cid:image001.jpg@01CFE796.66129C00

**Child Protection and Safeguarding Policy Burton Hathow Preparatory School Including EYFS**

*Temporary revised version during Covid-19 Pandemic*

Safeguarding is everyone’s responsibility and each child’s welfare is of paramount importance. Burton Hathow has established, and will maintain, an ethos where pupils feel secure, are encouraged to talk, are listened to and are safe. Children are able to talk freely to any member of staff, if they are worried or concerned about something. Everyone who comes into contact with our children and their families has a role to play in safeguarding and staff and volunteers play a particularly important role as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating.

**All staff are advised to maintain an attitude of ‘*it could happen here*’ where safeguarding is concerned.**

All staff and regular visitors will, through training and induction, know how to recognise indicators of concern, how to respond to a disclosure from a child and how to record and report this information. We will not make promises to any child and we will not keep secrets. Every child will know what the adult will have to do with any information they have chosen to disclose. They are required to report instances of actual or suspected child abuse or neglect to **the Designated Safeguarding Lead (DSL) who is Mrs Claire Lyons (Deputy Head Teacher and Director) or Deputy DSL including the Early Years Foundation Stage who is Miss Rebecca Smith (Senior Nursery Practitioner).**

This policy is available on our school website https//:www.burtonhathow.co.uk and on request from the school office. We inform parents and carers about this policy when their children join our school.

|  |  |
| --- | --- |
| **PERSON RESPONSIBLE FOR POLICY:** | **claire lyons** |
| **APPROVED:** | **board and advisory body** |
| **signed:** | ***C Lyons S Robinson*** |
| **to be reviewed:** | **September 2020** |

**This policy is reviewed annually and is made publically available. The Board will ensure that this policy is followed by all staff.**

At Burton Hathow Preparatory School the named personnel with designated responsibility for safeguarding are:

|  |  |  |
| --- | --- | --- |
| **Designated Safeguarding Lead** | **Deputy Designated Safeguarding Lead** | **Safeguarding Advisor** |
| Claire Lyons | **Rebecca Smith**  ***Temporary Deputy*** | **Katie Smith** |

**The named personnel with Designated Responsibility regarding allegations against staff are:**

|  |  |  |
| --- | --- | --- |
| **Designated Senior Manager**  **(normally the Head teacher)** | **Deputy Designated Senior Manager** | **Chair of Board**  **(in the event of an allegation against the head teacher)** |
| Penny Ford  [penny.ford@burtonhathow.co.uk](mailto:penny.ford@burtonhathow.co.uk)  01522 274616 | Claire Lyons  [claire.lyons@burtonhathow.co.uk](mailto:claire.lyons@burtonhathow.co.uk)  01522 274616  07825 951136 | Simon Robinson  [Simon.robinson@burtonhathow.co.uk](mailto:Simon.robinson@burtonhathow.co.uk)  Phone number available from the school office |

**SAFEGUARDING DEFINITION:**

Safeguarding and promoting the welfare of children is defined for the purposes of this policy 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

[(“*Working Together to Safeguarding Children” DfE 2018)*](https://www.gov.uk/government/publications/working-together-to-safeguard-children--2)

Child Protection is a part of Safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

**RATIONALE:**

At Burton Hathow Preparatory School we recognise the responsibility we have under Section 157 (academies and Independent Schools) of the Education and Inspections Act 2002, to have arrangements for safeguarding and promoting the welfare of children. This policy demonstrates the schools commitment and compliance with safeguarding legislation. Through their day-to-day contact with pupils and direct work with families, staff at our school have a crucial role to play in noticing indicators of possible abuse or neglect and referring them to Children’s Services (in Lincolnshire or neighboring authorities dependent upon the child’s area of residence). This also involves understanding serious case reviews and how to improve practice to prevent children from falling through the gaps.

**PURPOSE:**

The purpose of the policy is to ensure that:

* The welfare of the child is paramount.
* All children regardless of age, gender, ability, culture, race, language, religion or sexual identity have equal rights to protection
* All staff have an equal responsibility to act on suspicion or disclosure that may suggest a child is at risk of harm.
* Pupils and staff involved in Safeguarding issues receive appropriate support.
* Staff adhere to a Code of Conduct and understand what to do if a child discloses any allegations against teaching staff, the Head, the Board or the Advisory Body.

The procedures contained in this policy apply to all staff, volunteers, sessional workers, students, agency staff or anyone working on behalf of Burton Hathow Preparatory School.

They are consistent with Lincolnshire Local Safeguarding Arrangements and multi-agency child protection procedures. [www.lincolnshire.gov.uk/lscb](http://www.lincolnshire.gov.uk/lscb)

**TERMINOLOGY:**

**Safeguarding and promoting the welfare of children** refers to the process of protecting children from maltreatment, preventing the impairment of children’s health or development, ensuring that children are growing up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best life chances.

**Child Protection** refers to the activity undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

**Staff** refers to all those working for or on behalf of the School in either a paid or voluntary capacity.

**Child** includes all people under the age of 18

**Parent** refers to birth parents and other adults who are in a parenting role – step-parents, foster parents, carers and adoptive parents.

**Setting** refers to all establishments, educational or otherwise, who work with and have a responsibility to safeguard children

**CONTENTS**

**page**

1. **Prevention 4**
2. **Early Identification, recognising and responding to safeguarding needs 5**
3. **Procedures and record keeping 9**
4. **Roles and responsibilities 10**
5. **Supporting pupils at risk 11**
6. **Extremism and radicalisation 12**
7. **Female genital mutilation 14**
8. **Youth Produced Sexual Imagery (Sexting)**
9. **Child Sexual Exploitation 14**
10. **Peer to Peer Abuse 15**
11. **Safer recruitment and professional boundaries 16**
12. **Whistleblowing procedure**
13. **Allegations against Staff**
14. **Homestay Exchange Visits**
15. **Other Considerations 17**
16. **Communication with parents and Carers**
17. **Role of the DSL 18**
18. **Board responsibilities 18**
19. **LADO – allegations made against adults who work with children 19**
20. **Other related policies 20**
21. **Appendices 21**
22. **Appendix 7 – Covid-19 related adjustments**

**RELATED DOCUMENTS**

The below supporting safeguarding documents (S.1-23) are located on the school’s shared drive for all staff to access or, where appropriate, available from the school office or DSL, for parents and carers. This will be amended and updated on a regular basis.

Important statutory guidance can be located on the school’s shared drive or is available from the DSL.

|  |  |
| --- | --- |
| S.1 – 3 | S 1.1 Body Map – full  S 1.2 Body Map – hands  S 1.3 Body Map – head and face |
| S.4 | Caught by Association Rule and Guidance |
| S.5 | Children in Care Policy |
| S.6 | DSL Duties and Responsibilities |
| S.7 – 9 | S.7 e-safety Policies and Procedures  S.8 Staff Agreement for use of ICT  S.9 Social Media |
| S.10 | Female Genital Mutilation |
| S.11 | Preventing Radicalisation |
| S.12 | Trafficked Children |
| S. 13 | S.13 Patterns, recognition and indicators of abuse |
| S.14 | Guidance on making a referral |
| S.15 | Safeguarding Annual Checklist |
| S.16 | Safeguarding Induction |
| S.17 | Safeguarding – EYFS only |
| S.18 | Safer Recruitment Policy |
| S.19 | Visitors to Burton Hathow |
| S.20 | Whistleblowing Policy |
| S.21 | Staff Code of Conduct |
| S.22 | Training Matrix |
| S.23 | Recording a concern |

There are 4 main elements to the Policy:

1 Prevention – through the curriculum and pastoral support offered to pupils and through the creation and maintenance of a whole school protective ethos.

2 Procedures – for identifying and reporting cases, or suspected cases of abuse.

3 Support to children – who may have been abused.

4 Preventing unsuitable people working with children – by following the DfE guidance in Keeping Children Safe in Education - September 2018 together with the school’s individual procedures.

1 **PREVENTION**

The school will establish an ethos where:

* 1. Children feel secure in a safe environment in which they can learn and develop
  2. Children know that there are adults in the school whom they can approach if worried or in difficulty.
  3. Staff members have a particularly important role to play with regards to safeguarding as they are in a unique position to identify concerns early.
  4. Adequate signposting to external sources of support and advice is in place for staff, parents and pupils. The RSPCC visit the school annually, providing the children with a knowledge and understanding of where they can go for support. Posters with the numbers for Childline are placed around the school and parents are made aware of the Safeguarding Policy on a regular basis. The whistleblowing policy is reviewed annually and sent to all staff members as a reminder of the procedures.
  5. Importance and prioritisation is given to equipping the children with the skills needed to stay safe; including providing opportunities for Personal, Social and Health Education throughout the curriculum.
  6. Children develop realistic attitudes to their responsibilities in adult life and are equipped with the skills needed to keep themselves safe; including understanding and recognition of healthy/unhealthy relationships and support available
  7. It is ensured that children can recognise and manage risks in different situations, including on the internet, being able to judge what kind of physical contact is acceptable and unacceptable, recognise when pressure from others, including people they know, threatens their personal safety and well-being and supports them in developing effective ways of resisting pressure.
  8. All adults feel comfortable and supported to draw safeguarding issues to the attention of the Designated Safeguarding Lead, or directly to children’s social care and/or the police where there is a risk of immediate harm and are able to pose safeguarding questions with “respectful uncertainty” as part of their shared responsibility to safeguard children ‘Think the unthinkable’ Keeping Children Safe in Education - September 2018.
  9. Fears concerning information sharing cannot be allowed to prevent the need to prevent the need to promote the welfare and protect the safety of children.
  10. Emerging themes are proactively addressed and fed back to the local authority and LSCB to ensure a coherent approach so that multi-agency awareness and strategies are developed.
  11. Support and planning for young people in custody and their resettlement back into the school community is undertaken, where necessary, as part of our inclusive approach
  12. It works in accordance with ‘Working Together to Safeguard Children 2018' and supports the LincolnshireLocal Safeguarding Arrangements Continuum of Need (see Appendix 2) to ensure children and young people receive the most appropriate referral and access provision; actively supporting multi agency planning for those children and, in doing so, providing information about the ‘voice of the child’ and the child’s lived experience as evidenced by observations or information provided through the multi-agency forum.
  13. Our school’s arrangements for consulting with, listening and responding to pupils are that all pupils have a mentor who they confer with on a regular basis with regards to their academic, social and emotional development and it could be that at one of these meetings a potential issue may arise. Children are encouraged to liaise with the pastoral head or any member of staff they feel comfortable with and there is an independent clinical psychologist available for a child who may require support and does not feel comfortable speaking with someone they know well. Children will be offered emotional support where required and parents will be consulted where appropriate. We also offer an open door policy for parents who wish to discuss issues relating to their child and the on-site psychologist is available for parents.
  14. There is a commitment to the continuous development of staff with regard to safeguarding training;
* The school’s safeguarding procedures and policy will be explained to staff upon their induction, which is regularly refreshed in any subsequent training.
* All staff follow the LSCB 5 year training pathway (see Appendix 6) and receive a safeguarding update as part of their induction, to enable them to understand and fulfil their safeguarding responsibilities effectively.
* The Designated Lead also follows the LSCB 5 year training pathway and attends the LSCB Inter-Agency Safeguarding training.
* Burton Hathow have one Deputy Safeguarding Lead who is trained to the same standard as the Designated Safeguarding Lead.
* The Designated Safeguarding Lead attends the briefings for Designated Safeguarding Leads coordinated by the Safeguarding in Schools Team, therefore enabling them to remain up to date with Safeguarding practices and be aware of any emerging concerns/themes emerging in Lincolnshire. The expectation is that the Designated Lead will attend at least 2 briefings per academic year.

2 **EARLY IDENTIFICATION RECOGNISING AND RESPONDING TO SAFEGUARDING NEEDS**

In Lincolnshire we have adopted an Early Intervention approach to addressing all children's needs. There is an expectation that all schools use the Early Help Assessment to identify the holistic needs of a child and seek support through the Early Help Consultants or Team Around the Child Coordinators. (refer to section 2.7 for the specific types of support on offer)

2.1 The school acknowledges serious case review findings and shares lessons learned with all staff with the aim to ensure no child falls through the gap.

2.2 All staff should understand the [‘Meeting the Needs of Children in Lincolnshire](http://microsites.lincolnshire.gov.uk/children/practitioners/team-around-the-child-tac/)’ procedures and know how to pass on any concerns no matter how trivial they seem. They are consistent with Lincolnshire's Local Safeguarding Arrangements and child protection procedures.

2.3 All staff understand the difference between a 'concern' about a child and 'immediate danger or at risk of harm' and know the procedures to follow for each.

2.4 The school knows how to identify and respond to:

Signs/symptoms of any type of abuse, e.g. Physical, Sexual, Emotional

Neglect – appendix 3 and 4 and useful information on the [NSPCC website](https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/)

Drug/substance/alcohol misuse (both pupil and parent)

Child sexual exploitation / trafficked children

Children missing education

Domestic abuse

Peer relationship abuse

Risky behaviours including concerns around extremism/radicalisation

Sexual health needs

Obesity/malnutrition

Inclusion and diversity including SEND, HIV, LGBT pupils

On line grooming – [E Safety Advice here](http://www.lincolnshire.gov.uk/lscb/professionals/vulnerability/e-safety/125939.article)

Inappropriate behaviour of staff towards children

Bullying, including homophobic, racist, gender and disability.

Breaches of the Equality Act 2010.

Self Harm

Female Genital Mutilation – [Multi-agency statutory guidance on FGM – April 2016](https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation)

Unaccompanied asylum seeking children

2.5 School staff contribute to assessments along the **‘***Continuum of Need***’** (see Appendix 2) and actively support multi agency planning for those children. Staff have an understanding of the *Framework of Assessment of Need* (see below) and make decisions based on a child’s development needs, parenting capacity and family & environmental factors.



2.5 **Early Help**

Early Help is the term used to describe arrangements and services that identify the need for help for children and families as soon as the problems start to emerge, or when there is a strong likelihood that problems will emerge in the future. [Working Together to Safeguard Children (2018)](https://www.gov.uk/government/publications/working-together-to-safeguard-children--2) identifies the critical features of effective Early Help as providing support as soon as a problem emerges, at any point in a child’s life.

Any pupil may benefit from early help, but in particular staff will be alert to the potential need for early help for pupils who:

• Are disabled and have specific additional needs.

• Have SEND (whether or not they have a statutory EHC plan).

• Are young carers.

• Show signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups.

• Are frequently missing/going missing from care or from home.

• Misuse drugs or alcohol.

• Are at risk of modern slavery, trafficking or exploitation.

• Are in a family circumstance presenting challenges such as substance abuse, adult mental health problems or domestic abuse.

• Have returned home to their family from care.

• Show early signs of abuse and/or neglect.

• Are at risk of being radicalised or exploited.

• Are privately fostered.

Early help will also be used to address non-violent harmful sexual behaviour to prevent escalation.

All staff will be made aware of the local early help process and understand their role in it.

The DSL will take the lead where early help is appropriate.

It promotes a multi-disciplinary approach that brings a range of:

• Practice that empowers families and helps them to develop the capacity to resolve their own professional skills and expertise through a "Team around the Child" approach.

• A relationship with a trusted lead professional who can engage with the child and their family, and coordinate the support needed from other agencies

• A holistic approach that addresses the children's needs in the wider family context

• Simple, streamlined referral and assessment process

• Early Help in Lincolnshire includes both the TAC and ESCO process. Signs of Safety is embedded throughout. ESCO is similar to the TAC process but specifically supports the care coordination of Children with Disabilities (CWD) Further information can be seen at [www.lincolnshire.gov.uk/ESCO](http://www.lincolnshire.gov.uk/ESCO) All forms and guidance for Early Help including Signs of Safety, TAC Handbook, TAC Consultants contact details etc. are available at [www.lincolnshirechildren.net](http://www.lincolnshirechildren.net)

2.6  **What is Team Around the Child (TAC)?**

TAC is a shared assessment and planning framework which is in use by a variety of agencies across the county and is employed in similar format throughout the country. It aims to help with the early identification of additional needs of children and young people and promote a co-ordinated multi agency response to meet them. TAC can be used to support children and young people between 0–19 years, including unborn babies and can also be used with consent up to the age of 24 where a young person has a learning difficulty or disability. There are four main stages in setting up a TAC;

• Early identification of needs

• Assessing strengths and needs in a consistent and methodical framework

• Developing and delivering an integrated services

• Reviewing and refining the support arrangements

2.7 **Support and Guidance Available;** Please refer also to the LSCB Website and publications (Particularly ['Meeting the Needs of Children in Lincolnshire'](http://microsites.lincolnshire.gov.uk/children/practitioners/team-around-the-child-tac/)) at [www.lincolnshire.gov.uk](http://www.lincolnshire.gov.uk)/lscb. In addition the following staff are available to support professionals;

**Early Help Advisors** are available to support professionals. These advisors are based within Customer Service Centre (01522 782111). They offer consultations to professionals for new cases where practitioners need some advice or guidance. The Advisors are qualified social workers who will advise on all levels of safeguarding and thresholds.

**Early Help Consultants** provide support, advice and guidance to lead professionals on existing TAC Cases. They will use Signs of Safety methodology to map and/or quality assure cases in order to secure improved outcomes for children, young people and their families. Contact via your local TAC Co-ordinator in your locality or email [earlyhelpconsultants@lincolnshire.gcsx.gov.uk](mailto:earlyhelpconsultants@lincolnshire.gcsx.gov.uk)

**TAC Administrators** provide administrative support, maintain records, monitor processes, and can signpost professionals to local services. Contact [tacadmin@lincolnshire.gcsx.gov.uk](mailto:tacadmin@lincolnshire.gcsx.gov.uk)

**Further Support for Schools and Academies** In addition to the support outlined above, schools and academies can request case supervision for all TAC cases where the Lead Professional is employed in an educational setting. For these cases administrative support can be also be requested in the form of arranging meetings and typing of assessments and plans. This support can be accessed via the Request Forms at [www.lincolnshirechildren.net/tac](http://www.lincolnshirechildren.net/tac)

2.8 The **designated safeguarding lead** acts as the focal point for all matters concerning child protection and safeguarding children and young people. One of the primary tasks is to act as the contact between school, the family and other agencies. Incidents of possible child abuse obviously need to be handled with sensitivity and confidentiality consistent with the multi-disciplinary approach. If there is any cause for concern whatsoever it is vital that information is passed to the **designated safeguarding lead** immediately. In the event, following statutory investigation, of concerns proving to be unfounded, staff should not reproach themselves for having raised the issue. In cases of this nature it is always better to be safe than sorry.

3 **PROCEDURES AND RECORD-KEEPING**

Burton Hathow Preparatory Schoolwill follow Lincolnshire’s safeguarding procedures with reference to Lincolnshire's LSCB “Managing Individual Cases where there are Concerns about a Child's Safety and Welfare" ([*section 4 of LSCB Inter-Agency procedures*](http://lincolnshirescb.proceduresonline.com/chapters/contents.html)*)*

At Burton Hathow Preparatory School, once children have shared a concern with a member of staff, or a staff has reason for concern about a child, they will record these concerns onto a Safeguarding record and then share these concerns immediately. The DSL will then advise the member of staff accordingly on next steps and support them in the process to follow. If the DSL deems it necessary (and if the child is not in immediate danger) the parents will be contacted for further discussion or the EHT will be contacted for further advice and support. The member of staff will receive guidance throughout the whole process from the DSL.

The school will ensure that:

3.1 Safeguarding information including Child Protection information is stored and handled in line with the principles of the Data Protection Act 1998 ensuring that information is:

* used fairly and lawfully
* for limited, specifically stated purposes
* used in a way that is adequate, relevant and not excessive
* accurate
* kept for no longer than necessary
* handled according to people’s data protection rights
* kept safe and secure.

3.2 Any concerns about a child will be recorded in writing within 24 hours. All records will provide a factual, evidence-based account. Timely, accurate recording of every episode/incident/concern/activity/actions will be made including telephone calls to other professionals. Records will be signed, dated and where appropriate, witnessed.

3.3 Hard copies of records or reports relating to Safeguarding and Child Protection concerns will be kept in a separate, confidential file, securely stored away from the main pupil file. Authorisation to access electronic records will be controlled by the Head and Designated Safeguarding Lead.

3.31 All concerns, discussions and decisions, and the reasoning behind these decisions, should be recorded in writing.

3.4 There is always a Designated Safeguarding Lead (DSL) available who has the necessary seniority and skills, undertakes appropriate Safeguarding training, and is given the time to carry out this important role.

3.5 The Policy is updated annually and that changes are made in line with any new DfE or other government departments’ guidance.

3.6 In the case of child protection referral or serious injury the DSL will contact Lincolnshire Customer Service Centre without delay to report concerns and seek medical attention as necessary.

3.7 If anyone other than the DSL makes a referral, they should inform the DSL as soon as possible. In addition, the LA should make a decision within one working day and inform the referrer of a decision

3.8 Staff must report any concerns about adults who work with children or young people to the Head or to the Chair of the Board in the event of an allegation of abuse made against the Head. The Head or Chair must seek advice from the Local Authority Designated Officer(s) (LADO) (see Section 4 of [Keeping Children Safe in Education - September 2016](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2)) The Emergency Duty Team should be contacted outside normal working hours 01522 782333.

3.9 In the case of poorly explained serious injuries or where behaviour or concerns arouse suspicion if in any doubt the Designated Safeguarding Lead should consult with Lincolnshire Children's Services Customer Service Centre and seek advice from the Early Help Advisors.

3.10 The DSL will keep written, signed and dated records detailing any allegation and action taken as near to the time of disclosure as possible even when no investigation is undertaken; following up any verbal referral in writing within 24 hours.

3.11 Conversations with a child who discloses abuse should follow the basic principles:

* + - listen rather than directly question, remain calm
    - never stop a child who is recalling significant events
    - make a record of discussion to include time, place, persons present and what was said (child language – do not substitute words)
    - advise you will have to pass the information on
    - avoid coaching/prompting
    - never take photographs of any injury
    - allow time and provide a safe haven / quiet area for future support meetings
    - At no time promise confidentiality to a child or adult.

3.12 Regular opportunities will be taken by the School to teach children about safeguarding through assemblies and in ICT along with opportunities that arise throughout the curriculum. E.g internet safety, safe relationships, health and well-being and their rights and responsibilities.

4 **ROLES AND RESPONSIBILITIES**

The school will ensure that every member of staff and person working on behalf of the School:

4.1 Knows the name of the Designated Safeguarding Lead (DSL) and his/her role and responsibility and know that in the first instance staff should Early Help requirements with the DSL

4.2 has read part 1 of [Keeping Children Safe in Education - September 2016](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2).

4.3 Has an individual responsibility to refer Safeguarding (Child Protection) concerns and should follow the established referral process.

4.4 knows what to do if a child tells them he/she is being abused or neglected (appendix 5) and [What to do if you are worried a child is being abused – Advice for practitioners](https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2).

4.5 All staff should be prepared to identify children who may benefit from Early Help and be aware of their role in referring cases and requiring early help.

4.6 Will receive training at the point of induction and at regular intervals as required, but at least annually, so that they know:

* their personal responsibility / code of conduct / teaching standards
* LSCB child protection procedures and how to access them
* the need to be vigilant in identifying cases of abuse at the earliest opportunity
* how to support and respond to a child who discloses significant harm

4.7 Knows their duty concerning unsafe practices in regard to children by a colleague.

4.8 The DSL will disclose any information about a pupil to other members of staff on a need to know basis.

4.9 The school will undertake appropriate discussion with parents prior to involvement with other agencies unless the circumstances preclude this.

4.10 The school will ensure that parents have an understanding of their obligations re: Child Protection by intervention as and when appropriate.

4.11 Work to develop effective links with relevant agencies in relation to Safeguarding (Child Protection).

4.12 Ensure that, where there are unmet needs, an Early Help discussion is initiated. Advice may be sought from the Early Help Consultants in the locality.

4.13 Complete reports and send representatives to case conferences, core groups and Child Protection review meetings.

4.14 Notify any allocated Social Worker if:

- a pupil subject to a Child Protection Plan (CPP) is excluded (fixed term or permanent)

- there is an unexplained absence of a pupil on a CPP of more than 2 days or 1 day following a weekend, or as agreed as part of a CPP.

4.15 Follow Lincolnshire’s policy and statutory guidance on Children Missing in Education (CME).

4.16 Ensure all staff in scope of the Disqualification by Association '[Disqualification Under the Childcare Act 2006](https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006)' have completed a Disqualification Declaration

4.17 Ensure that all staff are aware of their duties under the [Serious Crimes Act 2015](https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information) to report known instances of female genital mutilation (FGM) to the police via the 101 number

4.18 Ensure staff are aware of ‘honour based’ violence and observe if any children or families are at risk of such extreme behaviours

5 **SUPPORTING VULNERABLE PUPILS AT RISK**

Special consideration should be given to safeguarding and protecting children that may have additional vulnerabilities, for example children that are looked after or those with special educational needs (SEN) and disabilities. Additional barriers can exist to the recognition of abuse and neglect which can include:

* assumptions that indicators of possible abuse such as behavior, mood and injury relate to the child's disability without further exploration;
* vulnerable children can disproportionately be impacted by things like bullying – without outwardly showing any signs; and
* communication barriers and difficulties in overcoming these barriers
* All behaviours that are linked to drug taking, alcohol abuse, deliberately missing education, and sexting (also known as youth produced imagery) place children in danger

The school will endeavour to support vulnerable pupils through:

* Its ethos which promotes a positive, supportive and secure environment; giving pupils a sense of being valued.
* Its behaviour policy aimed at supporting vulnerable pupils in school. All staff will agree a consistent approach which focuses on the behaviour of the offence committed by the child; working to support children in developing positive behaviour.
* Liaison with other appropriate agencies which support the pupil.
* Developing supportive relationships.
* Recognition that children living in difficult home environments are vulnerable and are in need of support and protection.
* Monitoring pupil welfare, keeping accurate records and notifying appropriate agencies when necessary.
* Allowing designated staff opportunity to attend face to face Safeguarding in Schools briefings/ LSCB multi-agency training. (For example Prevent, Child Sexual Exploitation guidance, domestic violence, drugs / alcohol substance misuse etc.)
* Ensuring information is transferred safely and securely when a pupil with a Safeguarding Record transfers to another school. Also notifying Key workers or social workers where a child leaves the school (as appropriate)
* Following Lincolnshire's procedures for [Child Sexual Exploitation](http://www.lincolnshire.gov.uk/lscb/professionals/abuse/sexual-exploitation/124636.article) including using the CSE Risk Assessment Toolkit as necessary.

**LAC**

The DSL will record details of social workers involved with Looked after Children. A designated teacher will be appointed to promote the achievement of LAC and ensure that they receive the appropriate training.

Peer Abuse

*For further information and guidance, please refer to the Peer Abuse Policy.*

There is no clear boundary between incidents that should be regarded as abusive and incidents that are more properly dealt with as bullying, sexual experimentation etc. This is a matter of professional judgement.

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse: bullying, fighting and harassment between children are not generally seen as child protection issues. However, it may be appropriate to regard a young person’s behaviour as abusive if:

* There is a large difference in power (for example age, size, ability, development) between the young people concerned; or
* The perpetrator has made numerous attempt to inflict harm and discomfort on a particular child
* The perpetrator has repeatedly tried to harm one or more other children; or
* There are concerns about the intention of the alleged perpetrator.

If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether or not severe harm was actually caused.

Children, particularly but not exclusively those living away from home, are also vulnerable to physical, sexual and emotional bullying and abuse by their peers. Such abuse should always be taken as seriously as abuse perpetrated by an adult. Whenever a child may have harmed another, all agencies must be aware of their responsibilities to both children and multi-agency management of both cases must reflect this. Agencies should also be alert to the possibility that a child or young person who has harmed another may well also be a victim. However, the interests of the identified victim must always be paramount consideration and professionals should also be alert to the fact that there is likely to be a risk to children other than the current victim

At Burton Hathow Preparatory School, if you are unsure about whether an incident with a peer - in or out of school - should be considered to be abusive, then you should speak directly to the DSL. The Early Help Team in Lincolnshire can then offer help and support in next steps of reporting and managing a case of peer abuse.

6 **EXTREMISM AND RADICALISATION**

Protecting children from the risk of radicalisation is part of the school’s safeguarding duties.

*For further information and guidance on the prevention of extremism and radicalisation, please refer to the following policies and supporting documents:*

* Prevent Policy (Preventing Radicalisation)
* SEND Policy
* Equal Opportunity Policy
* RE Policy
* PSHEE Policy
* CHANNEL guidance
* E-Safety policies and procedures
* Visitors Policy
* Safer Recruitment Policy and Procedures
* Staff use of ICT Policy

*All policies are located on the school’s shared drive in the ‘policies folder’. Policies can also be retrieved from the school’s DSL.*

6.1 Burton Hathow Preparatory School seeks to protect children and young people against the messages of all violent extremism.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation.

Burton Hathow is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

Burton Hathow Preparatory School adheres to the [Prevent Duty Guidance for England and Wales](https://www.gov.uk/government/publications/prevent-duty-guidance) July 2015

6.2 Risk assessment

Burton Hathow assess the risk of their children being drawn into terrorism, as well as their support for extremist ideas and terrorist ideology. Burton Hathow have robust safeguarding policies to identify children at risk, appropriate intervention and the most appropriate referral option. The policy also covers the suitability of visiting speakers.

Police in all regions are expected to produce a Counter-Terrorism Local Profile (CTLPs) which is to assess the risk of individuals being drawn into terrorism and is the risk assessment that settings need to refer to. The Lincolnshire profile is currently being amended and further support can be provided by contacting [prevent@lincs.pnn.police.uk](mailto:prevent@lincs.pnn.police.uk)

6.3Working in Partnership

Lincolnshire settings (any establishment, educational or otherwise, who has a responsibility for safeguarding children) are required to ensure that their safeguarding arrangements take into account [policies and procedures of Lincolnshire Safeguarding Children Board](http://www.lincolnshire.gov.uk/lscb/the-lscb/inter-agency-procedures/124802.article)

The key aim of the [PREVENT strategy in Lincolnshire](http://www.lincolnshire.gov.uk/lscb/professionals/vulnerability/extremism/125941.article) is:

To help local authorities, police, community safety partnerships and other partners and partnerships to develop and implement effective actions, which will make their communities safer. This will reduce the risk from terrorism and violent extremism, so that the people of Lincolnshire can go about their business freely and with confidence.

Experience has shown that the best results are achieved by:

* Partnership working and community engagement
* Understanding the challenge and its context
* Developing an effective action plan
* Managing risk
* Tracking progress and evaluating success
* Sharing learning

Lincolnshire has a PREVENT steering board which provides the strategic direction and is attended by a variety of partners including Education.

The CHANNEL panel is the operational group for Lincolnshire and has multi-agency representation.

6.4Staff training

Burton Hathow ensures that all staff are equipped to identify children at risk of being drawn into terrorism, as well as challenge extremist ideas. They should know how to refer children and young people for further help.

All staff can undertake PREVENT e-learning via the [LSCB website](http://www.lincolnshire.gov.uk/lscb/professionals/support/training/124632.article). Face to face learning is available to book via the [Stay Safe partnership website.](http://www.lincolnshire.gov.uk/parents/schools/for-schools/stay-safe-partnership/)

The DSL will receive Prevent and Channel training and regular updates.

All staff members will receive regular safeguarding and child protection updates. If they reasonably suspect that a child is at risk of radicalisation, they should report their concerns to the DSL for a referral to the CHANNEL programme.

Staff will be given the opportunity to contribute towards and shape safeguarding arrangements and discuss the child protection policy.

6.5 Referral Process

As part of the duty to protect young people from the messages of extremism, the school may refer any young person they are concerned about to the local Prevent team through the Channel process. The Channel referral form can be found through the LSCB website link above and should be returned to the email provided [channel@lincs.pnn.police.uk](mailto:channel@lincs.pnn.police.uk) Before doing this the school should contact [prevent@lincs.pnn.police.uk](mailto:prevent@lincs.pnn.police.uk) or [PREVENT@lincolnshire.gov.uk](mailto:PREVENT@lincolnshire.gov.uk) to seek advice and support to see if a Channel referral is appropriate. Where the school has serious concerns about the vulnerability of a young person in relation to extremist behaviour, then the school should make a call to the Police on 999.

6.6 IT policies

Settings in Lincolnshire are expected to ensure that children are safe from online terrorist and extremist material, typically via appropriate levels of filtering. Burton Hathow operates with such levels and asks children and parents to sign an ‘appropriate use of ICT’ agreement.

Using school equipment to send terrorist publications to others would be a criminal offence.

The IT polices ensure that appropriate filters are in place to prevent pupils accessing potentially harmful materials online.

6.7 Monitoring and enforcement

ISI inspectors will assess Burton Hathow’s approach to keeping children safe from the dangers of radicalisation and extremism and what would be done if the school suspects that pupils are vulnerable to these threats. If the school is considered to be failing in this regard or if their staff or children’s safety is threatened, independent schools in England or Wales, they must remedy any failing or be subject to regulatory action. Early years settings are also covered by this monitoring provision.

6.8 Wider issues to consider:

These are some further areas to consider in implementing the prevent agenda:

* Burton Hathow aspire to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs.
* Curriculum including a balanced Religious Education, Personal Social and Health Education etc.

EMTET is the Ethnic Minority and Traveller Education Team who can support settings by working with individuals who are victims of racism or are perpetrators of racism or have racist views. In addition they can sign post settings to other organisations which will be able to support with other similar issues. EMTET contact details are 01427 787190, [www.lincolnshire.gov.uk/emtet](http://www.lincolnshire.gov.uk/emtet)

**7 FEMALE GENITAL MUTILATION (FGM)**

*For further guidance and information, please refer to the FGM policy*

Female Genital Mutilation (FGM) is child abuse and illegal. As of 31st October 2015, all regulated professionals including qualified teachers or persons who are employed or engaged to carry out teaching work in schools are required to report cases of FGM to the Police if they discover or suspect it has been carried out on a girl under the age of 18. If a member of staff fails to do so they may face a disciplinary. This is a personal duty and cannot be transferred to anyone else. The new mandatory reporting duty related to a disclosure that FGM has already happened and this should be reported to the Police on 101. Where a girl discloses information that identifies her as at risk of FGM, professionals should follow the normal safeguarding procedures.

**8 YOUTH PRODUCED SEXUAL IMAGERY (SEXTING)**

We have a duty of care towards our pupils and an obligation to support them in being safe in the online world as well as the physical world.

There are a number of definitions of sexting but for the purposes of this policy sexting is simply defined as:

Images or videos generated

• by children under the age of 18, or

• of children under the age of 18 that are of a sexual nature or are indecent.

These images are shared between young people and/or adults via a mobile phone, handheld device or websites with people they may not even know.

Sexting or youth produced sexual imagery does not refer to one single activity: it can have multiple facets and activities, be connected to sexual pleasure and be linked to a ‘normal’ part of sexual development; however, something that transpires online can quickly spiral out of control as it becomes freely available in the public domain. It can then be transferred, forwarded, downloaded, uploaded and shared.

Any situations involving our pupils and youth produced sexual imagery are taken seriously as potentially being indicative of a wider safeguarding or child protection concern or as being problematic sexual behaviour. The understanding of children and young people around the potential implications of taking and/or sharing youth produced sexual imagery is likely to be influenced by the age and ability of the children involved. In some cases children under 13 (and indeed older) may create youth produced sexual imagery as a result of age appropriate curiosity or risk-taking behaviour or simply due to naivety rather than any sexual intent.

We follow the guidance and principles in the document, 'Sexting in Schools & Colleges: Responding to incidents and safeguarding young people.'

All incidents involving youth produced sexual imagery will be responded to in line with the school’s safeguarding and child protection procedures;

When an incident involving youth produced sexual imagery comes to the attention of the school community:

* The incident is referred to the DSL as soon as possible and recorded using the usual safeguarding recording system.
* The DSL should hold an initial review meeting with appropriate school staff
* There should be subsequent interviews with the young people involved (if appropriate)
* Parents/carers should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm
* At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to children’s social care and/or the police immediately.

Any direct disclosure by a young person should be taken very seriously. A young person who discloses they are the subject of sexual imagery is likely to be embarrassed and worried about the consequences. It is likely that disclosure in school is a last resort and they may have already tried to resolve the issue themselves.

**Securing and handing over devices to the police**

If any devices need to be seized and passed onto the police then the device(s) should be confiscated  and the police should be called. The device should be turned off and placed under lock and key until the police are able to come and retrieve it. See government guidance, ['Searching, screening and confiscation at school](https://www.gov.uk/government/publications/searching-screening-and-confiscation)'.

**9 CHILD SEXUAL EXPLOITATION**

The school’s child sexual exploitation policy outlines the procedure with regards to preventing child exploitation.

**10 SAFER RECRUITMENT AND PROFESSIONAL BOUNDARIES**

The school pays full regard to DfE guidance [Keeping Children Safe in Education – September 2016](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2) and with reference to the ‘Position of Trust’ offence (Sexual Offences Act 2003). We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult. We do this by:

10.1 Operating safer recruitment practices including appropriate Disclosure and Barring Service (DBS)and reference checks, verifying identity academic and vocational qualifications, obtaining professional references, checking previous employment history (including any additional checks thought appropriate for staff who have lived or worked outside the UK) and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and checking the Children’s List and the existence of any teacher prohibition orders (checked via the ['Teacher Services' system](https://www.gov.uk/guidance/teacher-status-checks-information-for-employers)) and the right to work in England checks in accordance with DBS and Department for Education procedures.

10.2 In February 2015 the DfE issued additional guidance about disqualification by association '[Disqualification Under the Childcare Act 2006](https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006)' which applies to those staff employed and/or provide childcare in either the early years (birth until end of reception age) or later years (children under the age of 8). Schools will need to ask those staff in scope to complete a disqualification declaration. Upon return schools should contact their HR adviser and LADO where a positive declaration has been made.

10.3 Ensuring that staff and volunteers adhere to a published code of conduct and other professional standards at all times, including after school activities. Staff are aware of social media/ on-line conduct and the professional boundaries are stated in the Staff Code of Conduct.

10.4 Ensuring any disciplinary proceedings against staff related to Child Protection matters are concluded in full in accordance with Government guidance Keeping Children Safe in Education – September 20168 and LSCB, LADO and HR Policy, procedures and guidance.

10.5 Ensuring that all staff and other adults on site are aware of the need for maintaining appropriate and professional boundaries in their relationship with pupils and parents, following the Code of Conduct.

10.6 Establishing adequate risk assessments are in place including for extended school, volunteer and holiday activities.

10.7 Supporting staff confidence to report misconduct.

10.8 At least one member of every recruitment panel has completed Safer Recruitment training within the last 5 years. At least one person in school should have completed the LSCB face to face Safer Recruitment within the last 5 years. E-learning is also available. Training is available to book at [www.lincolnshire.gov.uk/lscb](http://www.lincolnshire.gov.uk/lscb)

10.9 Obtaining a DBS and other checks

* An enhanced DBS check with barred list check will be required for all potential staff members who will be engaging in regulated activity.
* Only an enhanced DBS check (no barred list check) will be required for potential staff members who will be in frequent contact with children, but who will not be engaging in regulated activity.
* A supervised volunteer who regularly teaches or looks after children is not in regulated activity
* if the school undertakes a risk assessment when deciding whether or not to obtain an enhanced DBS certificate for a volunteer, the details of the risk assessment will be recorded.
* Requires those in management roles to undertake checks to ensure they are not prohibited under section 128 provisions.
* Where the school allows an individual to start work in regulated activity before the DBS certificate is available, the individual will be supervised and all other checks, including a separate barred list check, will have been completed.
* The school will make the necessary checks to ensure that an individual is not disqualified under The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018.
* Where the school knows, or has reason to believe, that an individual is barred from working in regulated activity, they will not be permitted to work, or continue to work, at the school.
* A person who is prohibited from teaching by a prohibition order will not, in any circumstance, be appointed as a teacher, or be allowed to continue working at the school.
* The relevant pre-appointment checks will be undertaken for every candidate.
* All offers of appointment are conditional, based on the satisfactory completion of the necessary pre-employment checks.
* An enhanced DBS check will not be required for events that may have occurred outside the UK where, in the three months prior to appointment, the candidate has worked:

• From 12 May 2006, in a school in England in a post which brought them into regular contact with children or young people.

• In an FE institution or 16-19 academy in any posts that brought them into regular contact with children or young people.

* All other pre-appointment checks will still need to be completed.
* The school will keep a single central record (SCR).
* The date on which an identity check, enhanced DBS check, a barred list check, a check of professional qualifications, a prohibition from teaching check, a check to establish the person’s right to work in the UK, a section 128 check where applicable, a check for EEA teacher sanctions and restrictions, and any other checks, will be recorded in the school’s SCR.
* Individuals who have lived or worked outside the UK will undergo the same checks as other staff.
* Further checks are made as deemed appropriate on individuals who have lived or worked outside the UK, including checks for EEA teacher restrictions and sanctions.
* The school will obtain written notification from any agency or third-party organisation that they use, that the organisation has carried out the appropriate safeguarding checks.
* Where trainee teachers are fee-funded, the initial teacher training provider should carry out the safeguarding checks, and not the school. The school should receive written confirmation that the checks have been carried out.
* Where a staff member who was not previously working in regulated activity moves into regulated activity, the requisite safeguarding checks will be undertaken.
* Where the school has a safeguarding concern about an existing staff member, the school will carry out relevant checks as if they were a new staff member.
* The school will report to the DBS anyone who has harmed, or poses risk of harm, to a child or vulnerable adult where:

• The harm test is satisfied in respect of that individual.

• The individual has received a caution or conviction for a relevant offence.

• There is reason to believe the individual has committed a listed relevant offence.

• The individual has been removed from working in regulated activity or would have been removed had they not left.

* The legal duty to refer to the DBS any staff member who has harmed, or poses a risk of harm, to a child or vulnerable adult applies equally in circumstances where an individual is deployed to another area of work that is not regulated activity or if they are suspended.
* Under no circumstances should a volunteer, in respect of whom no checks have been made, be left unsupervised or be allowed to work in regulated activity.
* The school will obtain an enhanced DBS certificate (which should include barred list information) for all volunteers who are new to regulated activity.
* The school will obtain an enhanced DBS certificate (not including barred list information) for volunteers not engaged in regulated activity but who are provided with the opportunity to come into contact with children on a regular basis.
* The school will undertake a risk assessment on deciding whether to seek an enhanced DBS check for any volunteer not engaging in regulated activity.
* There must be supervision of volunteers in regulated activity, that the supervision must be regular and day-to-day, and that the supervision must be reasonable in all circumstances to ensure the protection of children.
* Contractors engaging in regulated activity will require an enhanced DBS certificate (including barred list information).
* Under no circumstances will a contractor in respect of whom no checks have been obtained be allowed to work unsupervised or engage in regulated activity.
* The identity of contractors will always be checked upon arrival at the school.
* The school will use their professional judgement to determine whether a visitor, such as a pupil’s parents and relatives, needs to be escorted or supervised.

10.10 The Child Protection Safeguarding Policy, the Staff Code of Conduct, part on of KCSIE, the Behavioural Policy and the Children Missing in Education Policy and the identity of the DSL and the deputy DSL will all be made available to staff at their induction

10.11 All staff will undergo safeguarding and child protection training at their induction and all training will be updated regularly in line with local safeguarding arrangements.

**11) PEER TO PEER ABUSE (including peer to peer sexual abuse)**

Children and young people may be harmful to one another in a number of ways which would be classified as peer on peer abuse.

**Types of abuse**

There are many forms of abuse that may occur between peers and this list is not exhaustive;

* Physical abuse e.g. (biting, hitting, kicking, hair pulling etc.)
* Sexually harmful behaviour/sexual abuse e.g. (inappropriate sexual language,
* touching, sexual assault etc.)
* Bullying (physical, name calling, homophobic etc.)
* Cyber bullying
* Youth Produced Sexual Imagery (Sexting)
* Initiation/Hazing
* Prejudiced Behaviour

We constantly develop appropriate strategies in order to prevent the issue of peer on peer abuse rather than manage issues in a reactive way.

We recognise that peer on peer abuse can and will occur in any setting even with the most stringent of policies and support mechanisms. In which case it is important to continue to recognise and manage such risks and learn how to improve and move forward with strategies in supporting our pupils to talk about any issues and through sharing information with all staff.

We support this by ensuring that our school has an open environment where pupils feel safe to share information about anything that is upsetting or worrying them. This is strengthened through a strong and positive PHSE/SMSC curriculum that tackles such issues as prejudiced behaviour and gives children an open forum to talk things through rather than seek one on one opportunities to be harmful to one another.

Rape, assault by penetration and sexual assaults when performed peer to peer are crimes. Where a report includes such an act, the police will be notified (even if the alleged perpetrator is under 10 years of age), often as a natural progression of making a referral to CSCS. The DSL will be aware of the local process for referrals to both CSCS and the police.

Support is available if early help, section 17 and/or section 47 statutory assessments are appropriate and that staff may be required to support external agencies, with the help of the DSL.

Clarifies that, where an alleged incident took place away from the school or online but involved pupils from the school, the school’s duty to safeguard pupils remains the same.

States that all staff will be trained to handle disclosures effectively.

States that the DSL will be informed of any allegations of abuse against pupils with SEND. They will record the incident in writing and, working with the SENCO, decide what course of action is necessary, with the best interests of the pupil in mind at all times.

Clarifies that the school will only engage staff and agencies required to support the victim and/or be involved in any investigation. If a victim asks the school not to tell anyone about the disclosure, the school cannot make this promise. Even without the victim’s consent, the information may still be lawfully shared if it is in the public interest and protects children from harm.

The DSL will consider the following when making confidentiality decisions:

• Parents will be informed unless it will place the victim at greater risk

• If a child is at risk of harm, is in immediate danger or has been harmed, a referral will be made to CSCS

• Rape, assault by penetration and sexual assaults are crimes – reports containing any such crimes will be passed to the police

The DSL will weigh the victim’s wishes against their duty to protect the victim and others. If a referral is made against the victim’s wishes, it will be done so extremely carefully and the reasons for referral will be explained to the victim. Appropriate specialist support will always be offered.

There are legal requirements for anonymity where a case is progressing through the criminal justice system. The school will do all it can to protect the anonymity of children involved in any report of sexual violence or sexual harassment. It will carefully consider, based on the nature of the report, which staff will be informed and what support will be in place for the children involved. When deciding on the steps to take, the school will consider the role of social media in potentially exposing victims’ identities and facilitating the spread of rumours.

The DSL or a deputy will make an immediate risk and needs assessment any time there is a report of sexual violence. For reports of sexual harassment, a risk assessment will be considered on a case-by-case basis. Risk assessments are not intended to replace the detailed assessments of experts, and for incidents of sexual violence it is likely that a professional risk assessment by a social worker or sexual violence specialist will be required. Risk assessments will consider:

• The victim.

• The alleged perpetrator.

• Other children at the school, especially any actions that are appropriate to protect them.

Risk assessments will be recorded (either on paper or electronically) and kept under review.

The DSL or deputy will decide the school’s initial response, taking into consideration several factors including the victim’s wishes, the nature of the incident, the ages and developmental stages of the children involved, any power imbalance between the children, whether the incident is a one-off or part of a pattern, any ongoing risks, any related issues and the wider context, such as whether there are wider environmental factors in a child’s life that threaten their safety and/or welfare, the best interests of the child, and that sexual violence and sexual harassment are always unacceptable and will not be tolerated.

Immediate consideration will be given as to how to support the victim, alleged perpetrator and any other children involved.

For reports of rape and assault by penetration, whilst the school establishes the facts, the alleged perpetrator will be removed from any classes shared with the victim. The school will consider how to keep the victim and alleged perpetrator apart on school premises, and on transport where applicable. These actions will not be seen as a judgement of guilt on the alleged perpetrator.

For reports of sexual violence and sexual harassment, the proximity of the victim and alleged perpetrator and the suitability of shared classes, premises and transport will be considered immediately.

In all cases, the initial report will be carefully evaluated and the wishes of the victim, nature of the allegations and requirement to protect all children will be taken into consideration.

The decision of when to inform the alleged perpetrator of a report will be made on a case-by-case basis. If a report is being referred to CSCS or the police, the school will speak to the relevant agency to discuss informing the alleged perpetrator.

There are four likely outcomes when managing reports of sexual violence or sexual harassment:

1. Managing internally

2. Providing early help

3. Referral to CSCS

4. Reporting to the police

Whatever outcome is chosen, it will be underpinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated. All concerns, discussions, decisions and reasons behind decisions will be recorded either on paper or electronically.

Confirms that the following situations are statutorily clear and do not allow for contrary decisions:

• A child under the age of 13 can never consent to sexual activity.

• The age of consent is 16.

• Sexual intercourse without consent is rape.

• Rape, assault by penetration and sexual assault are defined in law.

• Creating and sharing sexual photos and videos of children under 18 is illegal – including children making and sending images and videos of themselves.

in some cases, for example. one-off incidents, the school may decide to handle the incident internally through behaviour and bullying policies and by providing pastoral support.

The school may decide that statutory interventions are not required, but that pupils may benefit from early help – providing support as soon as a problem emerges. This approach can be particularly useful in addressing non-violent harmful sexual behaviour and may prevent the escalation of sexual violence.

If a child has been harmed, is at risk of harm or is in immediate danger, the school will make a referral to CSCS. Parents will be informed unless there is a compelling reason not to do so (e.g. if referral will place the victim at risk). This decision will be made in consultation with CSCS but the school will not wait for the outcome of an investigation before protecting the victim and other children.

The DSL will work closely with CSCS to ensure that the school’s actions do not jeopardise any investigation. Any related risk assessment will be used to inform all decisions.

If CSCS decide that a statutory investigation is not appropriate, the school will consider referring the incident again if they believe the child to be in immediate danger or at risk of harm. If the school agrees with the decision made by CSCS, they will consider the use of other support mechanisms such as early help, pastoral support and specialist support.

Confirms that parents will be informed unless there is a compelling reason not to do so. Where parents are not informed, it is essential for the school to support the child with any decision they take, in unison with CSCS and any appropriate specialist agencies.

The DSL and board will agree what information will be disclosed to staff and others, in particular the alleged perpetrator and their parents. They will also discuss the best way to protect the victim and their anonymity.

The DSL should be aware of local arrangements and specialist units that investigate child abuse.

In some cases, it may become clear that the police will not take further action, for whatever reason. In these circumstances, the school will continue to engage with specialist support for the victim as required.

The school will work with CSCS and the police to support the victim, alleged perpetrator and other children (especially witnesses) during criminal investigations. The school will seek advice from the police to ensure they meet their safeguarding responsibilities.

The school will not wait for the outcome (or even the start) of criminal proceedings before protecting the victim, alleged perpetrator and other children. The associated risk assessment will be used to inform any decisions made and the DSL will work closely with the police to ensure the school does not jeopardise any criminal proceedings, and to obtain help and support as necessary.

The risk assessments will be updated if the alleged perpetrator receives a caution or is convicted. If the perpetrator remains in the same school as the victim, the school will set out clear expectations regarding the perpetrator, including their behaviour and any restrictions deemed reasonable and proportionate with regards to the perpetrator’s timetable.

Outlines how the school will ensure that the victim and perpetrator remain protected from bullying and harassment (including online).

Where an alleged perpetrator is found not guilty or a case is classed as requiring “no further action”, the school will offer support to the victim and alleged perpetrator for as long as is necessary. The victim is likely to be traumatised and the fact that an allegation cannot be substantiated does not necessarily mean that it was unfounded. The school will discuss decisions with the victim and offer support.

Establishes the considerations that influence decisions concerning support for the victim, such as:

• The terminology the school uses to describe the victim.

• The age and developmental stage of the victim.

• The needs and wishes of the victim.

• Whether the victim wishes to continue in their normal routine.

• The victim will not be made to feel ashamed about making a report.

• What a proportionate response looks like.

Withdrawing the victim from lessons and activities will only happen when the victim wants it to, not because it makes it easier to manage the situation and sets out whether a designated space is available. It should also establish the long-term support available to victims.

Alternative provision or a move to another school will only be considered at the request of the victim and following discussion with their parents. If the victim does move to another school, the DSL should inform the school of any ongoing support needs and transfer the child protection file.

The school will establish the considerations that influence decisions concerning support for the alleged perpetrator, such as:

• The terminology they use to describe the alleged perpetrator or perpetrator.

• The balance of safeguarding the victim and providing the alleged perpetrator with education and support.

• The reasons why the alleged perpetrator may have abused the victim – and the support necessary.

• Their age and developmental stage.

• What a proportionate response looks like.

• Whether the behaviour is a symptom of their own abuse or exposure to abusive practices and/or materials.

It should also confirm that the decision will take into account advice from the CSCS, specialist sexual violence services and the police as appropriate.

The school should work with professionals as required to understand why the abuse took place and provide a high level of support to help the pupil understand and overcome the reasons for their behaviour and reduce the likelihood of them abusing again.

If the alleged perpetrator moves to another school (for any reason), the DSL will inform the destination school of any ongoing support needs and transfer the child protection file.

Disciplinary action can be taken whilst investigations are ongoing and the fact that investigations are ongoing does not prevent the school reaching its own conclusion and imposing an appropriate penalty. Such decisions on a case-by-case basis, with the DSL taking a leading role. The school will take into consideration whether any action would prejudice an investigation and/or subsequent prosecution. The police and CSCS will be consulted where necessary. The school will also consider whether circumstances make it unreasonable or irrational for the school to make a decision about what happened while an investigation is considering the same facts. It should also confirm that disciplinary action and support can take place at the same time.

Once the DSL has decided to progress a report, they will again consider whether the victim and alleged perpetrator will be separated in classes, on school premises and on school transport – balancing the school’s duty to educate against its duty to safeguard. The best interests of the pupil will always come first.

Where there is a criminal investigation into rape or assault by penetration, the alleged perpetrator will be removed from classes with the victim and potential contact on school premises and transport will be prevented.

Where an investigation into rape or assault by penetration leads to a conviction or caution, in all but the most exceptional circumstances, this will constitute a serious breach of discipline and result in the view that allowing the perpetrator to remain in the school would harm the education or welfare of the victim and potentially other pupils.

Where a criminal investigation into sexual assault leads to a conviction or caution, the school will consider suitable sanctions and permanent exclusion. If the perpetrator will remain at the school, the school will keep the victim and perpetrator in separate classes and manage potential contact on school premises and transport. The nature of the conviction or caution, alongside the wishes of the victim, will inform any decisions made.

Where a report of sexual assault does not lead to a police investigation, this does not mean that the offence did not happen or that the victim has lied. Both the victim and alleged perpetrator will be affected and appropriate support will be provided. Considerations regarding sharing classes and potential contact will be made on a case-by-case basis

In all cases, the school will record its decisions and be able to justify them. The needs and wishes of the victim will always be at the heart of the process.

In most sexual violence cases, the school will work with the parents of both the victim and alleged perpetrator. For cases of sexual harassment, these decisions will be made on a case-by-case basis.

The school will meet the victim’s parents with the victim present to discuss the arrangements being put in place to safeguard the victim, and to understand their wishes in terms of support arrangements and the progression of the report. The school should also meet with the parents of the alleged perpetrator to discuss arrangements that will impact their child, such as moving them out of classes with the victim. Reasons behind decisions will be explained and the support being made available will be discussed. The DSL or a deputy will attend such meetings, with agencies invited as necessary.

Parents are informed as to where they can find the school’s policies regarding the handling of sexual violence.

Support will be available for pupils who have witnessed sexual violence.

The school will do everything in its power to protect the victim, alleged perpetrator and witnesses from bullying and harassment.

The school will do everything in its power to prevent harassment of the victim and alleged perpetrator via social media.

The school will consider the suitability of transport arrangements as part of their risk assessment following a report.

**Expected action taken from all staff**

Although the type of abuse may have a varying effect on the victim and initiator of the harm, we follow simple steps to help clarify the situation and establish the facts before deciding the consequences for those involved in perpetrating harm.

It is important to deal with a situation of peer abuse immediately and sensitively. It is necessary to gather the information as soon as possible to get the true facts around what has occurred as soon after the child(ren) may have forgotten. It is equally important to deal with it sensitively and think about the language used and the impact of that language on both the children and the parents when they become involved. For example; we do not use the word perpetrator, as this can quickly create a ‘blame’ culture and leave a child labelled.

Staff will not view or forward illegal images of a child. If they are made aware of such an image, they will contact the DSL.

Victims will always be taken seriously, reassured, supported and kept safe. Victims will never be made to feel like they are causing a problem or made to feel ashamed. If a friend of a victim makes a report or a member of staff overhears a conversation, staff will take action – they will never assume that someone else will deal with it. The basic principles remain the same as when a victim reports an incident; however, staff will consider why the victim has not chosen to make a report themselves and the discussion will be handled sensitively and with the help of CSCS where necessary. If staff are in any doubt, they will speak to the DSL.

All staff are trained in dealing with such incidents, talking to pupils and instigating immediate support in a calm and consistent manner. Staff are not prejudiced, judgemental, dismissive or irresponsible in dealing with such sensitive matters.

All incidents are recorded and shared with the designated safeguarding lead.  Information is shared appropriately with parents/carers.

Further detail is within our peer to peer abuse policy.

12) **WHISTLEBLOWING PROCEDURE**

Maintained schools should follow the Lincolnshire County Council whistleblowing arrangements. The school should have a copy of Lincolnshire CC's whistleblowing arrangements which can be tailored to fit the school’s circumstances. The LCC policy and process for schools can be found at <https://www.lincolnshire.gov.uk/111773.article>

There should be at least one member of staff and at least one governor who other members of staff can contact if they wish to report concerns. School staff can also contact the local authority on 0800 0853716 or [whistleblowing@lincolnshire.gov.uk](mailto:whistleblowing@lincolnshire.gov.uk) in case a staff member feels they should report to someone outside the school.

Academies and Independent Schools are responsible for agreeing and establishing their own whistleblowing procedures.

The Board body minutes should include a record of:

* The school’s whistleblowing arrangements
* the people in and outside the school that staff members should report concerns to

Every member of staff must be informed of the school’s whistleblowing arrangements.

Every staff member, including temporary staff and contractors, should know:

* what protection is available to them if they decide to report another member of staff
* what areas of malpractice or wrongdoing are covered in the school’s whistleblowing procedure
* the different routes available to them for reporting a concern, including who they can approach both in and outside the school

All staff and contractors should be aware of the **NSPCC Whistleblowing Advice Line for Professionals (0800 028 0285)** and be aware that they can use this line if:

* the school doesn't have clear safeguarding procedures to follow
* they believe their concerns won't be dealt with properly or may be covered-up
* they have raised a concern but it hasn't been acted upon
* they are worried about being treated unfairly.

They should be aware that they can call about an incident that happened in the past, is happening now or they believe may happen in the future.

All staff members should refer to the Whistleblowing Policy for information on how to raise concerns about poor or unsafe practice with regards to the school’s safeguarding regime.

All cases of dismissal should be reported to the DBS where:

* The harm test is satisfied in respect of the individual
* The individual has received a caution or conviction for a relevant offence, or if there is reason to believe the individual has committed a listed relevant offence.
* The individual has been removed from working (paid or unpaid) in regulated activity or would have been removed had they not have left.

13 **Dealing with allegations of abuse against staff**

Procedures are in place to handle allegations of abuse against all staff and volunteers. The school will meet its legal duty to notify the DBS where a person has engaged in conduct that harmed (or is likely to harm) a child, or if a person otherwise poses a risk of harm to a child.

Support will be made available by the board and the advisory board during the investigation to staff who are accused of wrongdoing and such investigations will be conducted on a ‘need to know basis’

The school’s process for managing exit arrangements following accusations against staff can be found in the disciplinary policy and other relating policies. All records will be kept confidentially and separate from the staff files in a locked cabinet. All investigations will be carried out in a timely manner and the people directly involved will be given a clear timetable at the beginning of any investigation. All investigations will be monitored by the Head and the Board of Directors. If it is required that the staff member is suspended then the process outlined in the Disciplinary Policy will be followed.

If the police inform the school that a case is complete, closed or the decision has been made not to continue the case, the case manager and designated officer should discuss whether any further action, including disciplinary action, is appropriate. Any information provided by the police and/or CSCS should be taken into consideration.

Cases of malicious and unsubstantiated allegations will be handled according to the school’s behaviour procedures, in the case of a child making false allegations or disciplinary procedures in the event of a staff member making malicious or unsubstantiated allegations.

Allegations of abuse against a teacher who is no longer teaching will still be referred to the police.

Any allegation of abuse made against a teacher or other staff member will be dealt with quickly, fairly and in a consistent manner that protects the child and supports the subject of the allegation.

The school will aim to resolve all allegations of abuse cases within 12 months.

The school has a duty of care towards their employees, and will act to manage and minimise the stress to those about whom allegations are made.

The following terms are used when determining the outcome of allegation investigations:

• Substantiated

• Malicious

• False

• Unsubstantiated

• Unfounded

In the first instance, the Head will immediately discuss the allegation with the designated officer, unless they are the subject of the allegation. Where the Head is the subject of an allegation, the chair of the board will discuss the allegation with the designated officer.

In very serious cases, the designated officer should be informed immediately as they may want to involve the police immediately.

The case manager should inform the accused person about the allegation as soon as possible after consultation with the designated officer.

Suspension will only be utilised where all other options have been considered and deemed unsuitable.

Where referral to CSCS or the police is deemed unnecessary, the next steps are discussed between the case manager and the designated officer. The designated officer and case manager will discuss investigation strategies and responsibilities where further enquiries are needed. In some cases, independent investigation may be required.

Those involved will be informed of concerns or allegations as soon as possible, and provided with an explanation of the likely course of action.

Individuals will be advised to contact their trade union representative or a colleague for support and will be provided access to welfare counselling or medical advice.

The school will inform the parents of any child involved in an allegation of abuse as soon as possible, unless the police or children’s services need to be involved.

Parents and carers will be made aware of their requirement to maintain confidentiality regarding any allegations whilst investigations are ongoing.

The school will make every effort to ensure that confidentiality is maintained while an investigation is ongoing or the person is charged with an offence.

The accused will always be given the opportunity to answer allegations and make representations about them.

‘Settlement agreements’ will not, under any circumstance, be offered to accused staff members in exchange for the school not pursuing disciplinary action or not meeting its legal duty to refer the staff member to the DBS.

A comprehensive and clear summary of any allegation against staff is kept on file, unless the allegation is found to have been malicious, in which case it will be removed from personnel records.

Records should be retained at least until the accused has reached normal pension age, or for a period of 10 years from the date of the allegation if that is longer.

Where an allegation was proven to be false, unsubstantiated or malicious, it will not be included in any future references.

80 percent of cases will be resolved within one month, 90 percent within three months and all but the most exceptional cases within 12 months.

In cases where it is immediately clear that an allegation is unfounded, these will be resolved within one week. 2

The designated officer is responsible for oversight of the procedures for dealing with allegations of abuse, for resolving any inter-agency issues and for liaising with local safeguarding arrangements.

The designated officer will review the effectiveness of procedures at fortnightly or monthly intervals depending on the complexity of the case.

In serious and transparent staff members may be suspended, this should only be considered where there is a risk of harm or the case is so serious it may be grounds for dismissal. The rationale and justification for immediate suspension should be recorded by the case manager and designated officer. This should include the alternatives that were considered and why they were rejected. Where suspension is deemed to be appropriate, written confirmation will be sent to the relevant staff member within one working day. Police involvement does not make suspension mandatory and that cases will be taken on a case-by-case basis.

The school will comply with its duty to share information with other agencies where this is relevant to an allegation of abuse, unless the police are involved, in which case consent will be required from the individuals involved.

If an allegation is substantiated and the individual is removed or resigns, the designated officer, case manager and personnel adviser will decide whether to make a referral to the DBS for consideration for inclusion on the barred list.

Where the individual has engaged in conduct that has harmed, or is likely to harm, a child, or if they pose a risk of harm to a child, the school will make a referral to the DBS.

Where a person who has been suspended can return to work upon the conclusion of a case, the case manager will facilitate this transition.

The case manager and designated officer will review each substantiated case upon conclusion, with a view to improving the school’s procedures and practice.

Rights of the child

Staff should act on any child welfare concerns immediately.

The child’s wishes will be taken into account when determining what action to take to protect them from harm.

All staff are made aware of what to do if a child tells them they are being abused or neglected and only involve those who need to be involved.

Staff should maintain an appropriate level of confidentiality when liaising with relevant professionals.

Staff members must not agree confidentiality with children and must always act in the best interests of the child.

14. HOMESTAY EXCHANGE VISITS

Where the school is arranging for a visiting child to be provided with care and accommodation in the UK in the home of a family to which the child is not related, the responsible adults are considered to be in regulated activity for the period of the stay.

In such cases, the school is the regulated activity provider; therefore, the school will obtain all the necessary information required, including a DBS enhanced certificate with barred list information, to inform its assessment of the suitability of the responsible adults.

Where criminal record information is disclosed, the school will consider, alongside all other information, whether the adult is a suitable host. In addition to the responsible adults, the school will consider whether a DBS enhanced certificate should be obtained for anyone else aged over 16 in the household.

In the case of school-arranged homestays abroad, the school will liaise with partner schools to discuss and agree the arrangements in place for the visit.

The school will use its professional judgement to assess whether the arrangements are appropriate and sufficient to safeguard every child involved in the exchange.

Pupils will be provided with emergency contact details to use where an emergency occurs or a situation arises that makes them feel uncomfortable.

Where a parent or pupil arranges the homestay, this is a private arrangement and the school is not the regulated activity provider.

15 ADDITIONAL CONSIDERATIONS

**County Lines Criminal Activity**

County lines criminal activity refers to drug networks or gangs grooming and exploiting children to carry drugs and money from urban areas to suburban areas, rural areas and market and seaside towns.

Staff identify pupils with missing episodes who may have been trafficked for the purpose of transporting drugs.

Staff members who suspect a pupil may be vulnerable to, or involved in, this activity will immediately report all concerns to the DSL.

The DSL will consider referral to the National Referral Mechanism on a case-by-case basis.

**Pupils with family members in prison**

Pupils with a family member in prison will be offered pastoral support as necessary.

**Pupils required to give evidence in court**

Pupils required to give evidence in criminal courts, either for crimes committed against them or crimes they have witnessed, will be offered appropriate pastoral support.

**Contextual safeguarding**

Safeguarding incidents can occur outside of school and can be associated with outside factors. School staff, particularly the DSL and their deputy(s), will always consider the context of incidents – this is known as contextual safeguarding.

Assessments of pupils’ behaviour will consider whether there are wider environmental factors that are a threat to their safety and/or welfare.

Staff will provide as much contextual information as possible when making referrals to CSCS.

**Private fostering**

Where the school becomes aware of a pupil being privately fostered, they will notify the LA as soon as possible to allow the LA to conduct any necessary checks.

**16 COMMUNICATION WITH PARENTS AND CARERS**

The school takes steps to ensure all parents and carers understand the child protection and safeguarding policy. The policy is available through the school public website and parents receive updates on reviews and changes through home school communication. Parents can raise a concern about their child's safety or about general safeguarding concerns in the school by informing the school immediately where there is risk of harm to a child or raising the concern through the school's complaints procedure.

Parents are regularly informed of information that they may need to be aware of to help them to protect their children from harm inside and outside the school environment.

Where the school has concerns for the safety of a child, parents are made aware of these concerns and their consent is sought in line with local safeguarding procedures unless doing so would increase the risk of harm to the child.

**17 The Role of the DSL**

The DSL retains ultimate responsibility for safeguarding and child protection, even if certain aspects of the role are delegated to the deputy. The DSL will liaise with other agencies as necessary. The DSL or the deputy will always be available during school hours to discuss safeguarding concerns.

The DSL will undergo child protection training every two years and will regularly update their knowledge and skills.

The DSL is a member of both the senior leadership team and the board of directors. The deputy DSL is trained to level 3 – the same standard as the DSL and their roles and responsibilities are explicit in their job descriptions. The DSL is also the school’s SENDco and recognises the additional risks children with SEN face online, for example, from bullying, grooming and radicalisation. SEND pupils will receive extra support in how to stay safe online.

18 **BOARD RESPONSIBILITIES**

The Board fully recognises its responsibilities with regard to Safeguarding and promoting the welfare of children in accordance with Government guidance.

The Board and Advisory Body have agreed processes which allow them to monitor and ensure that the school:

18.1 Has robust Safeguarding procedures in place.

18.2 Operates safer recruitment procedures and appropriate checks are carried out on new staff and adults working on the school site. This includes checking the Single Central Record (SCR).

18.3 Has procedures for dealing with allegations of abuse against any member of staff or adult on site

18.4 Has a member of the Leadership Team who is designated to take lead responsibility for dealing with Safeguarding and Child Protection issues

18.5 Takes steps to remedy any deficiencies or weaknesses with regard to Safeguarding arrangements.

18.6 The Board is supported by the Advisory Body in nominating a member responsible for liaising with the LA and/or partner agencies in the event of allegations of abuse against the Head; this is the Chair of the Board.

18.7 Carries out an annual review of the Safeguarding policy and procedures.

18.8 Carries out an annual Safeguarding Audit in consultation with the Advisory Body, sharing this with the LSCB/Safeguarding in Schools team on request. Support available with this via [safeguardinginschools@lincolnshire.gov.uk](mailto:safeguardinginschools@lincolnshire.gov.uk)

**19 (LADO) ALLEGATIONS MADE AGAINST ADULTS WHO WORK WITH CHILDREN**

Child Protection procedures must be followed whenever any member of staff or volunteer becomes aware of a concern, or an allegation of abuse is made, about an adult including volunteers who works with children. The Head teacher must be notified or, where the allegation is against the Head, the Chair of the Board must be informed. The first priority is whether any immediate action needs taking to ensure a child or other children are safe.  **All allegations of alleged or suspected abuse against an adult who works with children must be reported to the Lincolnshire’s Local Authority Designated Officers (LADO).** (contact information in Appendix 1)  Further guidance is in part 4 of the statutory document; [Keeping Children Safe in Education – September 2016](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2) )

Reporting to the LADO applies even where the nature of the alleged assault would not normally meet the threshold if applied to children in their own families.  For example, a report of a child being smacked by a parent, with no injury caused, would be unlikely to require any response by Police of Social Care.  However, a similar report of a child being smacked by a teacher should be responded to because of:

* the vulnerability of children away from home;
* the higher standards of conduct demanded by law and regulation of those caring for other people’s children;
* the position of trust enjoyed by such people.

Contact should be made with the LADO when it is alleged, or there are concerns that, a person who works with children has

* behaved in a way that has harmed a child, or may have harmed a child;
* possibly committed a criminal offence against or related to a child; or
* behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children.

This process should be followed for members of staff/volunteers who are currently working in any school or college regardless of whether the school or college is where the alleged abuse took place – i.e. the allegation may relate to the individuals personal life or be historic.

Employers have a duty of care to their employees. They should ensure they provide effective support for anyone facing an allegation and provide the employee with a named contact if they are suspended. Decisions about suspension are made on a case by case basis and will depend on the nature and seriousness of the allegation. It is essential that any allegation of abuse made against a teacher or other member of staff or volunteer in a school or college is dealt with in a timely manner, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

**20 OTHER RELATED POLICIES**

The school takes safeguarding seriously and understands this policy is over- arching. The school also maintains other linked policies in line with the legislative requirements; together these make up the suite of policies to safeguard and promote the welfare of children in this school.

* **Attendance policy**
* **Data Protection/Information**
* **Staff Code of Conduct**
* **Guidance for Safer Working Practice for Adults who work with Children & Young People in Education Settings**
* [**Extremism and Radicalisation PREVENT guidance**](http://www.lincolnshire.gov.uk/lscb/professionals/vulnerability/extremism/125941.article) **& policy**
* [**E-Safety guidance**](http://www.lincolnshire.gov.uk/lscb/professionals/vulnerability/e-safety/125939.article) **& policy**
* **Anti-Bullying policy**
* **Complaints procedure**
* **Intimate Care policy**
* **Pupils living with HIV procedures**
* [**Child Sexual ExploitationToolkit and procedures**](http://www.lincolnshire.gov.uk/lscb/professionals/abuse/sexual-exploitation/124636.article)
* [**Professional Resolution and Escalation Protocol Flowchart**](http://lincolnshirescb.proceduresonline.com/chapters/pr_prof_resolution.html)
* **Keeping Children Safe in Education September 2018**
* [**Working Together to Safeguard Children July**](https://www.gov.uk/government/publications/working-together-to-safeguard-children--2) **2018**
* [**Domestic Abuse guidance**](http://www.lincolnshire.gov.uk/domestic-abuse)
* **SEND policy**
* **Acceptable Use policy**
* [**Meeting the Needs of Children in Lincolnshire**](http://microsites.lincolnshire.gov.uk/children/practitioners/team-around-the-child-tac/)
* [**Team Around the Child (TAC) Handbook**](http://microsites.lincolnshire.gov.uk/children/practitioners/team-around-the-child-tac/)
* **Children Missing Education policy**

**Appendix 1**

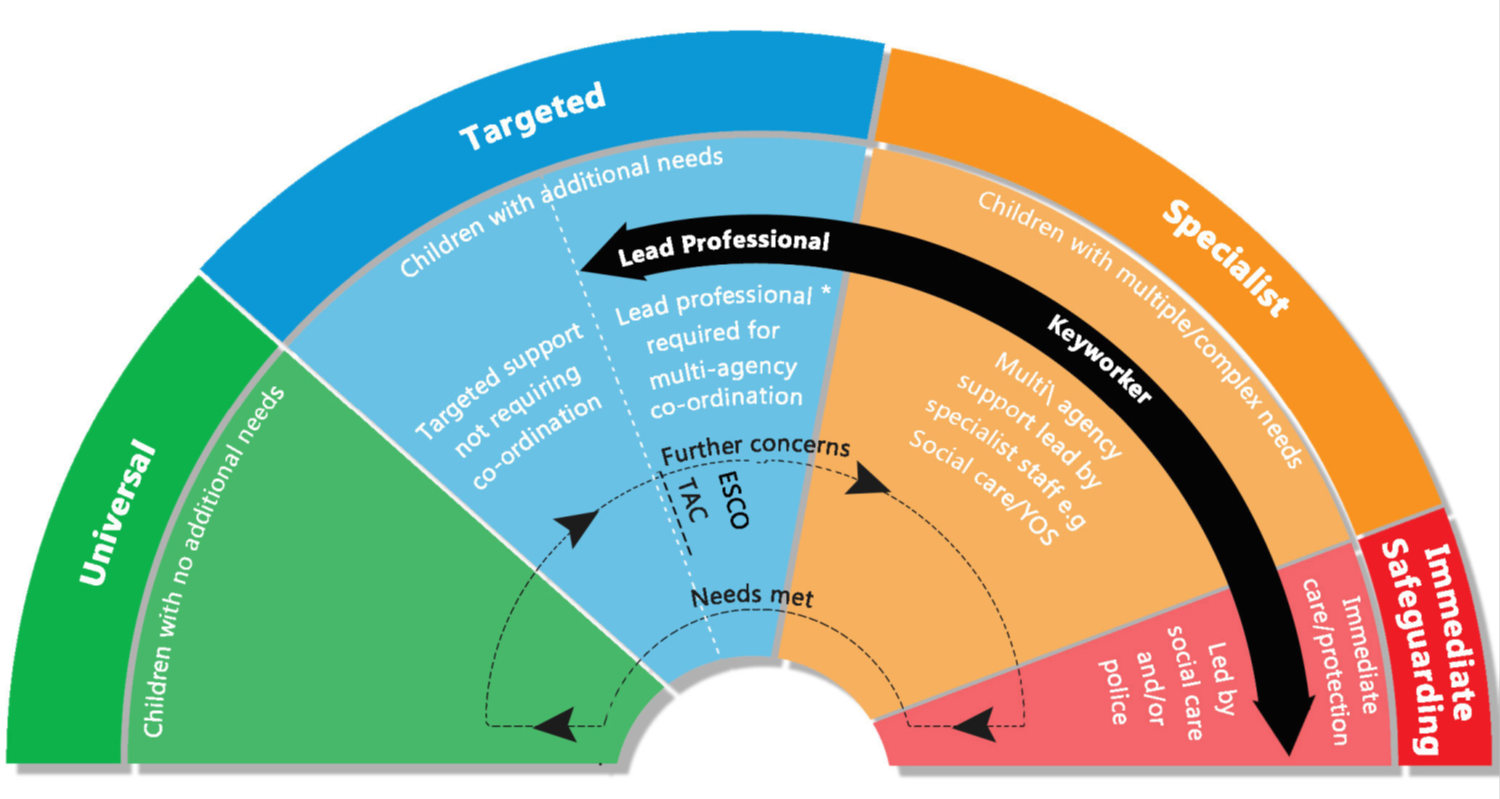
**Staying Safe**

**Advice on any aspect of Child Protection can be sought from the Child Protection Team;**

|  |  |  |
| --- | --- | --- |
| **Designated Safeguarding Lead** | | **Claire Lyons**  **01522 274616/07825951136**  **claire.lyons@burtonhathow.co.uk** |
| **Deputy Safeguarding Lead** | | **Rebecca Smith**  **01522 274616**  **Temporary Deputy** |
| **Our local contact numbers are:** | | |
| **Safeguarding of children concerns** *(Children living in Lincolnshire)* | **01522 782111**  ***Lincolnshire's Children's Services Customer Service Centre for reporting concerns and Early Help Team for Advice***  **01522 782333** (6pm-8am + weekends and Bank Holidays)  ***Emergency Duty Team*** | |
| **Safeguarding of children concerns** *(Children living in other Authorities)*  *Please add in relevant authority contact numbers if applicable* | **Not applicable at the time of review** | |
| **Allegations against /concerns about adult(s) working with children** | **Staff must report concerns to the headteacher or in the event of concerns about the headteacher concerns must be reported to the Chair of Board.**  **The Head/Chair must contact LADO to discuss concerns & course of action.**  Lincolnshire Local Authority Designated Officers (LADO**)**  **Paul Fisher**  **01522 554674**  [**LADO@lincolnshire.gcsx.gov.uk**](mailto:LADO@lincolnshire.gcsx.gov.uk)  *Local Authority Designated Officers (LADO)* | |
| **Police** *(Emergency)*  **Police** *(Non Emergency)* | **999**  **101**  **01522 947590** (Lincolnshire Police Public Protection Unit, Central Referral Unit) | |
| **Safeguarding Children Officer (Education Settings)** *for advice around safeguarding policy, audits etc.* | **01522 554695**  Ruth Fox  [safeguardinginschools@lincolnshire.gov.uk](mailto:safeguardinginschools@lincolnshire.gov.uk)  [Stay Safe Partnership](http://www.lincolnshire.gov.uk/parents/schools/for-schools/stay-safe-partnership/) **website** | |

**Continuum of Need**

**Appendix 2**



|  |  |
| --- | --- |
| **UNIVERSAL**  Children and young people whose needs are being adequately met by their family, friends and community and who are accessing universal services. (e.g. health visiting, GP, schools)   * **RESPONSE**: - Continue meeting child or young person’s needs as a universal service in a safe environment.   Universal services will remain at all levels of need. | **TARGETED**  Children and young people who would benefit from additional help with moderate difficulties in order to make the best of their life chances.   * **RESPONSE:** - A practitioner who identifies unmet needs for a child or young person should consider how these needs can best be met, usually by some additional help from within their own agency. The Early Help Assessment (EHA) can help to identify and plan to meet needs and involve others where necessary. |
| **COMPLEX**  Children and young people who have a range of additional needs affecting different areas of their life.   * **RESPONSE:** Request support from other agencies such as family support, commissioned services Youth Crime Prevention Team and Education Welfare. Agencies work together to provide a network of support to the child or young person and their family. * Identify a lead professional to co-ordinate support and be primary link with the family. * Hold a multi-agency meeting and use the Early Help Assessment (EHA) with child and family to assess their needs. Develop and implement an Action Plan and review progress. | **SPECIALIST**  Children and young people who need immediate protection or who require integrated support from a statutory service such as CAMHS, Children’s Social Care, or Youth Offending Service.   * Children’s Social Care lead multi-agency planning and support through a Child-in-Need Plan, Child Protection Procedures, or accommodation by Children’s Social Care. * Youth Offending Team lead multi-agency interventions for Court-Ordered Supervision of Young Offenders in the community and in custody. |

If at any point you are concerned about the safety of a child or young person, contact Lincolnshire Children's Services Customer Service Centre

**🕿 Tel: 01522 782111**

**🕿 Tel: 01522 782333 (Emergency Duty Team for out of hours)**

**Appendix 3**

**DEFINITIONS OF ABUSE**

**“WORKING TOGETHER TO SAFEGUARD CHILDREN” 2015**

|  |  |
| --- | --- |
| **Neglect**  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.  It may occur during pregnancy as a result of maternal substance abuse.  Once a child is born, neglect may involve a parent or carer failing to:   * 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) * ensure access to appropriate medical care or treatment.   It may also include unresponsiveness to, or neglect of a child’s basic emotional needs. | **Emotional**  **Abuse**  The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on their emotional development. It may involve:   * conveying to them that they are worthless, unloved, inadequate, or valued only insofar as they meet the needs of another person. * not giving them opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate. * developmentally inappropriate expectations being imposed; interactions that are beyond the child's developmental capability * overprotection and limitation of exploration and learning * preventing the child participating in normal social interaction. * seeing / hearing the ill-treatment of another. * serious bullying causing them frequently to feel frightened or in danger * exploitation or corruption of them.   Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone |
| **Sexual**  **Abuse**   * forcing or enticing a child 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. * physical contact: including assault by penetration e.g. rape or oral sex; or non-penetrative acts e.g. masturbation, kissing, rubbing & touching outside of clothing * Non-contact activities: e.g. involving children in looking at/ in the production of sexual images/ activities, encouraging children to behave in sexually inappropriate ways, grooming a child in preparation for abuse. | **Physical**  **Abuse**  A form of abuse which may involve:   * Hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating, or otherwise causing physical harm to a child. * Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately induces illness in a child. * Injuries in babies and non-mobile children |

**Appendix 4**

|  |
| --- |
| **Appendix 5**  ***489MCAVY5QN0CAGZ92O1CADVFORRCAT4RSNPCA1G2U24CATMEXQ4CAYFJ0U4CA04J0IJCAPIHNI9CA3LNXCZCAT27MJACAPB693LCAYJ5OOTCA998E9GCACXTTKFCARBWHS8CA0EW9UFCAY08BK1CA3IT79Z.jpg*Receiving Disclosures:** |
| ***Receive***   * Listen, try not to look shocked or be judgmental * Believe what they say ‘take it seriously’. * Accept what the young person says. * Don’t make them feel bad by saying “you should have told me earlier” * Don’t ‘interrogate’ them – let them tell you, try not to interrupt * Note the date and time, what was done, who did it, and where it took place * Use the young person’s own words * Don’t criticise the perpetrator * Don't take photographs of any injuries * Don’t ask leading questions – use ‘open’ questions to clarify only (T.E.D)  |  |  | | --- | --- | | images.jpg | **T**ell me what you mean by that?/ Can you **T**ell me how that happened?  **E**xplain that to me  **D**escribe that…. | |
| ***reassure.jpg Reassure***   * Stay calm, tell the young person they’ve done the right thing in telling you * Reassure them they are not to blame * Empathise – don’t tell them how they should be feeling * Don’t promise confidentiality, explain who needs to know * Explain what you’ll do next * Be honest about what you can do |
| ***Report and Record***   * Make a Brief, accurate, timely and factual record * Discuss with the Designated Safeguarding Lead (DSL) or their Deputy, without delay * The Designated Safeguarding Lead will assess the situation and decide on the next steps   ***Things to include:***   * Time and full date of disclosure/incident and the time and full date the record was made * An accurate record of what was said or seen * ***record.jpg***Whether it is 1st or 2nd hand information * Whether the child was seen/spoken to * Whether information is fact/ professional judgement * Full names and roles/status of anyone identified in the report * Avoid acronyms/jargon/abbreviations * Sign the record with a legible signature. * Record actions agreed with/by the Designated Lead   *Records should be reviewed regularly and any new concerns should be added and responded to immediately*. |

**The 5 Year Safeguarding Training Pathway Appendix 6**

The statutory guidance, '*Keeping Children Safe in Education – September 2016',* states *'All staff members should be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction. This should include: the child protection policy; the staff behaviour policy (sometimes called a code of conduct); and the role of the designated safeguarding lead. Copies of policies and a copy of part one of Keeping Children Safe in Education should be provided to staff at induction.* ***All*** *staff members should receive appropriate safeguarding and child protection training which is regularly updated. In addition all staff members should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually to provide them with relevant skills and knowledge to safeguard children effectively.'….'Board bodies should take a proportional risk based approach to the level of information that is provided to temporary staff and volunteers.*

Lincolnshire Safeguarding Children Board (LSCB) & Lincolnshire County Council agree that best practice would be for all staff to undertake **annual** safeguarding training, based on the LSCB 5 year training pathway which is available at [www.lincolnshire.gov.uk/lscb](http://www.lincolnshire.gov.uk/lscb). Some staff find the pathway a little confusing so please see a simplified version below.

|  |  |
| --- | --- |
| **5 Year Cycle Training Pathway *Example* for Designated Safeguarding Leads (DSL)** | |
| **Year 1** | Complete 'Awareness of Child Abuse & Neglect Foundation' E-Learning **and** LSCB 2 day 'Inter-Agency Safeguarding Children & Young People' face to face course in the locality of your setting. |
| **Year 2** | Complete another Safeguarding course, e.g. PREVENT |
| **Year 3** | Complete Safeguarding Children Refresher training. This could be the LSCB E-learning |
| **Year 4** | Complete another Safeguarding course, e.g. Awareness of Domestic Abuse |
| **Year 5** | Complete another Safeguarding course, e.g. Keeping Children Safe in a Digital World |

|  |  |
| --- | --- |
| **5 Year Cycle Training Pathway *Example* for all other members of staff** | |
| **Year 1** | Complete Basic Awareness Safeguarding training. This may be the Safeguarding in Schools 'Training Package' which is updated annually, delivered by the DSL or a DSL from a partner school. The package may be presented in one longer session or completed over several sessions. The LSCB 'Awareness of Child Abuse & Neglect Foundation E-Learning' is a suitable alternative, however, please note that if the E-Learning is being undertaken, staff **MUST** be made aware of safeguarding procedures and policies specific to your setting, including safer working practices and procedures for reporting concerns about adults who work with children and young people. |
| **Year 2** | Complete another safeguarding course/session, e.g. PREVENT. This may be face to face/e-learning or attending an in-house session. |
| **Year 3** | Complete a Safeguarding Children Refresher course. This could be a refresh of one or more of the sections of the 'Training Package' or the LSCB 'Safeguarding Children Refresher training' E-Learning. |
| **Year 4** | Complete another safeguarding course. This may be face to face/e-learning or attending an in-house session. |
| **Year 5** | Complete another safeguarding course. This may be face to face/e-learning or attending an in-house session. |

Schools should plan the 5 year pathway carefully, taking into consideration any gaps in staff knowledge, updates to statutory guidance documents and the needs of the children and young people in the setting and community. Always keep accurate records of staff safeguarding updates on a spreadsheet and remember to keep a central copy of any evidence of training, e.g. certificates.

The 'Training Package' is available on request by emailing [safeguardinginschools@lincolnshire.gov.uk](mailto:safeguardinginschools@lincolnshire.gov.uk) . The Training Package contains a Trainer Manual, delegate workbook, powerpoint presentation and training notes along with certificate templates.

cid:image001.jpg@01CFE796.66129C00Appendix 7 – Covid-19 Related Adjustments

Must be read by all staff.

|  |  |  |
| --- | --- | --- |
| DSL | Claire Lyons | 07825 951136 |
| Deputy DSL (temporary) | Rebecca Smith | 01522 274616 |
| Advisory Board member responsible for safeguarding | Kate Smith | Number available from school office |
| Children’s Safeguarding Reporting Line | Monday – Friday 8am – 6pm | 01522 782 111 |
| Children’s Safeguarding Reporting Line | Out of Hours | 01522 782 155 |
| Immediate risk of significant harm |  | 999/112 |
| Domestic Abuse Concerns |  | 01522 510041 |
| LADO | Concerns about another member of staff/senior leader | 01522 554674 |

*You do not need to know everything; you just need to know that something isn’t right.*

[Keeping Children Safe in Education](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2) (KCSIE) is the statutory safeguarding guidance that all members of staff should continue to have regard to as required by legislation.

As more children return to our setting, a number of important safeguarding principles remain the same:

* the best interests of children must always continue to come first
* if anyone in school or when remote teaching has a safeguarding concern about any child they should continue to act and act immediately
* The DSL – Claire Lyons 07825 951136 - should always be your first contact and will, where at all possible, always be available. If for any reason you are unable to contact the DSL, please contact the deputy DSL, the Head, or Katie Smith, Advisory Board member responsible for safeguarding.
* Senior leaders on site will be able to access safeguarding files if necessary at short notice.
* Unsuitable people will not be allowed to enter the children’s workforce and/or gain access to children
* children should continue to be protected when they are online (see online safety section below).

BH will continue to take a whole school approach to safeguarding. Any new policies and processes in response to coronavirus should not weaken staff’s approach to safeguarding or undermine the child protection policy. Wider opening risk assessments and related Health and Safety risk assessments will be appropriately linked into the safeguarding and child protection policy.

The DfE has published information on [prevent management support for schools and colleges](https://educateagainsthate.com/blog/posts/school-closures-ongoing-prevent-management-support/). Prevent is a vital part of our work to safeguard children from radicalising influences, and it remains in operation in local authorities during this challenging time.

* Staff should be aware that they may identify new safeguarding concerns about individual children as they see them in person following partial school closure. They should also be aware that new safeguarding concerns may present in children who continue to learn remotely.
* If staff do have any concerns about a child, including

new concerns where children are returning, they should

record these concerns and contact the DSL at the first possible opportunity. Where appropriate the DSL may suggest they communicate these

concerns with a parent or carer.

* All staff and volunteers must continue acting, and acting immediately, on any safeguarding concerns, including new concerns where children are returning
* The DSL will be available to support staff and children regarding new concerns (and referrals as appropriate) as more children return to school.
* The DSL will ensure relevant safeguarding and welfare information held on all children (including returning children) remains accurate.
* The DSL will do all they reasonably can to ask parents and carers to advise them of any changes regarding welfare, health and wellbeing that they should be aware of before a child returns to school.
* The DSL will be on-site all day on a Wednesday and will be available by phone on all other working days. All staff must have the DSLs telephone number to hand whilst on site.
* Reports of peer on peer abuse should continue to be directed immediately to the DSL (see part 5 of KCSIE)
* If staff have any concerns about another member of staff they should contact either the DSL or Head at the first available opportunity. They should record their concerns and remember that even the smallest concerns should be noted and reported.
* Many of the school’s vulnerable children are still working remotely. The DSL/SENCO and EYFS SENCO will remain in regular contact with these children and their parents. All contact during school closure will be recorded.
* Parents have been signposted to websites advising on how to keep children not physically attending the school safe, especially online. Children have also been given projects/guidance on how to keep themselves safe online and dangers to be aware of
* Any updated advice received from local authorities regarding children with education, health and care (EHC) plans, the local authority designated officer and children’s social care, reporting mechanisms, referral thresholds and children in need
* Staff will continue to work with any relevant safeguarding and welfare partners
* The DSL will, as far as reasonably possible, keep up to date and communicate any changes to safeguarding legislation.

It is important that all staff and volunteers are aware of the new policy and are kept up to date as it is revised. The revised policy should continue to be made available publicly.

Attendance

Where vulnerable children are concerned attendance is expected, where it is appropriate for them (that is, where there are no shielding concerns for the child or their household, and/or following a risk assessment for children with an EHC plan), so that they can gain the educational and wellbeing benefits of attending. Vulnerable children – regardless of year group – that have not been attending in the recent period are expected to return to nursery, early years or school where this would now be appropriate for them to do so. We will work with and support the relevant families and pupils to return to school, where attendance is appropriate. A brief summary of attendance expectations across the different groups of vulnerable children is as follows:

* for vulnerable children who have a social worker, attendance is expected unless the child/household is shielding or clinically vulnerable.
* for vulnerable children who have an education health and care (EHC) plan, attendance is expected where it is determined that their needs can be as safely or more safely met in the educational environment
* for vulnerable children who are deemed otherwise vulnerable, attendance is expected unless the child/household is shielding or clinically vulnerable

The school will continue to follow up with any parent or carer whose child has been expected to attend and doesn’t.

Parents and carers will not be penalised if their child does not attend educational provision.

BH will resume taking an attendance register from 1 June

**Staff training and safeguarding induction**

All existing staff will already have had safeguarding training and have read part 1 of [KCSIE](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2). They will be informed of any new arrangements in place.

**Mental health**

Negative experiences and distressing life events, such as the current circumstances, can affect the mental health of children and their parents. BH will make sure that appropriate support is in place for any child, parent or member of staff who should require it.

The school will refer to the DfE guidance on mental health and behaviour in school and will look to identify children who may need additional support. Parents will be asked to communicate any changes in their child’s mental health and staff will remain vigilant as children begin to return to school.

The DfE guidance sets out how mental health issues can bring about changes in a child’s behaviour or emotional state which can be displayed in a range of different ways, all of which could be an indication of an underlying problem. This can include for example being fearful or withdrawn; aggressive or oppositional; or excessive clinginess. Support for pupils and students in the current circumstances can include 1:1 sessions via teams or face to face intervention from staff or specialist services where necessary.

Staff should report any notable changes in the emotional well-being or mental health of a child to the Mental Health Lead – Claire Lyons 07825951136 – who will be available by phone and will organise an appropriate support programme with the child and their family.

Teachers should be aware of the impact the current circumstances can have on the mental health of those students/pupils (and their parents) who are continuing to work from home, including when setting expectations of children’s work.

Online Safety

The school will continue to provide a safe online environment for those who remain at home. Online lessons are delivered via Microsoft Teams as this is considered by the school to be the safest platform for its purpose. Behaviour guidelines are clearly set out to pupils and parents.

The school continues to engage an external IT provider who is in charge of updating and checking safety settings for children working online in school.

The school use [UK Council for Internet Safety](https://www.gov.uk/government/publications/online-safety-in-schools-and-colleges-questions-from-the-governing-board) as a resource which provides information to leaders and proprietors to assure themselves that any new arrangements continue to effectively safeguard children online.

Any member of staff can refer to the [UK Safer Internet Centre’s professional online safety helpline](https://www.saferinternet.org.uk/helpline/professionals-online-safety-helpline), email [helpline@saferinternet.org.uk](mailto:helpline@saferinternet.org.uk) or telephone 0344 381 4772 which provides support for the children’s workforce with any online safety issues they face.

The [NSPCC Learning website](https://learning.nspcc.org.uk/) also provides useful support and training opportunities for professionals.

Remote Teaching

Some staff will be teaching remotely via Microsoft Teams. There is no expectations for staff to deliver remotely although the facilities are provided for them to do so. Teaching from home is different to teaching in the classroom. Teachers should try to find a quiet or private room or area to talk to pupils, parents or carers. When broadcasting a lesson or making a recording, they should also consider what will be in the background.

Online Safety

Policies and procedures have been updated in line with children working remotely.

The DSL and SLT will refer to the principles set out in the [guidance for safer working practice for those working with children and young people in education settings](https://www.saferrecruitmentconsortium.org/) published by the Safer Recruitment Consortium policies are robust and effective.

As an essential part of the online planning process, staff will ensure children who are being asked to work online have very clear reporting routes in place so they can raise any concerns whilst online. As well as reporting routes back to the school this should also signpost children to age appropriate practical support from the likes of:

* [Childline](https://www.childline.org.uk/?utm_source=google&utm_medium=cpc&utm_campaign=UK_GO_S_B_BND_Grant_Childline_Information&utm_term=role_of_childline&gclsrc=aw.ds&&gclid=EAIaIQobChMIlfLRh-ez6AIVRrDtCh1N9QR2EAAYASAAEgLc-vD_BwE&gclsrc=aw.ds) - for support
* [UK Safer Internet Centre](https://reportharmfulcontent.com/) - to report and remove harmful online content
* [CEOP](https://www.ceop.police.uk/safety-centre/) - for advice on making a report about online abuse

Staff are in regular contact with parents and carers. These communications continue to be used to reinforce the importance of children being safe online. It will be especially important for parents and carers to be aware of what their children are being asked to do online, including the sites they will asked to access and be clear who from the school or college (if anyone) their child is going to be interacting with online. This is communicated regularly via email.

Support for parents and carers to keep their children safe online includes:

* [Thinkuknow](http://www.thinkuknow.co.uk/) provides advice from the National Crime Agency (NCA) on staying safe online
* [Parent info](https://parentinfo.org/) is a collaboration between Parentzone and the NCA providing support and guidance for parents from leading experts and organisations
* [Childnet](https://www.childnet.com/parents-and-carers/parent-and-carer-toolkit) offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support
* [Internet Matters](https://www.internetmatters.org/?gclid=EAIaIQobChMIktuA5LWK2wIVRYXVCh2afg2aEAAYASAAEgIJ5vD_BwE) provides age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world
* [London Grid for Learning](http://www.lgfl.net/online-safety/) has support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online
* [Net-aware](https://www.net-aware.org.uk/) has support for parents and carers from the NSPCC and O2, including a guide to social networks, apps and games
* [Let’s Talk About It](https://www.ltai.info/staying-safe-online/) has advice for parents and carers to keep children safe from online radicalisation
* [UK Safer Internet Centre](https://www.saferinternet.org.uk/advice-centre/parents-and-carers) has tips, advice, guides and other resources to help keep children safe online, including parental controls offered by home internet providers and safety tools on social networks and other online services

These resources are communicated to parents and parents are urged to visit these sites.