection

DSL follows Lancashire Continuum of Need:



### Threshold Guidance:

<http://www.lancshiresafeguarding.org.uk/media/15003/Thresholds-Guidance-2016.pdf>

### ROLES AND RESPONSIBILITIES

All adults working with or on behalf of children have a responsibility to protect children. There are, however, key people within schools and the Local Authority who have specific responsibilities under Child Protection procedures. The names of those carrying these responsibilities in school for the current year are listed on the cover sheet of this document.

### What is the role of the DSL & Deputy DSL?

- The designated safeguarding lead should take **lead responsibility** for safeguarding and child protection (including online safety)
- Ensures that a CP policy is in place and that staff are aware
- Reviews policy annually
- Offers support and advice to staff, day to day, who may have concerns about children in school.

### Managing referrals

The DSL is expected to:

- refer cases of suspected abuse to the local authority children's social care as required;
- support staff who make referrals to local authority children's social care;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- refer cases where a crime may have been committed to the Police as required.
- Responsible for sharing records appropriately when children leave or move schools
- Responsible for coordinating action in child protection situations e.g. monitoring and support plans in school, referring to other agencies, attending Child Protection Conferences and other meetings

### **Work with others**

The DSL is expected to:

- act as a point of contact with the three safeguarding partners;
- liaise with the headteacher or principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the "case manager" and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member;
- liaise with staff on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies; and
- act as a source of support, advice and expertise for all staff.

### **Training**

The DSL and Deputy should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead should undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference 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 school's or college's child protection policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers;

- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation.
- understand the importance of information sharing, both within the school and college, and with the three safeguarding partners, other agencies, organisations and practitioners.
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- 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

- Ensure the school policies are known and used appropriately
- Ensure the school child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly
- 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 CSAP to make sure staff are aware of training opportunities and the latest local policies on safeguarding
- Where children leave the 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. In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

### Availability

During term time the DSL or Deputy should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the designated safeguarding lead, to define what “available” means and whether in exceptional circumstances availability via phone and or Skype or other such media is acceptable. It is a matter for individual schools and colleges and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

#### **Ensure that all staff and volunteers:**

- read at least part one of *Keeping Children Safe in Education*
- be aware of systems within their school which support safeguarding and these will be explained to them as part of staff induction. This

includes: the school's child protection policy; the school's staff behaviour policy (sometimes called a code of conduct); and the identity and role of the DSL

- receive appropriate child protection training which is regularly updated
- be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection
- maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child
- where there are concerns about a child, raise these with the DSL and ensure that they are recording using the appropriate proforma and certainly within 24 hours
- understand that, whilst anyone can make a referral, that the correct school procedure is to report their concerns to the DSL in the first instance. They should however, escalate their concerns for the child if they do not feel those concerns have been taken seriously &/ or procedures have not been followed &/or the child's situation does not appear to be improving.

### **Who is available within the Local Authority to offer advice and support?**

An up to date contact list is to be maintained by the DSL.

## **INFORMATION SHARING AND CONFIDENTIALITY**

### **Seven Golden Rules of Information Sharing**

1. Remember that the Data Protection Act is not a barrier to sharing information but provides a framework to ensure that personal information about living persons is shared appropriately;
2. Be open and honest with the person (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so;
3. Seek advice if you are in any doubt, without disclosing the identity of the person where possible;
4. Share with consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgment, that lack of consent can be overridden in the public interest. You will need to base your judgment on the facts of the case;
5. Consider safety and well-being: Base your information sharing decisions on considerations of the safety and wellbeing of the person and others who may be affected by their actions;
6. Necessary, proportionate, relevant, accurate, timely and secure: Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those people who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely; (Practitioners must always follow the policy of their organisation on security for handling personal information);
7. Keep a record of your decision and the reasons for it - whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

## Talking & Listening to Children

### If a child wants to confide in you, you **SHOULD**

- Be accessible and receptive;
- Listen carefully and uncritically, at the child's pace;
- Take what is said seriously;
- Reassure children that they are right to tell;
- Tell the child that you must pass this information on;
- Make sure that the child is ok ;
- Make a careful record of what was said (see *Recording*).

### You should **NEVER**

- Investigate or seek to prove or disprove possible abuse;
- Make promises about confidentiality or keeping 'secrets' to children;
- Assume that someone else will take the necessary action;
- Jump to conclusions, be dismissive or react with shock, anger, horror etc;
- Speculate or accuse anybody;
- Investigate, suggest or probe for information;
- Confront another person (adult or child) allegedly involved;
- Offer opinions about what is being said or the persons allegedly involved;
- Forget to record what you have been told;
- Fail to pass this information on to the correct person (the DSL).

## RECORDS AND MONITORING

Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concerns held about a child or children within our school, the status of such records and when these records, or parts thereof, should be shared with other agencies.

All written records are to be kept under lock and key in the Safeguarding safe accessed only by the DSL and Deputy DSL. When they are both away from the school at the same time the records can be accessed only by the Back-up DSL.

### Recordings should

- Chronology
- State who was present, time, date and place;
- Be written in ink and be signed by the recorder;
- Be passed to the DSL or backup immediately (certainly within 24 hours);
- Use the child's words wherever possible;
- Be factual/state exactly what was said;
- Differentiate clearly between fact, opinion, interpretation, observation and/or allegation.

### What information do you need to obtain?

- Schools have no investigative role in child protection (Police and Children's Social Care will investigate possible abuse very thoroughly and in great detail, they will gather evidence and test hypotheses – leave this to them!);
- Never prompt or probe for information, your job is to listen, record and pass on;

- Ideally, you should be clear about what is being said in terms of **who, what, where and when**;
- The question which you should be able to answer at the end of the listening process is 'might this be a child protection matter?';
- If the answer is yes, or if you're not sure, record and pass on immediately to the Designated Safeguarding Lead /Head Teacher/line manager.

#### **If you do need to ask questions, what is and isn't OK?**

- **Never** asked closed questions i.e. ones which children can answer yes or no to e.g. Did he touch you?
- **Never** make suggestions about who, how or where someone is alleged to have touched, hit etc e.g. Top or bottom, front or back?
- If we must, use only '**minimal prompts**' such as 'go on ... tell me more about that ... tell me everything that you remember about that ... ..'
- Timescales are very important: '**When was the last time this happened?**' is an important question.

#### **What else should we think about in relation to disclosure?**

- Is there a place in school which is particularly suitable for listening to children e.g. not too isolated, easily supervised, quiet etc;
- We need to think carefully about our own body language – how we present will dictate how comfortable a child feels in telling us about something which may be extremely frightening, difficult and personal;
- Be prepared to answer the 'what happens next' question;
- We should never make face-value judgements or assumptions about individual children. For example, we 'know that [child.....] tells lies';
- Think about how you might react if a child DID approach you in school. We need to be prepared to offer a child in this position exactly what they need in terms of protection, reassurance, calmness and objectivity;
- Think about what support **you** could access if faced with this kind of situation in school.

### **CHILD PROTECTION CONFERENCES**

We follow the Pan Lancashire Policy and Procedures for Safeguarding Children, specifically detailed procedural information is accessed on the website:

<http://panlancshirescb.proceduresonline.com/chapters/contents.html>

- **Managing Individual Cases where there are Concerns about a Child's Safety and Welfare**
- **Initial Child Protection Conferences**
- **Child Protection Review Conferences**

The DSL or Deputy DSL will attend all conferences.

## **Appendix 1: Policy on The Prevent Strategy**

The national Prevent Strategy aims to stop people becoming terrorists or supporting terrorism. The School, working with other local partners, families and communities, seeks to play a key role in ensuring that the children and young people who attend the schools/ settings or use its services are safe from the threat of terrorism. Prevent is part of the School's wider responsibility for Safeguarding and this policy is therefore linked to the School Policy for Safeguarding and Child Protection.

The Prevent strategy identifies that young people are more likely to be vulnerable to violent extremist or terrorist narratives, including non-violent extremism which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. The Government's Prevent Strategy defines extremism as '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'.

We believe that the School should be a safe place where children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of the terrorist ideology, and learn how to challenge such ideas.

In order to fulfil our Prevent Duty, we undertake to do the following:

- Actively promote Fundamental British Values, including mutual respect, tolerance and democratic participation, as part of our wider PSHEE programmes as well as within other subject areas and assemblies;
- Encourage children and young people to develop strategies to manage risk, resist pressure and make safe choices;
- Respect learner and staff diversity, encouraging freedom and openness;
- Effectively engage with parents/carers;
- Assist and advise families who raise concerns and point them in the direction of the correct support mechanisms;
- Assess the risk of children in our schools/ settings/ activities being drawn in to terrorism;
- Maintain robust safeguarding policies which take in to account the policies and procedures set by Lancashire Safeguarding Children Board and identify extremism/ radicalisation as issues to be reported promptly to the Staff lead;
- Identify a nominated Staff Lead to communicate and promote the importance of the Prevent duty (The Head Teacher);
- Train staff so that they have the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism;
- Conduct due diligence checks on groups/ individuals seeking to hire or use school premises;
- Conduct due diligence checks on visitors to school, particularly visiting speakers, whether invited by children or staff;
- Conduct due diligence checks on contractors working on the school sites;
- Ensure children are safe from terrorist and extremist material when accessing the internet in School;
- Review our policies at least annually.

### **Possible Indicators of Risk**

- Racist graffiti/ symbols/ comments made in School;
- Speaking out or writing in favour of extremist ideas in school work;

- Extreme comments shared on social media;
- Distribution of extreme or terrorist propaganda among other pupils;
- Vulnerable students being influenced by others (although we are aware of a need to avoid over-simplified assessments of who might be 'vulnerable'), because of the existence of one or more factors, which may include:
  - An identity crisis, involving an individual's distance from their cultural/ religious heritage, including peer/ family/ faith group rejection;
  - A personal crisis, including family tension/ social isolation/ friendship issues;
  - Personal circumstances, such as migration, experience of racism;
  - Unmet aspirations;
  - Criminality;
  - Experience of poverty, disadvantage, discrimination or social exclusion;
- Association with those known to be involved in extremism (including via the internet);
- A significant shift in the child/ young person's behaviour or outward appearance, particularly involving conflict with his/her family and/or faith group;
- Travel for extended periods of time to international locations known to be associated with extremism;
- Disguising of a child's identity, e.g. in documentation;
- A simplistic or flawed understanding of religious/ political/ global issues;
- A significant adult or other in the child/ young person's life who has extremist views or sympathies;
- Critical risk factors, being:
  - Contact with extremist recruiters;
  - Articulation of support for extremist causes/ leaders;
  - The possession of extremist literature;
  - Using extremist narratives and a global ideology to explain personal disadvantage;
  - Justifying the use of violence to solve societal issues;
  - Membership of extremist organisations.

### **Supportive Interventions**

- Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for the School to make referrals if there are concerns that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.
- Should concerns require support from other agencies, the following are ways in which terrorism and extremism can be reported:
  - Anti-terrorist hotline: 0800 789 321
  - Crime stoppers: 0800 555 111
  - Relevant police force: 101
  - [www.gov.uk/report-suspicious-activity-to-mi5](http://www.gov.uk/report-suspicious-activity-to-mi5)
- To report any online terrorist-related material: [www.gov.uk/report-terrorism](http://www.gov.uk/report-terrorism)
- For non-emergency advice for staff and Governors the DfE have a dedicated telephone helpline and mail box: 02073407264 and [counter-extremism@education.gsi.gov.uk](mailto:counter-extremism@education.gsi.gov.uk)
- Other links to information include:

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

[http://course.ncalt.com/Channel\\_General\\_Awareness/01/index.html](http://course.ncalt.com/Channel_General_Awareness/01/index.html) and  
<https://www.gov.uk/government/publications/prevent-duty-guidance>  
<http://educateagainsthate.com/>

## **Appendix 2: School E-Safety Policy**

### **Policy – NO EXCEPTIONS**

#### **100% SUPERVISION OF INTERNET USE AT ALL TIMES**

Red Rose School provides internet access for pupils and staff to raise educational standards, to promote pupil achievement, to support the professional work of staff and to enhance the school's management information and business administration systems.

The use of technology has, however, become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation - technology often provides the platform that facilitates harm. The School has therefore developed an effective approach to online safety which empowers the School to protect and educate the whole school community in their use of technology and establishes mechanisms to identify, intervene and escalate any incident where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- content: being exposed to illegal, inappropriate or harmful material
- contact: being subjected to harmful online interaction with other users
- conduct: personal online behaviour that increases the likelihood of, or causes, harm

The School recognises Policies and procedures are in place to maintain online safety for both children and adults. These policies and practices are part of the school's wider safeguarding strategy.

All pupils are required to sign and observe the Acceptable Use Policy.

All members of teaching staff and those support staff who have access to the Network at School are required to sign and/or observe the following Acceptable Use Policy.

In addition, members of staff are required to observe the Staff Behaviour Policy which includes information about appropriate on-line behaviour as well as the use of photographic, video and audio digital or analogue technology. Staff are made aware that a breach of this or other policies may result in disciplinary action.

#### **Roles and Responsibilities for Online Safety**

The School Head of ICT Services (Mr Peter Reed) has the responsibility of ensuring that the technical provision and ICT infrastructure across the School have appropriate safeguards in place to filter and monitor appropriate content and to alert the school to any potential safeguarding issues.

If pupils/children discover unsuitable sites, they are instructed to alert a member of the staff. The URL (address) and content are reported to the Internet Service Provider via the School Head of ICT Services.

#### **The School's Technical Provision & Infrastructure**

The school's internet access includes appropriate filtering systems.

#### **Education of the Pupils/Parents/Staff About E-Safety**

Pupils are taught in ICT and/or PSHEE lessons or sessions what internet use is acceptable and what is not as appropriate to their age and setting. In particular, they are informed that they must not reveal personal details (including their address or telephone number) or others' details in e-mail communication or via a personal web space; neither must they arrange to meet anyone. Pupils are encouraged to report all issues and concerns to a member of staff who, in turn, will pass the matter on to the School Head of ICT Services.

Issues around Cyberbullying are discussed in PSHEE lessons and are included in the different schools'/ settings' Anti-bullying and Behaviour Management policies. Any form of bullying or harassment is strictly forbidden and sanctions are used as appropriate for those who engage in cyber/text bullying. When publishing material to websites and elsewhere, pupils are taught to consider the thoughts and feelings of those who might view the material. Action is also taken against any person who brings the school into disrepute through publication of inappropriate electronic materials/communications.

Pupils are taught that they may only use approved e-mail accounts on the school system and may only communicate to staff via school accounts. Pupils are required to inform a teacher if they receive an offensive e-mail. The teacher will then escalate the matter to the Head of ICT Services/DSL. Staff safeguarding training includes information about online safety.

Parents are given information about online safety.

## **USE OF MOBILE PHONES AND CAMERA'S**

<http://panlancashirescb.proceduresonline.com/chapters/contents.html>

The school follows the Pan Lancashire Policy and Procedures for Safeguarding Children, specifically:

### **Safeguarding and the use of Communication Technologies and Social Media**

#### **Impact of Information Communication Technology (ICT) on Children**

- The range of child abuse definitions and concepts are now being seen in an ICT environment. As technology develops, the internet and its range of content services can be accessed through various devices;
- Communication technologies have become a significant tool in the distribution of indecent photographs/pseudo photographs of children. Internet chat rooms, social networking sites, gaming sites, virtual worlds, instant messaging, discussion forums and bulletin boards are used as a means of contacting children with a view to grooming them for inappropriate or abusive relationships, which may include requests to make and transmit pornographic images of themselves, or to perform sexual acts live in front of a webcam. Contacts made initially in a chat room are likely to be carried on via e-mail, Instant Messaging services, mobile phones or text messaging;
- There is also growing cause for concern about the exposure of children to inappropriate material via interactive communication technology - e.g. adult pornography and/or extreme forms of obscene material, such as access to extremist view/ political grooming or access to violence. Allowing or encouraging a child to view such material over an appreciable period of time may warrant further enquiry. Children themselves may engage in text bullying (Cyberbullying), deliberately send explicit images of themselves (Sexting) or use mobile phone cameras to capture violent assaults of other children for circulation;

- Where there is evidence of a child using ICT (including gaming devices) excessively, this may be a cause for concern more generally, in the sense that it may inhibit the development of real-world social relationships, become a factor contributing to obesity or negatively impact on their educational attainment. It may also indicate either a contemporary problem, or a deeper underlying issue that ought to be addressed, such as addictive behaviour and behaviour relating to the obsessive use of technologies such as games stations;
- There is some evidence that people found in possession of indecent photographs/pseudo photographs of children are likely to be involved directly in child abuse. Thus when somebody is discovered to have placed or accessed such material on the internet, the Police should normally consider the likelihood that the individual is involved in the active abuse of children. In particular, the individual's access to children should be established, within the family, employment contexts, and in other settings (e.g. work with children as a volunteer or in other positions of trust);
- if there are particular concerns about one or more specific children, procedures should be followed for Referrals, **Single Assessments** and, when appropriate, **Strategy Discussions/Meetings**. As part of their role in preventing abuse and neglect, LSCBs should consider activities to raise awareness about the safe use of the internet. LSCBs are a key partner in the development and delivery of training and education programmes, with the Child Exploitation and Online Protection Centre (CEOP). This includes building on the work of the British Educational Communications and Technology Agency (BECTA), the Home Office and the ICT industry in raising awareness about the safe use of interactive communication technologies (ICT) by children.

### **The Management of Personal Data**

The School abides by the 1998 Data Protection Act when processing personal data and technical and organisational measures are in place to safeguard personal data from destruction, loss, unauthorised access or disclosure. There is a separate Data Protection Policy.