



Shropshire
Gateway
Educational Trust



LACON
CHILDE
SCHOOL

...more than just a school

SAFEGUARDING AND CHILD PROTECTION POLICY

September 2021

Review Date: September 2022

Contents

1	Policy Statement	Pg.3
2	Policy Procedures	Pg.3
2.1	Adult Roles	Pg.3
2.2	Record Keeping	Pg.4
2.3	Decision Making	Pg.6
2.4	Partnership with families	Pg.8
2.5	Specific Legal Duties	Pg.9
2.6	Specific safeguarding issues	Pg.10
2.7	Safeguarding children with special educational needs and disabilities	Pg.14
2.8	Children Missing Education	Pg.14
2.9	Safeguarding children who are Looked After	Pg.15
2.10	Injuries	Pg.16
2.11	Safe use of ICT and mobile phones	Pg.16
2.12	Escalating/ de-escalating concerns	Pg.17
2.13	The impact of abuse	Pg.17
2.14	Taking action	Pg.17
2.15	Prevention in the curriculum	Pg.19
2.16	Managing allegations of abuse against staff, students or volunteers	Pg.19
2.17	Recruiting staff	Pg.20
2.18	Staff Supervision	Pg. 21
2.19	Resolution of Professional Disagreements	Pg. 22

Safeguarding and Child Protection Policy and Procedures

At Lacon Childe School we believe that it is always unacceptable for a child or young person to experience abuse of any kind and recognise that safeguarding the welfare of **all** children and young people is everyone's responsibility. We follow Shropshire Safeguarding Community Partnership (SSCP) procedures and acknowledge that the welfare of the child is paramount.

At Lacon Childe School it is our duty to respond promptly and appropriately to all concerns, incidents or allegations of abuse or neglect of a child. We work in partnership with children, young people, their parents, carers and other agencies. Our statutory duties and supporting guidance are set out in The Safeguarding and Welfare Requirements in the Compulsory Childcare Register, Working Together to Safeguard Children 2018 and Keeping Children Safe in Education 2021.

Our policy recognises the most recent legislation in the following areas:

- The Children Act 1989 and 2004 - Safeguarding and promoting the welfare of children is defined as; protecting children from maltreatment, preventing 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 undertaking that role to enable those children to have optimum life chances and to enter adulthood successfully.

Section 3 (5) of the Children Act 1989 states that the law empowers anyone who has care of a child to do all that is reasonable in the circumstances to safeguard his/her welfare.

- Counter-terrorism and Security Act 2015 – preventing people being drawn into terrorism and promotion of British values to ensure children are kept safe from radicalisation
- Female Genital Mutilation Act 2003 – Serious Crime Act 2015 - mandatory reporting of FGM from 31st October 2015
- Education and Training (Welfare of Children) Act 2021
- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what “regulated activity” is in relation to children
- Statutory guidance on the Prevent duty, which explains schools' duties under the Counterterrorism and Security Act 2015 with respect to protecting people from risk of radicalisation and extremism
- Keeping Children Safe in Education 2021
- Shropshire Safeguarding Partnership Threshold Guidance
- West Midlands Procedures

During COVID-19, Lacon Childe School have implemented a Safeguarding and Child Protection Addendum to ensure that additional safeguarding measures have been put in place. Staff are able to refer to the Addendum for specific procedures during COVID-19 as well as following this policy.

This policy and procedure will also link with other school policies and procedures:

- Behaviour
- Anti-Bullying
- SEND
- Attendance
- Sexual Violence and Sexual Harassment
- Health and Safety
- Relationships, sex and health education
- Social Media

2. Procedure

2.1 Adult Roles

All staff (including ITT students and volunteers) at Lacon Childe School are familiar with the definitions and signs and symptoms of abuse or neglect stated in Working Together to Safeguard Children - March 2018 as set out in <http://www.safeguardingshropshireschildren.org.uk/search/?q=contacts>

All staff are aware of their individual roles in safeguarding and promoting the welfare of children including their responsibility to be alert to any issues for concern in the child's life at home or elsewhere. We ensure that all staff (including ITT students and volunteers) undergo an induction process where they are given copies of the procedures they must follow if they suspect abuse or neglect. On-going support is provided through regular supervision and appraisals to ensure these policies and procedures are put into practice to protect children.

As part of induction, training will include the school's behaviour policy and the school's procedures for managing children who are missing education, as well as the staff code of conduct, and the child protection policy. Keeping Children Safe in Education 2021 Part 1 must be read by all members of the staff. The Lacon Childe School governing body and senior leadership team will ensure that staff who do not work directly with children read Part 1 or Appendix A. All Designated Safeguarding Leads and governing body at Lacon Childe School will read KCSIE 2021 in its entirety.

All staff are expected to update their child protection training at least every three years. In addition, all staff members will receive regular safeguarding and child protection updates (for example, via email, pastoral bulletins, e-learning units, CPD sessions and staff meetings) as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. At Lacon Childe School Tuesday morning pastoral briefings are a forum to share concerns about a student with the relevant Year Leader.

The Designated Safeguarding Lead (DSL) who will take the lead for safeguarding and child protection issues is: **Kara Guise (Assistant Headteacher: Attendance, Behaviour and Student Welfare/DSL)**

The deputy Designated Safeguarding Leads are:

Darren Reynolds (Headteacher)

Tim Stiles (Assistant Headteacher: SENCo)

Polly Shepherd (Associate Year Leader)

Sam Martin (Year 11 Leader)

Charlotte Johnston (Year 10 Leader)

Kristien Wood (Key Stage 3 Co-ordinator)

Claudia Marsden-Smedley (Key Stage 3 Coordinator)

The safeguarding link governor who oversees this work is: **Nicholas Young**

Our Designated Safeguarding Lead and deputy leads will update their child protection/safeguarding training every two years and has specific responsibilities as listed in **Appendix B and C**.

2.2 Record Keeping

When a concern about a child's welfare or safety is raised it will be discussed with the designated lead and recorded. The designated lead will decide if the concern should be shared with another agency or kept on record in case future concerns arise. The reason for the decision will be noted alongside the record. All staff have access to the secure myConcern logging system which is used in school to electronically manage any reported concerns. All staff are registered as trusted users and can both log and see their concerns. Deputy Designated Safeguarding Leads have access to the majority of functions, with the Designated Safeguarding Lead being the manager of the system and having full function access.

Records should include:

- A clear and comprehensive summary of the concern
- Details of how the concern was followed up and resolved
- A note of any action taken, decisions reached and the outcome

Where there are paper files, all records will be stored in a separate confidential file in a locked, secure place with restricted access. When a child/pupil transfers to another school/setting within this or another authority, the confidential information held is forwarded under confidential cover and separate from the child's/pupil's main file to the DSL for child protection in the receiving school/setting immediately. This will be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt will be obtained (**Appendix D**). The Designated Safeguarding Lead should ensure the child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term.

In addition to the child protection file the DSL will consider sharing information with the new setting/school/college in advance of a child leaving.

Information sharing is vital in identifying and tackling all forms of abuse and neglect, and in promoting children's welfare, including their educational outcomes. School has clear powers to share, hold and use information for these purposes. We follow the guidance in the HMG 2018 guide *'Information sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers'* and the HMG 2015 guide *'What to do if you are worried a child is being abused'*.

School staff should be proactive in sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to the local authority children's social care. Our governing body is aware that among other obligations, the Data Protection Act 2018, and the UK General Data Protection Regulation, places duties on our organisation and individuals to process personal information fairly and lawfully and to keep the information held safe and secure.

When information is being accumulated prior to possible referral we will start a chronology of events – see **Appendix E**. Some chronologies will need to be produced for a specific reason for example, when a significant event takes place or during multi-agency meetings. Whatever the reason for the start of the chronology, this should continue throughout the intervention, or for as long as is required.

The designated lead will regularly review all child protection chronologies to decide if the accumulation of events is having a detrimental impact on a child and must be referred to Shropshire's First Point of Contact (Compass)]. If the designated lead decides not to refer, the reason will be noted on the child's chronology.

2.3 Decision making – 'Accessing the right service at the right time'

We take a holistic approach to safeguarding all children in our care and recognise that different families need a different level of support at different times. To enable us to recognise at which level a family might require support; we use the Shropshire Safeguarding Children Board's *Multi-Agency Guidance on Threshold Criteria to help support Children, Young People and their Families in Shropshire*. [Shropshire Threshold Document](#)

This guidance identifies four levels to ensure all children receive the support and intervention they need to achieve a positive life experience. Of central importance in understanding where a child's needs might lie on this continuum, is the cooperation and engagement of parents and carers and we aim to develop good, professional relationships to ensure that we have a shared understanding of each child's needs.

It should be noted that if parents demonstrate a lack of co-operation or appreciation about the concerns we identify this may raise the level of the need and required level of action.

Level 1 – Universal

Children with no additional needs and where there are no concerns. Typically, these children are likely to live in a resilient and protective environment where their needs are met. These children will require no additional support beyond that which is universally available.

Consent must be sought to access services and share information with others. Any information sharing between agencies without consent must be clear as to its legal basis.

Ensure privacy information is shared with the family and a consent form is completed.

Support is provided by services identified as universal in local communities and are available to all. These include: schools, colleges, early years and childcare provision, primary healthcare provision such as GP, hospitals, and the voluntary and community sector.

Universal support will most likely be provided by a single agency and/or existing support from family, friends, the community.

It is these Universal Services who are best placed to ensure children and their families have access to the Early Help Offer. The needs of the child/young person are appropriately met within this framework.

Universal Services are constant and remain involved if/when the child/family move up to other levels of need.

We anticipate that by working closely with parents and sign-posting families to other Universal Services within our community that we can meet the needs of children and families at this level.

Level 2 – Children in need of Early Help

These children can be defined as needing some additional support without which they would be at risk of not meeting their full potential. Their identified needs may relate to their health, educational, or social development, and are likely to be short term needs. If ignored these issues may develop into more worrying concerns for the child or young person. These children will be living in greater adversity than most other children or have a greater degree of vulnerability than most if their needs are not clear, not known or not being met a lead professional will coordinate a whole family assessment and plan around the child.

In addition to the Whole Family Assessment, specific local tools and pathways should be used where there are concerns about possible harm to the child.

Early Help aims to provide a multi-agency response when a single agency is not able to progress and help the child and their family.

The existing single agency or multi-agency team should work with the family and each other to complete a Whole Family Assessment and Action Plan.

At this stage a lead professional/practitioner should be identified who can build a relationship with the whole family and ensure that the whole family's needs are met and any actions progressed.

Consent must be sought to access services. Any information being shared between agencies without consent must be clear as to its legal basis.

Ensure privacy information is shared with the family and a consent form is completed.

Further information about Early Help can be found at: <http://www.shropshire.gov.uk/early-help/>

Level 3 –children with complex needs

This level applies to those children identified as requiring targeted support. It is likely that for these children their needs and care are compromised. Only a small fraction of children will fall within this band. These children will be those who are vulnerable to harm or experiencing adversity. Children with additional needs: These children are potentially at risk of developing acute/ complex needs if they do not receive early targeted intervention.

In addition to the Whole Family Assessment, specific local tools and pathways should be used where there are concerns about possible harm to the child.

If a child continues to have unmet needs which cannot be met by Universal or Early Help support, then the existing single agency or multi-agency team should work with the family and each other to review the Whole Family Assessment and Action Plan and follow the Request for Intervention Pathway to request more intensive family support from a Targeted Early Help Family Support Worker.

Consent must be sought from the family to access services. Any information sharing between agencies without consent must be clear as to its legal basis.

Ensure privacy information is shared with the family and a consent form is completed.

Level 4 – Complex significant needs

These are children whose needs and care now are likely to be significantly compromised and or they are suffering or likely to suffer significant harm and so who require intervention from Shropshire Council Children's Social Care.

An immediate referral to Compass should be made for assessment under Section 17 or Section 47 of the Children Act 1989. These children may become subject to a child protection plan and need to be accommodated (taken into care) by Children's Social Care either on a voluntary basis or by way of Court Order. Section 17- 1989 Children Act states a child shall be taken to be in need if: (a) He/She is unlikely to achieve or maintain, or to have the opportunity of achieving or maintaining, a reasonable standard of health or development without the provision for him of services by a local authority under this Part; (b) His/Her health or development is likely to be significantly impaired, or further impaired, without the provision for him of such services; or (c) He/She is disabled.

Specific local tools and pathways and the Shropshire Threshold Matrix should be used to support their referral and help practitioners to assess significant harm to the child.

There are no absolute criteria on which to refer to when judging what constitutes significant harm. Sometimes a single violent episode may constitute significant harm but more often it is an accumulation of significant events, both acute and longstanding, which interrupt damage or change the child's development.

It may be:

- *the child is at risk of serious harm from others or themselves and requires skilled risk assessment*

and protection;

- *the child or young person is likely to put others at risk or harm, distress or loss and a response needs to take account of the individual's interests and wellbeing of others;*
- *the child's circumstances, including their health, finances, living conditions or social situation, are likely to cause them or others serious harm, social exclusion or reduction of life chances.*

- *the situation requires assessment of, and intervention in unpredictable emotional, psychological, intrafamily or social factors and responses;*
- *the circumstances are such that there are significant risks in both intervening and not intervening, when a fine judgement is required*

Careful analysis and interpretation of information will enable practitioners and families to:

- *think about what is important and identify needs or difficulties;*
- *explain why these have come about;*
- *understand the impact of strengths and pressures on the child or young person;*
- *reach agreement about what needs to be improved;*
- *agree the priority issues, aims and goals in terms of improving the child's wellbeing; • agree desired outcomes.*

Consider:

- ***What is the lived experience of the child?***
- ***When and how are the child's needs NOT being met?***
- ***What are the effects on the child's current development and long-term effects?***
- ***What are the child's needs, wishes and feelings regarding intervention and likely outcomes?***

Child in Need

Section 17 of the Children's Act 1989 states that a child shall be considered in need if:

- They are unlikely to achieve, maintain or have the opportunity of achieving or maintaining a reasonable standard of health or development without the provision of services by the local authority
- Their health and development is likely to be significantly impaired, or further impaired, without the provisions of such services

and/or;

- They are disabled

Child Protection

Section 47 of the Children's Act 1989 states that the authority shall make necessary enquiries to enable them to decide whether they should take action to safeguard or promote the child's welfare where there is reasonable cause to suspect a child is suffering or likely to suffer significant harm. Where it is suspected that a child may be suffering or be at risk of suffering significant harm; referring practitioners must inform parents or carers that they are making a referral to Compass, and seek consent unless to do so may:

- Place the child at increased risk of significant harm; or
- Place any other person at risk of injury; or
- Obstruct or interfere with any potential Police investigation; or
- Lead to unjustified delay in making enquiries about allegations of significant harm

2.4 Partnership with families

A copy of this policy is made available to all parents on the website prior to their child joining our school/setting as well as details of the complaints procedure. In general, any concerns will be discussed with parents and we will offer support. All conversations, whatever the outcome, should be recorded appropriately to show that they took place, identify what was agreed and evaluate how effectively they enabled needs to be met. In this way quality conversations can demonstrate their impact on successful practice, including improvements in decision making and joint working. Conversations should continue to inform the on- going planning and reviewing.

Practitioners working with families at a Universal, Early Help or Targeted level will need to get the consent of the family before any information is held or shared with other agencies. If the practitioner does not gain the family's consent and in future has ongoing concerns, they should consider contacting Compass for advice and guidance. **Except for child protection matters, referrals to Compass cannot be accepted without parents having been consulted first.**

Consent is not required for child protection referrals where it is suspected that a child may be suffering or be at risk of suffering significant harm; however, the referring practitioner, would need to inform parents or carers that they are making a referral, unless to do so may:

- Place the child at increased risk of Significant Harm; or
- Place any other person at risk of injury; or
- Obstruct or interfere with any potential Police investigation; or
- Lead to unjustified delay in making enquiries about allegations of significant harm.

The child's interest must be the overriding consideration in making such decisions. Decisions should be recorded. If consent is withheld by the parent:

- If it is felt that the child's needs can be met through Early Help, then discussion with the family should take place about the completion of an Early Help Assessment and provision of services

through an Early Help Plan. Early help consultations are available from the Early Help Advisors for support in managing these situations.

- For another agency familiar with the child and family to make the approach about information sharing to the family.
- No assessment should take place. The rationale for this decision will be recorded on the concerns form.
- The combination of the concerns and the refusal to consent to enquiries being made may result in the concerns being defined as child protection concerns. In this case, information sharing may proceed without parental consent. The consultation and the decision to proceed without consent must be recorded on the case papers.

If a child has been injured or is in imminent danger of being injured then we will contact the emergency services, medical or police, immediately on 999.

When making a level 4 referral to Compass we will ensure we have a record of all details required detailed on a [Shropshire Multi-Agency Referral Form](#)

We will also use the Lacon Childe School Safeguarding Referral document to record all information prior to contacting Compass. see **Appendix F**.

2.5 Specific legal duties to report

Legislation has recognised and criminalised the following types of abuse and placed duties on education settings to report offences to the authorities:

- **Radicalisation and the Prevent Duty**

The government set out its definition of British values in the 2015 Prevent Strategy – this promotes the values of:

- democracy
- the rule of law
- individual liberty
- mutual respect
- tolerance of those of different faiths and beliefs

If a member of staff has a concern about a pupil/s they should follow the school's normal safeguarding procedures, including discussing with the designated safeguarding lead as set out in the Child Protection/safeguarding policy.

The designated lead should contact West Mercia Prevent Team:
Sergeant Calum Forsyth, 07970047227
DC Holly Aungiers 01386 591815

The Prevent Team email is: prevent@westmercia.pnn.police.uk

A separate policy '**Preventing Extremism and Radicalisation Policy**' can be located on the website.

- **Female Genital Mutilation (FGM)**

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

Please refer to <https://www.gov.uk/government/publications/female-genital-mutilation-leaflet>

We may not seek parental consent if this may put the girl at increased risk.

- **Domestic abuse and honour-based violence**

Children living in households where there is domestic abuse such as coercion or violence, including honour-based violence, could be at significant risk of harm. We will seek support for victims and their children through Compass.

Depending on the level of risk, we may or may not consult parents before contacting Compass.

2.6 Specific safeguarding issues

To ensure that our children and young people are protected from harm, we need to understand what types of behaviour constitute abuse and neglect (Appendix A). Staff at Lacon Childe School are made aware of specific safeguarding issues (listed below) through child protection training, reading up to date guidance such as Keeping Children Safe in Education 2020, Statutory Framework for the Early Years Foundation Stage stated in Section 3 – The Safeguarding and Welfare Requirements and accessing SSCP procedures at <http://www.safeguardingshropshireschildren.org.uk>

All staff are made aware that mental health problems can, in some cases, be an indicator of abuse. The DSL (also School Mental Health Lead) will ensure information is being shared. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following the child protection policy, and speaking to the DSL or Deputy DSL. The Mental Health and Behaviours in Schools guidance sets out how schools can help prevent mental health problems by promoting resilience as part of an integrated, whole school approach to social and emotional wellbeing, which is tailored to the needs of the pupils.

Children may need a social worker due to safeguarding or welfare needs. Local authorities will share this information with the school, and the DSL will hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcome.

This School ensures that the DSL is continually updated in all areas below. They are familiar with the referral pathways and specific toolkits and guidance available on the SSCP website.

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and or alcohol misuse, deliberately missing education and consensual and non-consensual sharing of nude and semi-nude images and/or videos can be a sign that children are at risk.

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, information can be found on the TES, MindEd and the NSPCC websites. Staff can access government guidance as required on the issues listed below via

<ul style="list-style-type: none">• Bullying including cyberbullying• Child Criminal Exploitation: County Lines• Children missing education, home or care• Child sexual exploitation (CSE)• Children and the court system• Children with family members in prison• Domestic violence• Drugs• Health & Wellbeing - Fabricated or induced illness, medical conditions, mental health and behaviour• Faith based abuse• So called honour based abuse - Female genital mutilation (FGM) and forced marriage• Gender-based violence/violence against women and girls (VAWG)• Homelessness	<ul style="list-style-type: none">• So called honour-based violence• Gangs and youth violence• Hate (Appendix G)• Initiation/Hazing type violence and rituals• Mental health• Missing children and adults' strategy• Modern Slavery• Online safety• Peer on Peer abuse – sexting, youth produced sexual imagery• Private fostering• Preventing radicalisation• Relationship abuse• Sexting (youth produced sexual imagery)• Sexual Violence• Sexual Harassment• Trafficking
--	--

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and can occur between children outside of this environment. All staff, but especially the DSL and deputy DSLs will consider whether children are at risk of abuse and exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

Children's social care assessments consider such factors and so, it is important that Lacon Childe School provides as much information as possible as part of the referral process. This will allow any assessment to consider all the evidence and the full context of any abuse. Supporting information regarding contextual safeguarding, and where schools and colleges fit into the wider environment, is available here: <https://contextualsafeguarding.org.uk/>

Both Child sexual exploitation (CSE) and Child criminal exploitation (CCE) are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation. The DSL obtains local information regarding Exploitation from SSCP by attending local briefings.

Peer on Peer Abuse

Staff should recognise that children can abuse their peers. Abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up". Victims of peer abuse should be supported as they would be if they were the victim of any other form of abuse, in accordance with this policy. At Lacon Childe School there is a zero tolerance on peer on peer abuse.

Peer on peer abuse occurs when a young person is exploited, bullied and/or harmed by their peers who are the same age or similar age.

Staff are aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to:

- ✦ Bullying (including cyberbullying);
- ✦ Abuse in personal intimate relationships between peers
- ✦ Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- ✦ Sexual violence such as rape, assault by penetration and sexual assault;
- ✦ Sexual harassment such as sexual comments, remarks, jokes or online;
- ✦ Causing someone to engage in sexual activity without consent;
- ✦ Sexual or sexist name calling;
- ✦ Inappropriate or unwanted sexualised touching;
- ✦ Consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery)
- ✦ Sexting (also known as youth produced sexual imagery)
- ✦ Initiation/hazing type violence and rituals
- ✦ Upskirting, which typically involves taking a picture under a person's clothing

without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm#

✦ Revenge porn

Children can experience peer-on-peer sexual abuse in a wide range of settings, including:

- at school
- at home or in someone else's home
- in public spaces
- online It can take place in spaces which are supervised or unsupervised.

Within a school context, for example, peer-on-peer sexual abuse might take place in spaces such as toilets, the playground, corridors and when children are walking home.

All staff should understand, that even if there are no reports in school it does not mean it is not happening, it may be the case that it is just not being reported. All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs. All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.

Compliance with the Public-Sector Equality Duty (PSED) is a legal requirement for schools and colleges that are public bodies.

Under the PSED, schools and colleges that are public bodies have a general duty to have regard to the need to eliminate unlawful discrimination, harassment and victimisation, to advance equality of opportunity between different groups and to foster good relations between different groups. The duty applies to all protected characteristics and means that whenever significant decisions are being made or policies developed, thought must be given to the equality implications such as, for example, the elimination of sexual violence and sexual harassment.

Lacon Childe School will ensure that the following areas are covered within the PSHE days, curriculum and assemblies to try and minimise the risk of peer on peer abuse:

- ✦ Healthy and respectful relationships
- ✦ What respectful behaviour looks like
- ✦ Consent
- ✦ Gender roles, stereotyping, equality
- ✦ Body confidence and self-esteem
- ✦ Prejudiced behaviour
- ✦ That sexual violence and sexual harassment is always wrong
- ✦ Addressing cultures of sexual harassment.

Lacon Childe School will respond to an incident of Peer on Peer abuse by recording the incident on a Safeguarding Concern Form ([Appendix I](#)) and by following guidance as set out in [Sexual violence and sexual harassment between children in schools and colleges](#). Published by Department for Education and Part 5 of Keeping Children Safe in Education 2021.

In summary the process and procedures for managing a sexual violence or sexual harassment incident are:

Whole school approach:

- Pre-planned risk assessment proforma in place*
- Training for staff on how to report incidents*
- Training on how to manage reports*
- Peer on peer policy in place*

Responding to a report:

- Victims are reassured, supported and kept safe*
- Record the concern*
- Inform the DSL if not involved in the initial report*

Risk Assessment:

- Risk assessment for victim*
- Risk assessment for alleged perpetrator*
- Risk assessment for all other children involved*
- Initial consideration of children sharing a classroom and/or having direct contact in school*
- Initial consideration of contact between children travelling to and from school*

Support:

- Support for victim and alleged perpetrator*

Managing the report:

- Consider the options to manage the report, including manage internally, early help, referral to children's social care and report to police*
- Consider bail conditions*
- Manage delays in the criminal process*

Lacon Childe School monitors whether there are any patterns of peer-on-peer abuse by recording on myConcern and will determine necessary support and intervention.

It is vital that staff at Lacon Childe School understand that the child who is perpetrating the abuse may also be risk of harm. Staff should make every effort to ensure that the perpetrator is also treated as a victim and undertake assessments to conclude this. Sensitive work must be undertaken with the child who is perpetrating, by helping them to understand the nature of their behaviour and the effect it has on others may prevent abuse.

Staff must be able to use their professional judgement in identifying when what may be perceived as "normal developmental childhood behaviour" becomes abusive, dangerous and harmful to others. Designated leads may need to consult with the SSCB Threshold document to help with their decision

making as well as [Brook Traffic Light Tool](#).

Peer on Peer - Sexual Harassment and/or Sexual Violence:

Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made. Ultimately, any decisions are for Lacon Childe School to make on a case-by-case basis, with the Designated Safeguarding Lead (or a deputy) taking a leading role and using their professional judgement, supported by other agencies, such as children's social care and the police as required.

There are four likely scenarios for school to consider when managing any reports of sexual violence and/or sexual harassment.

1. Manage internally

- In some cases of sexual harassment, such as one-off incidents, the school may take the view that the pupils concerned are not in need of early help or statutory intervention and that it would be appropriate to handle the incident internally, perhaps through utilising the behaviour policy and by providing pastoral support. The school's response is underpinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated.

2. Early help

- School may decide that the pupils involved do not require statutory interventions, but may benefit from early help. Early help means providing support as soon as a problem emerges, at any point in a child's life. Providing early help is more effective in promoting the welfare of children than reacting later. Early help can be particularly useful to address non-violent harmful sexual behaviour and may prevent escalation of sexual violence.

3. Referrals to children's social care

- Where a child has been harmed, is at risk of harm, or is in immediate danger, Lacon Childe School will make a referral to Compass. In addition parents or carers will be informed unless there are compelling reasons not to (if informing a parent or carer is going to put the child at additional risk). Any such decision should be made with the support of the duty social worker. Consideration of safeguarding the victim, alleged perpetrator, any other children directly involved in the safeguarding report and all children at school should be immediate.

4. Reporting to the Police

- Any report to the police will usually be in parallel with a referral to Compass (see above).
- Where a report of rape, assault by penetration or sexual assault is made, the starting point is that this is passed on to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of reporting to the police remains. The police will take a welfare, rather than a criminal justice, approach.
- At this stage, the DSL or deputy will inform parents or carers unless there are compelling reasons not to, for example, if informing a parent or carer is likely to put a child at additional risk. In circumstances where parents or carers have not been informed, it will be especially important that school is supporting the child in any decision they take. This should be with the support of children's social care and any appropriate specialist agencies.
- Where a report has been made to the police, school will consult with the police and agree what information can be disclosed to staff and others, in particular, the alleged perpetrator and their parents or carers. They should also discuss the best way to protect the victim and their anonymity.

Serious Violence: Staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime.

These may include:

- ✦ Increased absence from school
- ✦ Change in friendships or relationships with older individuals or groups
- ✦ Significant decline in performance
- ✦ Signs of self-harm or a significant change in wellbeing
- ✦ Signs of assault or unexplained injuries
- ✦ Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

Children do not always feel able to speak out about their experiences of peer-on-peer sexual abuse. They may be afraid of:

- being considered a 'snitch'
- getting in trouble themselves
- how they will be perceived by others
- teachers or other adults not being discrete
- their parents being informed

A helpline was launched by the NSPCC on 1st April 2021 to support potential victims of sexual harassment and abuse. Run by the NSPCC it aims to provide advice and support to both children and adults who are victims of abuse in school. It will also include how to contact the police to report crimes.

The advice line is also available to support professionals and parents.

NSPCC helpline number is 0800 136 663.

This dedicated helpline will offer support to:

- all children and young people making current and non-recent disclosures of abuse
- any children or young people who want to talk about being involved or witnessing any incidents
- any adults who have experienced non-recent abuse
- parents and carers who have any concerns about their own or other children
- professionals who work in schools and need support in this or related issues.

This school promotes the use of this helpline by;

- Posters around the school
- Promoted in school assemblies & staff meetings
- Newsletters to parents
- On the school website

2.7 Safeguarding children with special educational needs and disabilities

It is recognised that children with special educational needs or disabilities (SEND) can present additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. These can include: assumptions that indicators of possible abuse such as behaviour, mood and injury, relate to the child's impairment without further exploration; children with SEND can be disproportionately impacted by issues such as bullying, without necessarily showing outward signs; communication barriers.

It is important, therefore, to be particularly sensitive to these issues when considering any aspect of the welfare and safety of such children, and to seek professional advice where necessary.

Any reports of abuse involving children with SEND will therefore require close liaison with the DSL (Kara Guise) and Designated Safeguarding Deputy / SENCO (Tim Stiles)

2.8 Alternative Education

The cohort of pupils accessing Alternative Provision often have complex needs, it is important that governing bodies are aware of the additional risk of harm that their pupils may be vulnerable to.

The Department for Education has issued two pieces of statutory guidance to which commissioners of Alternative Provision should have regard:

Alternative Provision and DfE Statutory Guidance Education for children with health needs who cannot attend Lacon Childe School ensures that any alternative provision used for pupils is quality assured.

A quality assurance checklist (Appendix C) is used to evidence that safeguarding procedures are being followed and the necessary vetting checks for staff at the Alternative Provision have been undertaken.

2.9 Children Missing Education

All children, regardless of their circumstances, are entitled to a full-time education, which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area. Effective information sharing between parents, schools, colleges and local authorities is critical to ensuring that all children are safe and receiving suitable education.

A child going missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation. School staff (form tutors and year leaders) should follow the school procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. Where reasonably possible school will hold at least two emergency contacts for every child in the school in case of emergency and in case there are welfare concerns at home.

Safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions are in place. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, female genital mutilation and forced marriage. Further information about children at risk of missing education can be found in the Children Missing Education guidance or Shropshire Council Learning Gateway.

At Lacon Childe School we follow the guidance as laid at

<https://shropshire.gov.uk/schools-and-education/school-attendance-or-exclusion/children-missing-education-cme/>

2.10 Elective Home Education

Many home educated children have an overwhelmingly positive learning experience. We would expect the parents' decision to home educate to be made with their child's best education at the heart of the decision. However, this is not the case for all, and home education can mean some children are less visible to the services that are there to keep them safe and supported in line with their needs.

<https://shropshire.gov.uk/schools-and-education/school-attendance-or-exclusion/elective-home-education/>

2.11 Safeguarding children who are Looked After

Staff are aware the most common reason for children becoming looked after is because of abuse and/or neglect. Appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. Appropriate staff members also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The designated safeguarding lead has details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

- The designated teachers for looked after children will work with the Local Authority to promote the educational achievement of registered pupils who are looked after or who have left care through adoption, special guardianship, child arrangement orders or who are adopted from state care outside of England and Wales.
- The appointment of a designated teacher is a statutory requirement for governing bodies of maintained schools and proprietors of academies.

The designated safeguarding lead should have details of the child's social worker and the name of the virtual head teacher. The designated safeguarding lead should work closely with the designated teachers.

The Designated Lead for Looked after Children is: **Tim Stiles (SENCO/Deputy DSL)**

The delegated teachers for Looked after Children are: **Kara Guise (DSL) and Naomi Titley**

2.12 Injuries

At the beginning of each session or school day parents are requested to notify us of any accidents, incidents or injuries which may affect their child before leaving him/her at school. A note will be made of any existing injuries and how the injury was received will be recorded. A body map may be used to indicate any marks/bruises (**See Appendix H**) A body map is also available on myConcern.

2.13 Safe use of ICT and mobile phones

It is essential that children are safeguarded from potentially harmful and inappropriate online material. At Lacon Childe School we ensure that there are appropriate filters and appropriate monitoring systems in place. We have an effective whole school approach to online safety which empowers us as a school, to protect and educate pupils and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate.

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

- content: being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
- contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and
- commerce - risks such as online gambling, inappropriate advertising, phishing and or financial scams.

Training – The Governing body should ensure that, as part of the requirement for staff to undergo regular updated safeguarding training, including online safety and the requirement to ensure children are taught about safeguarding, including online safety, that safeguarding training for staff, including online safety training, is integrated, aligned and considered as part of the whole school safeguarding approach and wider staff training and curriculum planning.

Where children are being asked to learn online at home the school will follow advice from the Department of Education; <https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>. Lacon Childe School has a separate home learning policy.

The use of mobile phones and other electronic devices such as computers, tablets, and game devices is commonplace. However, as a society, we are beginning to recognise that although these devices have brought great benefit we also need to ensure that we help children to understand there are dangers and how to keep themselves safe. This includes:

- Keeping personal details secure
- Understanding that not all content is appropriate, truthful or legal
- What to do if they do accidentally access inappropriate or illegal content

- What to do if they are upset by something they receive
- What to do if they are going to physically meet someone they have met on-line

Practitioners can use their personal mobile phones during their break times in appropriate areas of the school such as the staff room, office space etc. During working hours, they must be kept out of the reach of children and parents. All staff are made aware of their duty to follow this procedure, and to challenge anyone not adhering to it. Visitors to the setting (including parents) will be made aware of the procedure for visitors' mobile phone use via a sign at the reception desk.

We believe that photographs validate children's experiences and achievements and are a valuable way of recording milestones in a child's life. Parental permission for the different ways in which we use photographs is gained as part of the initial registration at Lacon Childe School. We take a mixture of photos that reflect the environment, sometimes this will be when children are engrossed in an activity either on their own or with their peers. To safeguard children and adults and to maintain privacy, cameras are not to be used during intimate care situations by adults or children. We use Sophos anti-virus software for virus protection. Children do have access to the internet but are protected by our Smoothwall firewall so that only acceptable content can be accessed. This software is constantly being updated so that content filtering is up to date. We also have computer and user policies that help keep the devices and users safe. Our smoothwall firewall also has a safeguard feature that highlights any 'high risk' words or searches. DSL's monitor the safeguard filter so that improper use of computers is minimised and individuals are educated as to the school's ICT policies.

Through induction, staff and volunteers are made aware of our 'acceptable use of technology' policy both at home and in the workplace. If any staff or volunteers breach this policy, then we will take disciplinary action which may result in a referral to the Disclosure and Barring Service. Pupils may bring their mobile phone to school but must have their phone switched off and in their bag. No pupil may have their phone switched on during school hours, including break and lunchtime. If phone calls need to be made or received, then pupils should make a request at the school office. No pupils are allowed access to the school Wi-Fi. Pupils are not allowed to use their personal laptops or computers within school. Pupils who need to use computers have them, and these school computers and internet are monitored and managed by the ICT technicians.

2.14 Escalating / de-escalating concerns

Just because a child is assessed at a point in time as meeting certain threshold criteria does not mean that they always will. An assessment is an on-going process, not an event; children's needs often change over time. The Designated Lead for Safeguarding will maintain an overview of all children with a plan to ensure children's needs are being met at the right level of intervention. Of central importance in understanding where a child's needs might lie on this continuum, is the cooperation and engagement of the parents and carers – a lack of co-operation or appreciation about the concern may of itself raise the level of the need and required response.

2.15 The impact of abuse

The impact of child abuse should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some children, full recovery is beyond their reach, and the rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties.

Refer to **Appendix C**

2.16 Taking action

Key points to remember for taking action are:

- In an emergency take the action necessary to help the child, for example, call 999
- Report your concern to the DSL immediately
- If the DSL is not able to be contacted ensure action is taken to report the concern to children's social care do not start your own investigation
- Share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- Complete a record of concern on myConcern
- Seek support for yourself if you are distressed.

If you suspect a child is at risk of harm

There will be occasions when you suspect that a child may be at serious risk, but you have no 'real' evidence. The child's behaviour may have changed, or you may have noticed other physical but inconclusive signs. In these circumstances, you should try to give the child the opportunity to talk. The signs you have noticed may be due to a variety of factors and it is fine to ask the child if they are alright or if you can help in any way.

Staff at Lacon Childe School have been made aware of the Shropshire Children Reporting Concern guidance. Use myConcern to record these early concerns. If the child does begin to reveal that they are being harmed, you should follow the advice in the section below 'If a child discloses information to you'. If, following your conversation, you remain concerned, you should discuss your concerns with the designated person. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following the procedures set out in this policy and by speaking with the DSL.

If a child discloses information to you

It takes a lot of courage for a child to tell someone that they are being neglected and or abused. They may feel ashamed, particularly if the abuse is sexual, their abuser may have threatened what will happen if they tell, they may have lost all trust in adults, or they may believe, or have been told, that the abuse is their own fault. If a child talks to you about any risks to their safety or wellbeing you will need to let them know that you must pass the information on – you are not allowed to keep secrets. The point at which you do this is a matter for professional judgement. If you jump in immediately the

child may think that you do not want to listen, if you leave it till the very end of the conversation, the child may feel that you have misled them into revealing more than they would have otherwise. All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

During your conversation with the child:

Allow them to speak freely.

- Remain calm and do not over react – the child may stop talking if they feel they are upsetting you.
- Give reassuring nods or words of comfort – ‘I’m so sorry this has happened’, ‘I want to help’, ‘this isn’t your fault’, ‘You are doing the right thing in talking to me’.
- Do not be afraid of silences – remember how hard this must be for the child.
- Under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the child’s mother think about all this.
- At an appropriate time tell the child that to help them you must pass the information on.
- Do not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused.
- Avoid admonishing the child for not disclosing earlier. Saying ‘I do wish you had told me about this when it started’ or ‘I can’t believe what I’m hearing’ may be your way of being supportive but the child may interpret it that they have done something wrong.
- Tell the child what will happen next. The child may agree to go with you to see the designated person. Otherwise let them know that someone will come to see them before the end of the day.
- Report verbally to the designated person. Use the school office to locate the DSL stating that a disclosure has been made.
- Write up your conversation as soon as possible using myConcern reporting programme. You can upload any notes or written information to the report.
- Seek support if you feel distressed.

2.17 Prevention in the Curriculum

Lacon Childe School recognises the importance of developing pupils’ awareness of behaviour that is unacceptable towards them and others, and how they can help keep themselves and others safe.

The “PSHE Days” programme *in each key stage* provides personal development opportunities for pupils to learn about keeping safe and who to ask for help if their safety is threatened. As part of developing a healthy, safer lifestyle, pupils are taught to, for example.

- Safely explore their own and others’ attitudes.
- Recognise and manage risks in different situations and how to behave responsibly.

- 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 develop effective ways of resisting pressure; including knowing when and where to get help.
- Use assertiveness techniques to resist unhelpful pressure.
- The importance of Internet safety

The school demonstrates that it listens to and takes students' safety concerns seriously through a range of ways:

- By offering the services of the on-site School Counsellor, either through self-referral or tutor/Year Leader
- By displaying information for all students, for example, from Childline, NSPCC, posters in classrooms and the Health and Well-Being noticeboard in The BASE
- Peer mentoring through Y10 Youth Tutors programme and prefects
- Drop in CHAT service on Monday's
- Referrals to outside agencies, through the Early Help process

2.18 Managing allegations of abuse made against staff (this includes apprentices), students or volunteers

See **Appendix J**

As part of our whole school approach to safeguarding, Lacon Childe School will ensure that we promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school or college (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately.

There are two levels of concern;

1. Allegations that may meet the harms threshold.
2. Allegation/concerns that do not meet the harms threshold – which may be referred to as 'low level concerns'.

Allegations which might indicate that a person would pose a risk of harm to children if they continue to work in regular or close contact with children in their present position will be taken seriously. We have a duty to inform Ofsted of any serious allegations made against a person which suggests he or she 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 to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

We also have a duty of care towards our staff. We provide support for anyone facing an allegation and provide employees with a named contact if they are suspended. It is essential that any allegations of abuse made against members of staff or volunteers are dealt with very quickly, 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.

If there are concerns about a staff member then this should be referred to the Headteacher. Where there are concerns about the Headteacher, this should be referred to the Chair of Governors. In the event of allegations of abuse being made against the headteacher, allegations should be reported directly to the designated officer of the local authority (LADO). Staff may consider discussing any concerns with the schools designated safeguarding lead and make any referral via them.

Staff may consider discussing any concerns with the schools designated safeguarding lead and make any referral via them. Where the school identifies a child has been harmed, or there may be an immediate risk of harm to a child or if the situation is an emergency, they should contact children's social care and as appropriate the police immediately.

There are two aspects to consider when an allegation is made:

- Looking after the welfare of the child - the designated safeguarding lead is responsible for ensuring that the child is not at risk and referring cases of suspected abuse to the local authority children's social care.
- Investigating and supporting the person subject to the allegation - the case manager should discuss with the LADO, the nature, content and context of the allegation, and agree a course of action.

The LADO may ask for additional information, such as previous history, whether the child or their family have made similar allegations previously and the individual's current contact with children. There may be situations when the LADO will want to involve the police immediately, for example if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence.

The initial sharing of information and evaluation may lead to a decision that no further action is to be taken regarding the individual facing the allegation or concern; in which case, this decision and a justification for it will be recorded by both the Registered Person/Headteacher and the LADO, and agreement reached on what information should be put in writing to the individuals concerned and by whom. The Registered Person/Headteacher will then consider with the LADO what action should follow both in respect of the individual and those who made the initial allegation.

If further action is required, we will follow the advice of the LADO and co-operate with any investigations. We will follow instructions about what can be disclosed to the accused and whether he/she should be suspended whilst further investigations take place. This is not an indication of admission that the alleged incident has taken place but is to protect the staff as well as children and families throughout the process. Clear advice will be given to workers on the process of investigation by other agencies. We will follow advice about how to inform families about the allegation. We will follow advice about how to inform families about the allegation. There is a legal requirement for employers to make a referral to the DBS where they think that an individual 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. Safeguarding Vulnerable Groups Act 2006

There is a legal requirement for employers to make a referral to the DBS where they think that an individual 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. [Safeguarding Vulnerable Groups Act 2006](#)

Whistleblowing

Whistle blowing is a mechanism by which adults can voice their concerns in good faith, without fear of repercussion. Any behaviour by colleagues that raises concern regardless of source will be recorded and reported to the designated practitioner or appropriate agency. Please refer to the separate Whistleblowing policy.

2.19 Recruiting Staff

We provide adequate and appropriate staffing resources to meet the needs of children.

Job adverts and application packs refer to our safeguarding policy and procedures.

Applicants for posts are clearly informed that positions are exempt from the Rehabilitation of Offenders Act 1974. We ensure that we meet our responsibilities under the Safeguarding Vulnerable Groups Act 2006.

Where applicants are rejected because of information that has been disclosed, we will inform the applicant about their right to know and to challenge incorrect information.

We comply with the Safeguarding and Welfare Requirements in Keeping Children Safe in Education 2021 in respect of references and Enhanced Disclosure and Barring Service checks for staff and volunteers to ensure that no disqualified or unsuitable person works with or has access to the children.

Keeping Children Safe in Education 2021 states that schools will be required to complete a risk assessment for each volunteer to decide whether they need to do an enhanced DBS check or not. (Note that even if it is decided an enhanced DBS is to be requested, if the volunteer is not in regulated activity, then schools are not legally allowed to do a barred list check).

We have procedures for recording the details of visitors, including prospective candidates, to the setting and ensure that we have control over who comes into the premises so that no unauthorised person has unsupervised access to the children. On signing in at school reception, coloured lanyards with visitor badges are given to all visitors to wear. Regular staff members are given green lanyards to wear; yellow lanyards are given to visitors who have presented appropriate paperwork and passed identity checks. These visitors are permitted to move around school without supervision. Occasional visitors such as parents are given a red lanyard to wear. These visitors must be accompanied by a member of school staff at all times. They are not permitted to move around the school building without an escort. Pupils are aware of the colour differences, and know to report to staff anyone not wearing a lanyard, or being accompanied by a member of staff if appropriate.

Where pupils are placed in an alternative provision, the schools should obtain a written statement from the provider that they have completed all the vetting and barring checks that are necessary on their staff.

2.18 Staff Supervision (including students and volunteers)

To ensure that all staff are alert to any issues for concern, staff receive regular training and updates in safeguarding and Child Protection through a range of training and supervision activities. This includes both formal and informal supervision, annual appraisals, staff meetings and access to SSCP approved training. Individual supervision offers staff an opportunity to receive coaching to improve their practice with children and address any issues resulting in poor performance. Individual supervision also provides a safe space in which to raise any concerns they may have about the conduct of other adults connected with the setting.

Staff supervision is also used to ensure that all staff remain suitable to work with children. This means staff are required to inform their line manager of any medication they are taking and provide medical evidence that this will not impair their ability to look after children properly. Staff are also required to disclose any information, which may lead to their disqualification as outlined in The Statutory Framework for the EYFS 2017 3.14-3.18 and Keeping Children Safe in Education 2021.

2.19 Resolution of professional disagreements

When practitioners are working together in the complex business of safeguarding children there will inevitably be occasions when there are professional differences of opinion or concerns about practice decisions, actions or lack of actions to a referral, assessment or the progress of child's plan. In these circumstances practitioners have a duty to take action to address professional disagreements as soon as they arise in a way that is appropriate and proportionate.

- When there is disagreement about the response to a referral made by one agency to another agency or service (e.g. decision making).
- When there is disagreement about the outcome of an assessment.
- When there is serious concern about the implementation of a child's Plan and disagreement about how this should be addressed (e.g. agreed actions not being followed through).
- When there is serious concern about the effectiveness of a child's Plan in bringing about the necessary changes and disagreement about how this should be addressed (e.g. drift/delay).
- When there is disagreement over the sharing of information in a case.

Designated Safeguarding Leads and managers will consult with the procedures for resolving professional disagreements by accessing it on the West Midlands Child Protection Procedures website . Designated Safeguarding Leads will record any actions taken and outcomes on file.

2.22 Use of school premises for non-school activities

Should the school and governing body hire or rent out the school facilities or premises to organisations or individuals (for example to community groups, sports associations, and service providers to run community or extra-curricular activities) they will ensure that appropriate arrangements are in place to keep children safe. When services or activities are provided by the governing body under the direct supervision or management of school staff, their arrangements for child protection will apply. However, where services or activities are provided separately by

another body this is not necessarily the case. The governing body should therefore seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed); and ensure that there are arrangements in place to liaise with the school on these matters where appropriate. The governing body should also ensure safeguarding requirements are included in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement.

Signature: Kara Guise	Date Policy adopted: September 2021
Position: Assistant Headteacher: Attendance, Behaviour and Student Welfare	Review Date: September 2022

CATEGORIES OF ABUSE AND THEIR DEFINITION

PHYSICAL ABUSE

May involve: hitting; shaking; throwing; poisoning; burning or scalding; drowning; suffocating or otherwise causing physical harm to a child.

Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes ill health to a child whom they are looking after (Munchausen's Syndrome by Proxy).

Signs:

- Bruises – beware children often bruise themselves – however bruising may be in unusual places: back of legs; mouth; cheeks; behind ears, stomach; under the arm; neck or the genital area. (Bruises to knees, hips, elbows and hands would probably be normal?)
- Bites
- Burns/scalds – burns or scalds with a clear defined outline are suspicious
- Scars or “historical”/repeated fractures.
- Aggressive pupil behaviour, emotional and behavioural problems and educational difficulties have also been recognised as symptoms of physical abuse.

SEXUAL ABUSE

Involves forcing or enticing a child to take part in sexual activities including physical contact and penetrative acts.

It can also include non-contact activities such as involving children in the looking at or production of pornographic material, or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Signs:

- Disturbed behaviour including self harm
- Itching or soreness of the genital area
- Inappropriate sexualised behaviour in talk or play
- Excessive sexual awareness or knowledge of sexual matters which are inappropriate to the child's age or development
- Sexually provocative relationships with adults
- Sadness, depression and a loss of self esteem
- Fear of men
- Running away from home
- Reluctance to take part in physical education activities or avoidance of changing clothes
- Reluctance to go home.

NEGLECT

Neglect is the persistent failure to meet a child's physical or psychological needs, likely to result in the serious impairment of the child's health or development. Long term it can lead to difficulties with social functioning, relationships and educational progress.

Signs:

- Poor or inadequate clothing.
- Extreme hunger (stealing food) or poor weight gain
- Poor growth, sparse hair and poor skin tone
- Poor sleeping patterns
- Solitary behaviour – poor peer group relationships

EMOTIONAL ABUSE

Emotional abuse is the persistent emotional ill treatment of a child such as to cause severe and persistent effects on the child's emotional development. This may be: telling a child they are worthless or unloved or having unrealistic expectations of the child with relation to their age.

Signs:

- Clingy or attention seeking behaviour
- Fearfulness, distress or being emotionally flat
- Constantly seeking to please and an over-readiness to relate to anyone, even strangers
- Lacking curiosity and natural exploratory behaviour
- Having low self-esteem and feelings of worthlessness
- Eating disorders.

RISK FACTORS

Some characteristics which have been associated with all forms of harm include:

- Childhood abuse of one or both parents
- Violence within the family
- Immature parents who are socially isolated
- Parents who abuse alcohol or drugs
- Parents with significant mental health concerns
- Unwanted pregnancies or premature births
- Situations of social stress such as poor housing and financial difficulty
- A poor bond between parent and child.

INDICATIONS OF HARM

Information is given by the child (a disclosure)

- Listen – do not question
- Take notes – include actions, body language etc.
- Record verbatim any important points
- Do not make promises – explain confidentiality position.

Child's behaviour

- Has become significantly different from the usual
- Is significantly different from the behaviour of their peers
- Is bizarre or unusual
- Involves acting out an abusive situation

Injury arousing suspicion

- Explanation given does not make sense
- The reason given for the injury varies depending who is giving it – parent and child? The child may also show signs of anxiety when asked about the injury

If any pupil in school discloses something to you – stop and think, make a note of what was said and pass it on immediately to one of the designated safeguarding leaders.

The role of the Designated Safeguarding Lead

Governing bodies and proprietors should ensure an appropriate senior member of staff, from the school or college leadership team, is appointed to the role of designated safeguarding lead. The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety). This should be explicit in the role holder's job description. This person should have the appropriate status and authority within the school or college to carry out the duties of the post.

The role of the designated safeguarding lead carries a significant level of responsibility, and they should be given the additional time, funding, training, resources and support they need to carry out the role effectively. Their additional responsibilities include providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and interagency meetings, and/or supporting other staff to do so, and to contributing to the assessment of children.

Deputy designated safeguarding leads

It is a matter for individual schools and colleges as to whether they choose to have one or more deputy designated safeguarding leads. Any deputies should be trained to the same standard as the designated safeguarding lead and the role should be explicit in their job description. Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead, this lead responsibility should not be delegated.

Availability

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

Manage referrals

The designated safeguarding lead is expected to refer cases:

- of suspected abuse and neglect to the local authority children's social care as required and support staff who make referrals to local authority children's social care;
- to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme;
- where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- where a crime may have been committed to the Police as required. NPCC - When to call the police should help understand when to consider calling the police and what to expect when working with the police.

Working with others

The designated safeguarding lead is expected to:

- act as a source of support, advice and expertise for all staff;
- act as a point of contact with the safeguarding partners;
- liaise with the headteacher or principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the "case manager" (as per Part four) and the local authority designated officer(s)

(LADO) for child protection concerns in cases which concern a staff member;

- liaise with staff (especially teachers, pastoral support staff, school nurses, IT Technicians, senior mental health leads and special educational needs coordinators (SENCOs), or the named person with oversight for SEN in a college and Senior Mental Health Leads) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically;
- liaise with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health;
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances;
- work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school or college.

This includes:

- ensure that the school or college knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort; and,
- support teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.

Information sharing and managing the child protection file

The designated safeguarding lead is responsible for ensuring that child protection files are kept up to date.

Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child.

Records should include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome.

They should ensure the file is only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing advice as set out in Keeping Children Safe in Education 2021 Part one and Part two of the guidance.

Where children leave the school (including in year transfers) the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained.

Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required. Lack of information about their circumstances can impact on the child's safety, welfare and educational outcomes. In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any additional information with the new school or college in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the school or college. For example, information that would allow the new school or college to continue supporting children who have had a social worker and been victims of abuse and have that support in place for when the child arrives.

Raising Awareness

The designated safeguarding lead should:

- ensure each member of staff has access to, and understands, the school's or college's child protection policy and procedures, especially new and part-time staff;
- ensure the school's or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensure the child protection policy is available publicly and parents know referrals about suspected abuse or neglect may be made and the role of the school or college in this
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies, procedures and guidance and required audit processes from the Shropshire Safeguarding Community Partnership (SSCP)
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school and college leadership staff.

Training, knowledge and skills

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead should undertake Prevent awareness training. Training should provide designated safeguarding leads with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly children's social care, so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- understand the importance of the role the designated safeguarding lead has in providing information and support to children social care in order to safeguard and promote the welfare of children;
- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes;
- are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers;
- understand the importance of information sharing, both within the school and college, and with the safeguarding partners, other agencies, organisations and practitioners;
- understand and support the school or college with regards to the requirements of the Prevent duty and can provide advice and support to staff on protecting children from the risk of radicalisation;
- can understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;
- can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and,
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

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

Providing support to staff

Training should support the designated safeguarding lead in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters.

This includes specifically to:

- ensure that staff are supported during the referrals processes; and
- support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

Understanding the views of children

It is important that children feel heard and understood. Therefore, designated safeguarding leads should be supported in developing knowledge and skills to:

- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school or college may put in place to protect them; and
- understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication

Holding and sharing information

The critical importance of recording, holding, using and sharing information effectively is set out in Parts one, two and five of Keeping Children Safe in Education 2021 guidance, and therefore the designated safeguarding lead should be equipped to:

- understand the importance of information sharing, both within the school and college, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR); and
- be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping

The role of the Designated Safeguarding Lead 'Deputy'

In carrying out any of the role set out below, your role of '**Deputy**' Designated Safeguarding Lead should be guided by two important principles. First, following the Children Act 1989, the principle that the welfare of the child should be paramount. Second, the principle that confidentiality should be respected as far as possible (without compromising the first principle).

It is **essential** that '**Deputy**' designated safeguarding leads are familiar with the content of the following key documents:

- ✦ the Department for Education's (DfE's) statutory guidance for schools and colleges, 'Keeping Children Safe in Education' 2021
- ✦ 'Working Together to Safeguard Children' 2018
- ✦ Ofsted Inspecting safeguarding in early years, education and skills settings 2016
- ✦ The Prevent duty July 2015
- ✦ Shropshire Safeguarding Partnership (SSP) Threshold Guidance Document

As '**Deputy**' Designated Safeguarding Lead you:

- ✦ Should be an experienced member of staff, from the school or college.
- ✦ Must take **responsibility** for safeguarding and child protection.
- ✦ Should be fully conversant with the SSP child protection (CP) procedures and act on child abuse within school.
- ✦ Provide support and guidance to all members of staff
- ✦ Should liaise with designated staff for Looked After Children (LAC) and 14-19 placements.
- ✦ Are responsible for referring individual cases of suspected abuse to relevant Local Authority (LA) Children Services area (following SSP guidelines) and to liaise with them and other agencies on individual cases and on general issues relating to CP.
- ✦ Should undertake "Prevent" awareness training and support with this within the school/college.
- ✦ Will have responsibility to act as a school-based resource on CP issues for staff.

In greater detail, this involves the following:

- Supporting staff, both teaching and non-teaching, to have access to the SSP procedures for CP and that all cases of suspected abuse are reported in the correct way.
- Supporting staff who make referrals to local authority children's social care.
- Referring cases to the "Channel" programme where there is a radicalisation concern

as required.

- Supporting staff who make referrals to the “Channel” programme.
- Supporting the school/college to be compliant with the ‘Prevent’ duty requirements so that all staff are trained in awareness of “Prevent”

- ✦ You are clear about your supporting role in respect of “Prevent” and the process of a “Prevent” referral.

Working with others – as **DEPUTY** Designated Safeguarding Lead, you will:

- ✦ Liaise with the senior Designated Safeguarding Lead or head teacher to inform him or her of issues especially on-going enquiries under section 47 of the Children Act 1989 and police investigations.
- ✦ As required, liaise with the “case manager” and the Designated Officer in the Local Authority (LADO) for child protection concerns.
- ✦ Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.

Training

- ✦ As **DEPUTY** designated safeguarding lead, you should ensure that you undergo training to provide yourself with the knowledge and skills required to carry out your role.
- ✦ As **DEPUTY** designated safeguarding lead, you should ensure that in addition to the formal training set out above, your knowledge and skills continue to be refreshed (this might be via ebulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow you to understand and keep up with any developments relevant to your role so you:
 - Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
 - Have a working knowledge of how Local Authorities conduct a child protection case conference and a child protection review conference and can attend and contribute to these effectively when required to do so.
 - Are alert to the specific needs of children in need, those with special educational needs and young carers.
 - Can keep detailed, accurate, secure written records of concerns and referrals.
 - Are aware of the guidance that is available in respect of Female Genital Mutilation (FGM) and should be vigilant to the risk of it being practised
 - Inform the Police if they suspect a child has suffered FGM (this is a legal requirement for all Teachers; Serious Crime Act 2015).

Availability

During term time, you should ensure that you are available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns.



FILE TRANSFER RECORD AND RECEIPT

PART 1: To be completed by sending / transferring school or college

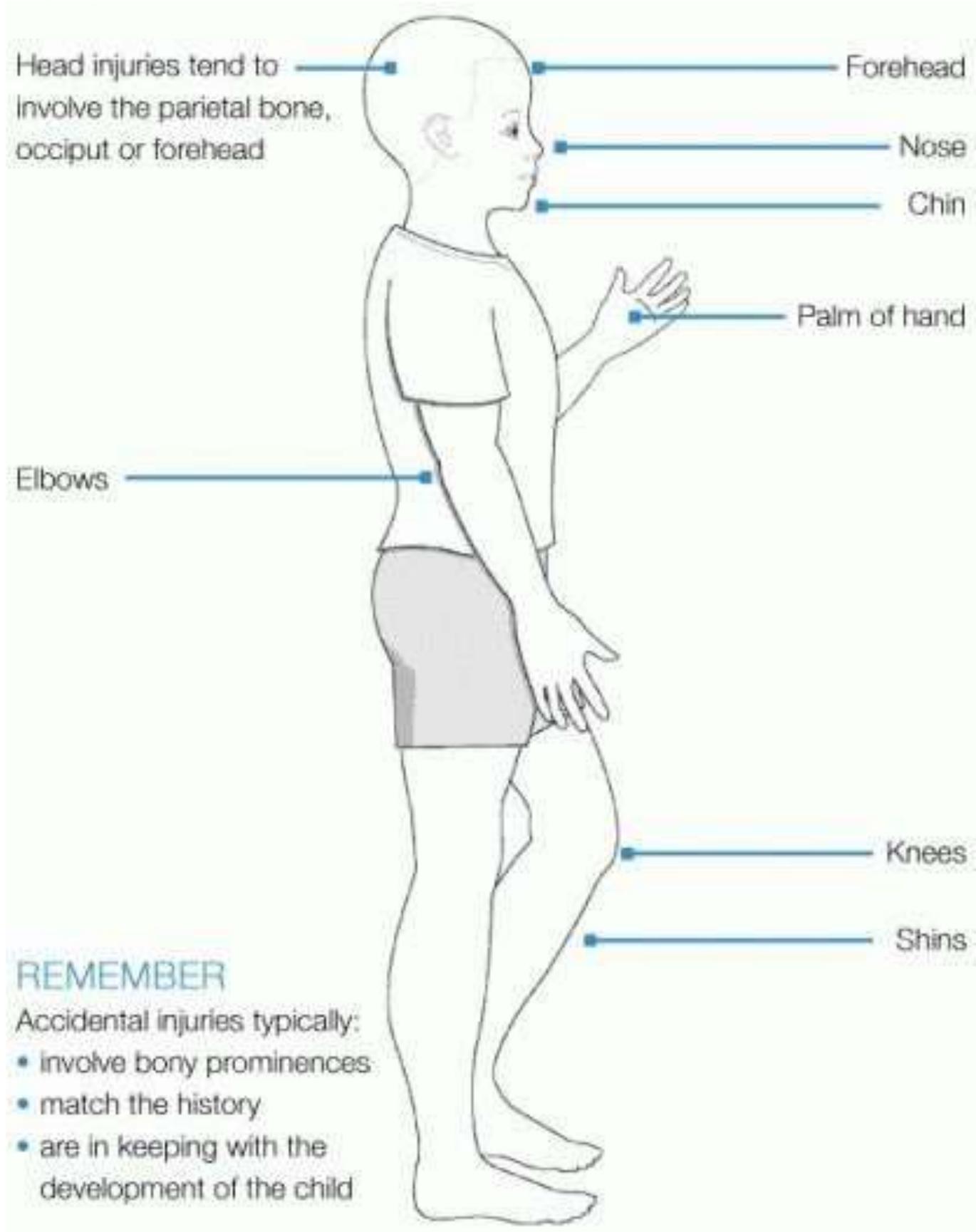
NAME OF CHILD:	
DOB:	
NAME OF SCHOOL SENDING CP FILE:	
ADDRESS OF SCHOOL SENDING CP FILE:	
METHOD OF DELIVERY:	BY HAND SECURE POST ELECTRONICALLY
DATE FILE SENT:	
NAME OF DSL TRANSFERRING FILE:	
NAME OF PERSON TRANFERRING TO:	
SIGNATURE:	

PART 2: To be completed by receiving school or college

NAME OF SCHOOL RECEIVING FILE:	
ADDRESS OF SCHOOL RECEIVING FILE:	
DATE RECEIVED:	
NAME OF PERSON RECEIVING FILE:	
DATE CONFIRMATION OF RECEIPT SENT:	
SIGNATURE:	

Receiving School: Please complete Part 2 and return this form to the Designated Safeguarding Lead listed in Part 1 above. You are advised to keep a copy for your own reference.

Body Map 1



Body Map 2

Ears – especially pinch marks involving both sides of the ear

The "triangle of safety" (ears, side of face, and neck, top of shoulders): accidental injuries in this area are unusual

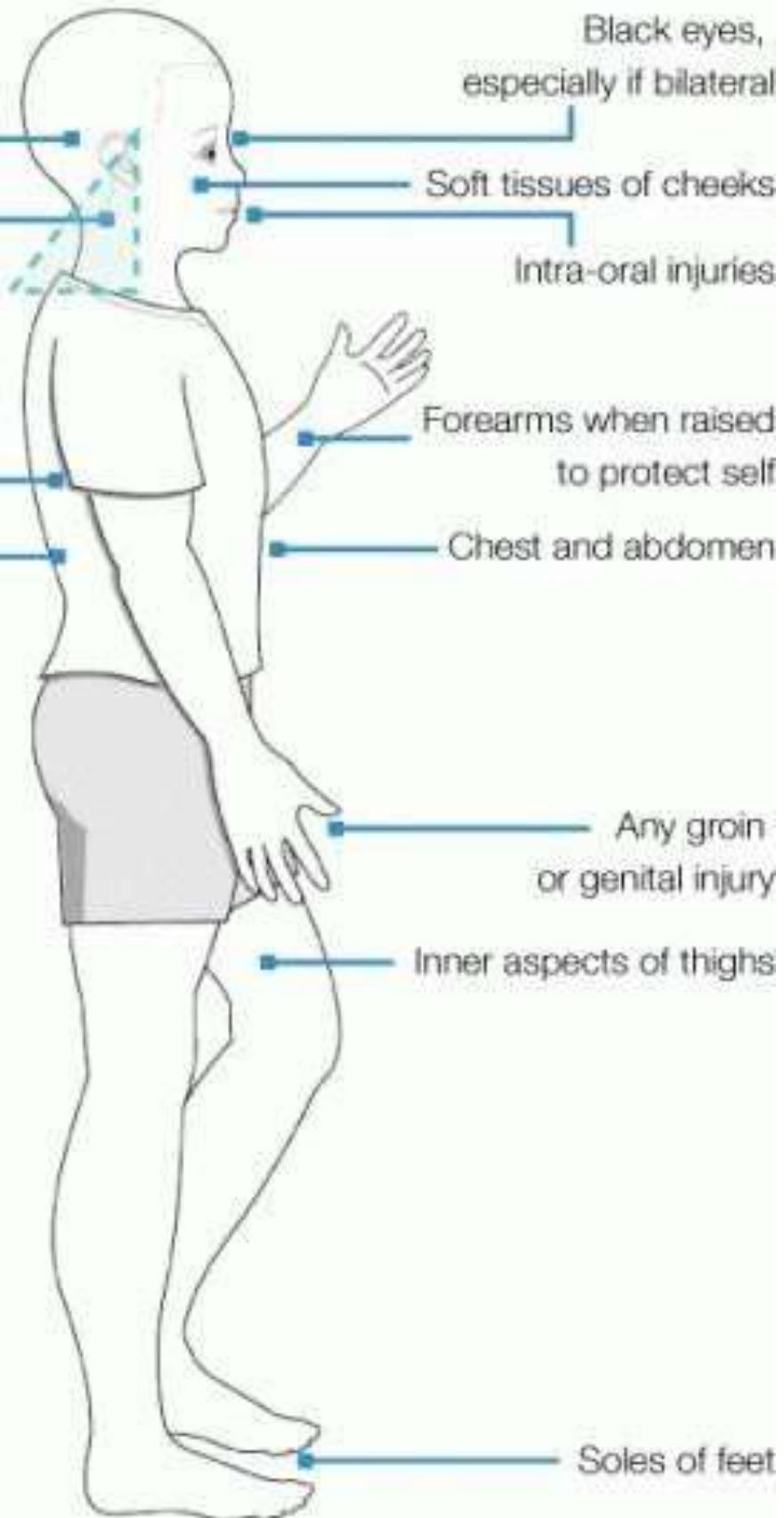
Inner aspects of arms

Back and side of trunk, except directly over the bony spine

REMEMBER

Concerns are raised by:

- injuries to both sides of the body
- injuries to soft tissue
- injuries with particular patterns
- any injury that doesn't fit the explanation
- delays in presentation
- untreated injuries



Black eyes, especially if bilateral

Soft tissues of cheeks

Intra-oral injuries

Forearms when raised to protect self

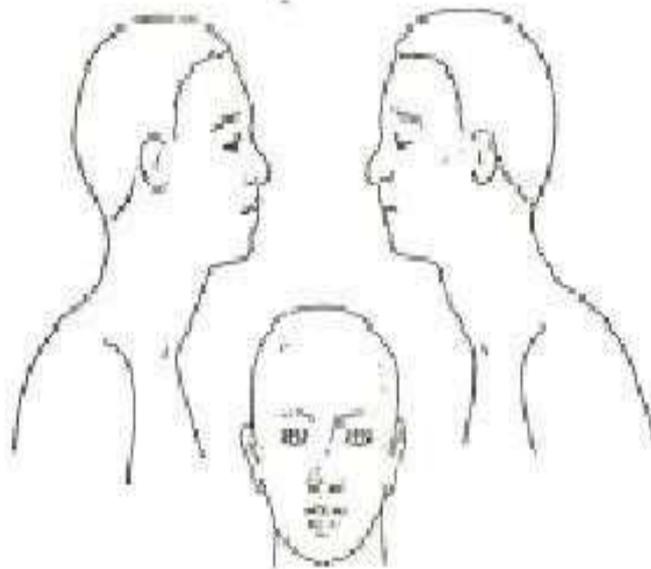
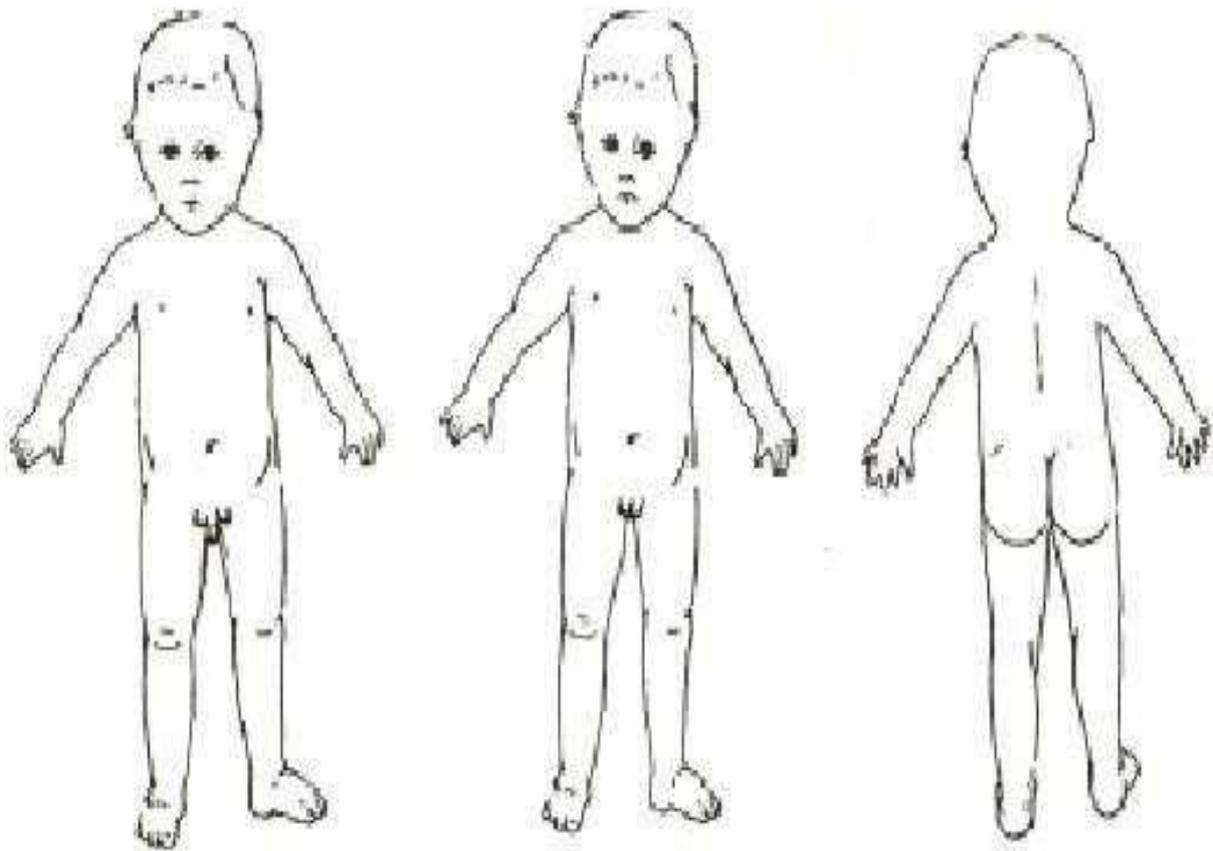
Chest and abdomen

Any groin or genital injury

Inner aspects of thighs

Soles of feet

Body Map 3



Duty to refer

In addition to informing Ofsted, the Designated Lead for Safeguarding has a duty to refer any concerns to the LADO where it is alleged that a person who works* with children has:

- Behaved in a way that has harmed a child, or may have harmed a child - whether the alleged abuse occurred on or off the premises where the childcare takes place;
- Possibly committed a criminal offence against or related to a child;
- Behaved towards a child or children in a way that indicates he/she is unsuitable to work with children such as excessive one-to-one attention beyond the requirements of their usual role; or
- Displayed inappropriate behaviour such as inappropriate sexual comments, inappropriate sharing of images, or displays violent or aggressive behaviour.

Responsibility would also include reporting applications to work or volunteer with children and young people from adults who are barred from doing so as this poses a potential risk of significant harm to children and young people.

The LADO should be informed of ALL allegations that come to a Senior Manager's attention within 1 working day of the manager becoming aware of the allegation.

In cases where the nature of the allegation has not required immediate referral to the Compass or the Police, the Senior Manager and the LADO will decide jointly as to whether such a referral is necessary and who will make it.

The LADO should also be informed of any allegations that are made directly to the police or Compass.

It is important that even apparently less serious allegations are seen to be followed up objectively by someone independent of the organisation concerned. Therefore, the LADO should be informed of ALL allegations that come to the employers' attention.

The role of the Local Authority Designated Officer

The LADO will advise the employer of any action that may be necessary, whether an investigation will take place, and if so what form the investigation will take. It is their role to provide on-going advice and liaison and to monitor the progress of cases. This may include:

- Advising the employer on next steps, such as the need to inform the child's parents; advice on dismissal or suspension of the member of staff accused; the decision as to whether the case will be investigated and by whom.
- Regularly monitoring the progress of cases to ensure that they are dealt with as quickly as possible consistent with a fair and thorough process.
- Liaising with the employer to provide advice and support when required/requested.
- Oversight and management of individual cases.

If an allegation is substantiated and the employer dismisses the person or ceases to use that person's services, the employer should consult with the LADO about whether a referral to the Disclosure and Barring Service is required.

Referral to the LADO should form part of your disciplinary and whistleblowing procedures.

The role of the setting's Designated Lead for Safeguarding

The Designated Lead for Safeguarding or the senior manager making the referral will be expected to play a key role in the investigative process and follow the advice given by the LADO. This may involve:

- Gathering any additional information which may have a bearing on the allegation, for instance: previous concerns, care and control incidents and so on;
- Providing the subject of the allegation with information and advising them to inform their union or professional body;
- Attending Strategy Meetings where required;
- Liaising with the LADO;
- Ensuring that risk assessments are undertaken where and when required;
- Ensuring that effective reporting and recording systems are in place which allow for the tracking of allegations through to the outcome;
- Should the allegation be unfounded, considering a referral either to Compass or the police if the allegation is deemed to be deliberately malicious or invented.

Record keeping

It is important that employers keep a clear and comprehensive summary of any allegations made, details of how the allegation was followed up and resolved. This record should be placed on the person's confidential personnel file with a copy given to the individual.

The record should be kept at least until the person reaches retirement or for ten years if that would be longer.

The purpose of the record is to enable accurate information to be given in response to any future request for a reference.

Details of allegations that are found to be malicious should be removed from personnel records.

Further information

For further information see localised child protection procedures for West Midlands:

<https://westmidlands.procedures.org.uk/local-content/ygjN/localised-content-lado-managing-allegations/?b=Shropshire>

*The term 'works with children' refers to any individual employed to work with children or acting in a voluntary capacity.

Please note: Registered providers must inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere). Registered providers must also notify Ofsted of the action taken in respect of the allegations. These notifications must be made as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made. A registered provider who, without reasonable excuse, fails to comply with this requirement, commits an offence.



LACON
CHILDE
SCHOOL

...more than just a school

SAFEGUARDING REFERRAL

GUIDANCE FOR DESIGNATED SAFEGUARDING LEADS:

First Point of Contact - Telephone: 0345 678 9021

Whenever there is a concern about a child, a phone call into Compass to discuss these worries is advised. This is called an 'initial concern' and can identify that a child may be a 'child in need', and potentially need services to promote their welfare. Where this is the case, the initial concern will be progressed to a 'referral', where there is parental consent to do this. It's very important that you discuss concerns and worries in the first instance with parents (except in cases of significant harm) and gain parental consent before contacting Compass. Compass professionals will share information that their own agency holds to gather a fuller picture to inform the decision on the most appropriate next steps. A child in need is often referred to as a Section 17 child in need, referencing [the Children Act 1989](#).

Where a concern identifies that a child might be at risk of significant harm, a social worker will liaise with professionals within and outside Compass to decide what actions need to be taken to keep a child safe. A situation involving a child at risk of significant harm is often referred to as Section 47 child protection, again referencing the Children Act 1989.

With the exception of child protection matters, contacts into Compass can't be accepted without parents having been consulted first and a MARF having being completed.

Consent isn't required for child protection referrals where it's suspected that a child may be suffering or be at risk of suffering significant harm. However, the referring practitioner would need to inform parents or carers that you're making a referral, unless to do so may:

- Place the child at increased risk of significant harm; or
- Place any other person at risk of injury; or
- Obstruct or interfere with any potential police investigation; or
- Lead to unjustified delay in making enquiries about allegations of significant harm

The child's interest must be the overriding consideration in making such decisions.

NAME:	DOB:
ADDRESS:	
PARENT/CARER DETAILS:	
CONTACT No's:	
IS PARENT/CARER AWARE OF INITIAL CONCEN TO COMPASS: (If no, please state the reason for this decision)	

Information to share:

-

Wider concerns (Contextual):

-

School Concerns:

-

Section D: About the offender(s)

Details, with Year or age group/s if pupil/s; ethnicity; gender/gender identity; other relevant characteristics

(Name/s of offender/s not needed in this context)

If adult - Age Group:

- 16-24 25-34 35-44 45-55 Over 55

Role / reason for presence at school

If offender/s is/are unknown, can you describe them? (Consider height, ethnicity, build and clothing).

Section E: What now?

Details of actions agreed with everyone involved – including parents and carers where appropriate:

Outcomes of follow up

Section F: Details of person reporting (victim, witness or third party)

Form Completed by:

Role:

Date

Date this incident was reported to the authority:

Police involvement:

Does the person reporting / victim/parents or carers / school want the Police to investigate?

Yes No

The police will want to collect evidence i.e. photograph any injuries the victim has; look for fingerprints left by the offender or swab any areas where the suspect has touched. If you have any evidence, which may be of use to the police then please ring them and tell them **immediately**. Shropshire Police 24 hour telephone number is: **101**.

Authorisation:

Certain agencies can share de-personalised information without your consent.

Do you agree to the information being passed to all the agencies involved in the local agency partnership? (The local agency partnership includes West Mercia Police, Shropshire Diversity Officer, Citizens Advice Shropshire and Victim Support Shropshire).

This is requested to help in assessing and countering the levels of hate crime in Shropshire.

Incident details only Yes No

Personal details Yes No

Signature Date

Follow-up – for any further interventions related to this incident (for School use – no additional formal reporting required).

If the behaviour does not stop after initial interventions, this space can be used to record additional steps being taken and outcomes for both victim and perpetrator:

Victim:-

Perpetrator:-

Alternative Provision Quality Assurance Checklist			
Name of alternative provision:			
Name of person completing checklist (from host school):			
If the alternative provision hasn't been quality assured by the Local Authority or another recognised provider the host School must quality assure the placement. This quality assurance document must be completed prior to working with a new alternative provision and annually thereafter.			
		On file/ evidence of check	Date & Initial
1	Has the provision been quality assured by the Local Authority? Y/N If so, written evidence must be obtained evidencing quality assurance.		
2	Is the alternative provision registered as an independent school with the DfE? Y/N The criteria to be registered as an independent school is that; - full-time ¹ education is provided for five or more pupils of compulsory school age Or -full-time education is provided for one or more pupils with an EHC plan or who is "looked after" by a local authority <small>1 - There is no legal definition of what constitutes 'full-time' education. However, DfE would consider an institution to be providing full-time education if it is intended to provide, or does provide, all, or substantially all, of a child's education.</small>		
3	What is the provider's DfE number? (If applicable)		
4	Copy of signed Service Level Agreement (SLA) /contract (attached)		
5	Is there a clear governance structure within the Alternative provision? Y/N		
6	Does the referral process include the requirement for a detailed pupil profile from the host school prior to agreement of placement? Y/N		
7	Pupil's attendance should be monitored daily. Is this included in the SLA? Y/N Copy of providers Attendance policy attached.		
8	Is there a procedure for when pupils fail to attend? Y/N		
9	Is there adequate access to resources for all pupils who access the provision? Y/N		

10	<p>Is there inclusive practice with regards to positive behaviour management, attendance and punctuality? Y/N</p> <ul style="list-style-type: none"> - Pro-actively promote and support the regular attendance of pupils - Effective reward/incentive strategies to promote participation 		
11	<p>Is there regular assessment and review of pupil progress? Y/N</p> <p>Provision agree to share weekly progress reports</p>		
12	<p>Are risk assessments completed for activities that pupils may undertake? Y/N (copy attached)</p>		
13	<p>Is there a full and clear pupil induction procedure regarding health and safety and fire evacuation? Y/N</p>		
14	<p>Are there robust procedures in place to safeguard children in line with KCSIE? Y/N</p> <p>Copy of providers Safeguarding/Child protection policy attached.</p>		
15	<p>Has evidence of staff receiving accredited child protection training been seen? Y/N</p> <p>Has evidence of DSL receiving training for their role been seen? Y/N</p> <p>Have contact details for DSL been provided? Y/N (attached).</p>		
16	<p>Copy of public liability insurance document attached.</p>		
17	<p>Is there a policy for when members of staff are working alone with pupils? Y/N (copy attached)</p>		
18	<p>Does the provider have an ICT policy that includes mobile phones? Y/N (copy attached)</p>		
19	<p>Copy of health and safety policy attached.</p>		
20	<p>Has written confirmation from the provider that staff vetting checks have been undertaken been received? Y/N</p> <p>Checks include;</p> <ul style="list-style-type: none"> • an identity check; • a barred list check; • an enhanced DBS check/certificate; • a prohibition from teaching check; • further checks on people who have lived or worked outside the UK • a check of professional qualifications, where required; and • a check to establish the person's right to work in the United Kingdom. <p>Has confirmation of these checks been added to the host school Single Central Record on the agency tab?</p>		
21	<p>Is there a Designated First Aid Officer and suitable equipment available? Y/N</p> <ul style="list-style-type: none"> - Qualified First Aiders identified 		

	<ul style="list-style-type: none"> - Recording system for accidents including informing host school and home - Historical or current RIDDOR investigations - Evidence of full first aid kit 		
22	Has confirmation been received from the provider that a representative will attend or contribute to multi-agency meetings (e.g. Child protection conferences and core group) when necessary? Y/N		

Action Plan

If 'no' is answered to any of the questions in Part 2 an action plan must be formulated to obtain information

Action reference number.	Area for improvement	Intended action

Signed by host school _____ Date _____

Signed by Alternative Provision _____ Date _____

