Schools Child Protection and Safeguarding Policy Framework for Children and Young People

PERSON RESPONSIBLE FOR POLICY:	***KARYN WILES***
APPROVED:	***18TH SEPTEMBER 2017***
SIGNED:	
TO BE REVIEWED:	***SEPTEMBER 2018***

At *The Griffin Federation* the named personnel with designated responsibility for safeguarding are:

Designated Safeguarding Lead	**Deputy Designated Safeguarding Lead**	**Safeguarding Governor**
Karyn Wiles	*Sarah Wells Westmere* *Louise Richardson GDE* *Sally Massey HSM*	*Heather Church*

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

Designated Senior Manager (normally the Headteacher)	**Deputy Designated Senior Manager**	**Chair of Governors (in the event of an allegation against the headteacher)**
Karyn Wiles	*Sarah Wells Westmere* *Louise Richardson GDE* *Sally Massey HSM*	*David Oxtoby*

SAFEGUARDING DEFINITION:

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

- Protecting children from maltreatment;
- Preventing impairment of children's health or development;
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best outcomes
  ("Working Together to Safeguarding Children" DfE 2015)

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

RATIONALE:

At *The Griffin Federation* we recognise the responsibility we have under Section 175 (LA Schools)/157 (Academies and Independent Schools) of the Education and Inspections Act 2002, to have arrangements for safeguarding and promoting the welfare of children. This policy demonstrates the schools commitment and compliance with safeguarding legislation. Through their day-to-day contact with pupils and direct work with families, staff at our school have a crucial role to play in noticing indicators of possible abuse or neglect and referring them to Children's Services (in Lincolnshire or neighbouring authorities dependent upon the child's area of residence). This also involves understanding serious case reviews and how to improve practice to prevent children from falling through the gaps.

PURPOSE:

The purpose of the policy is to ensure that:

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

The procedures contained in this policy apply to all staff, volunteers, sessional workers, students, agency staff or anyone working on behalf of *The Griffin Federation.*

They are consistent with Lincolnshire Local Safeguarding Children's board (LSCB) multi-agency child protection procedures. www.lincolnshire.gov.uk/lscb

TERMINOLOGY:

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

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

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

Child refers to all young people who have not yet reached the age of 18.

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

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There are 4 main elements to the Policy:

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

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

3 Support to children – who may have been abused.

4 Preventing unsuitable people working with children – by following the DfE guidance in Keeping Children Safe in Education - September 2016 together with the school's individual procedures.

1 PREVENTION

The school will establish an ethos where:

1.1 Children feel secure in a safe environment in which they can learn and develop

1.2 Children know that there are adults in the school whom they can approach if worried or in difficulty.

1.3 Adequate signposting to external sources of support and advice is in place for staff, parents and pupils

1.4 Importance and prioritisation is given to equipping the children with the skills needed to stay safe; including providing opportunities for Personal, Social and Health Education throughout the curriculum.

1.5 Children develop realistic attitudes to their responsibilities in adult life and are equipped with the skills needed to keep themselves safe; including understanding and recognition of healthy/unhealthy relationships and support available

1.6 It is ensured that children can recognise and manage risks in different situations, including on the internet, being able to judge what kind of physical contact is acceptable and unacceptable, recognise when pressure from others, including people they know, threatens their personal safety and well-being and supports them in developing effective ways of resisting pressure.

1.7 All adults feel comfortable and supported to draw safeguarding issues to the attention of the Head Teacher and/or the Designated Safeguarding Lead and are able to pose safeguarding questions with "respectful uncertainty" as part of their shared responsibility to safeguard children 'Think the unthinkable' Keeping Children Safe in Education - September 2016.

1.8 Emerging themes are proactively addressed and fed back to the local authority and LSCB to ensure a coherent approach so that multi-agency awareness and strategies are developed.

1.9 There is a proactive approach to substance misuse. Issues of drugs and substance misuse are recorded and there is a standalone policy which is robustly delivered throughout the school and curriculum

1.10 Support and planning for young people in custody and their resettlement back into the school community is undertaken, where necessary, as part of our inclusive approach

1.11 It works in accordance with 'Working Together to Safeguard Children 2015' and supports the Lincolnshire Local Safeguarding Children Board (LSCB) Continuum of Need (see Appendix 2) to ensure children and young people receive the most appropriate referral and access provision; actively supporting multi agency planning for those children and, in doing so, providing information about the 'voice of the child' and the child's lived experience as evidenced by observations or information provided through the multi-agency forum.

1.12 Our school's arrangements for consulting with, listening and responding to pupils are *that every child is given the opportunity to talk if needed. If they share something during worry time then we record this and then talk to them without the other children present.*

1.13 There is a commitment to the continuous development of staff with regard to safeguarding training;

- All staff follow the LSCB 5 year training pathway (see Appendix 6) and receive a safeguarding update as part of their induction, and safeguarding training at least annually to enable them to understand and fulfil their safeguarding responsibilities effectively.
- In addition the DSL completes training at least every 2 years to help them understand their role and responsibilities
- The Designated Lead also follows the LSCB 5 year training pathway and attends the LSCB Inter-Agency Safeguarding training.
- Schools should consider whether they have one or more deputy safeguarding lead(s). Any deputy should be trained to the same standard as the designated safeguarding lead.
- The Designated Safeguarding Lead, and/or Deputy attend the termly briefings for Designated Safeguarding Leads coordinated by Lincolnshire County Council Safeguarding in Schools Team, therefore enabling them to remain up to date with Safeguarding practices and be aware of any emerging concerns/themes emerging in Lincolnshire. The expectation is that the Designated Lead will attend at least 2 briefings per academic year.

2 EARLY IDENTIFICATION RECOGNISING AND RESPONDING TO SAFEGUARDING NEEDS

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

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

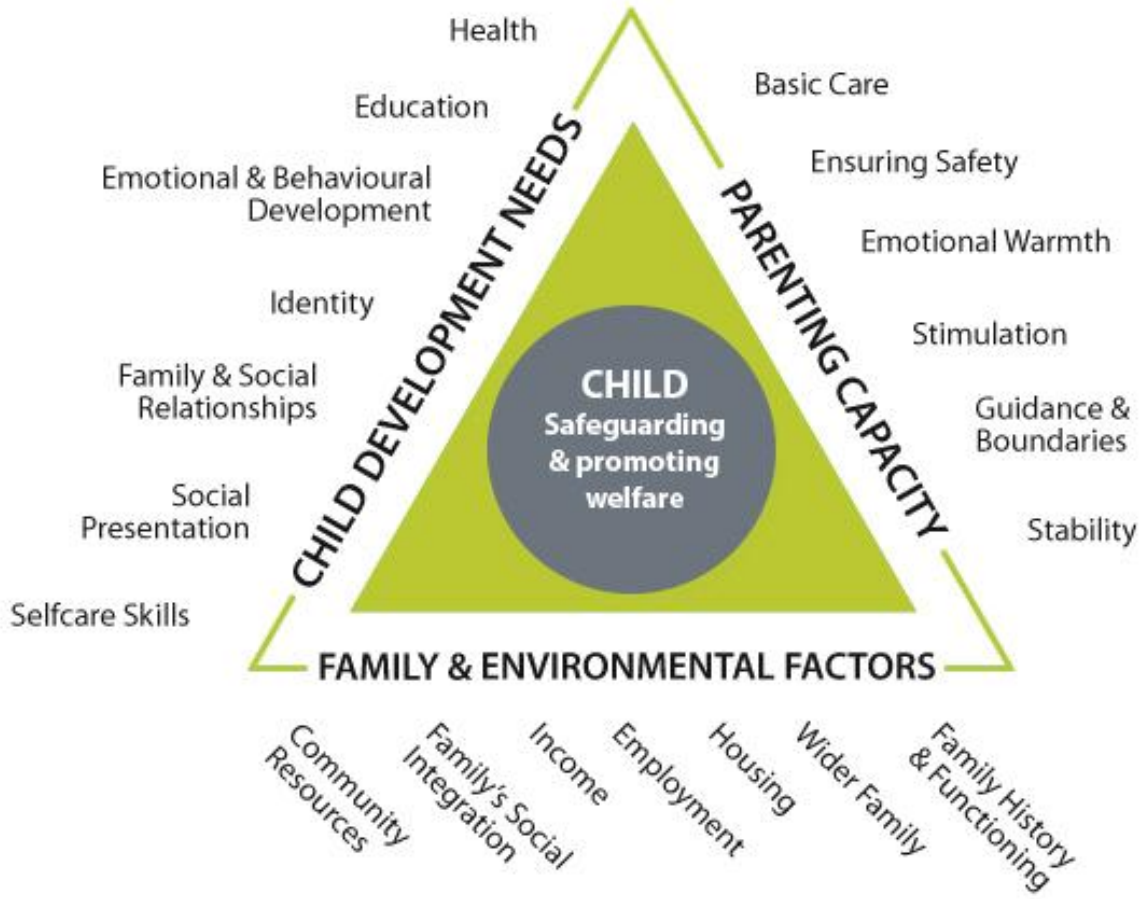
2.2 All staff should understand the 'Meeting the Needs of Children in Lincolnshire' procedures and know how to pass on any concerns no matter how trivial they seem. They are consistent with Lincolnshire's Local Safeguarding Children's (LSCB) child protection procedures.

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

2.4 The school knows how to identify and respond to:

Signs/symptoms of any type of abuse, e.g. Physical, Sexual, Emotional
Neglect – appendix 3 and 4 and useful information in the Safeguarding in Schools Training Package and on the NSPCC website
Drug/substance/alcohol misuse (both pupil and parent)
Child sexual exploitation / trafficked children
Children missing education
Domestic abuse
Sexting
Peer to peer abuse
Risky behaviours including concerns around extremism/radicalisation
Sexual health needs
Obesity/malnutrition
Inclusion and diversity including SEND, HIV, LGBT pupils
On line grooming – E Safety Advice here
Inappropriate behaviour of staff towards children – see section 14
Bullying, including homophobic, racist, gender and disability. Breaches of the Equality Act 2010.
Self Harm
Female Genital Mutilation & Multi-agency statutory guidance on FGM – April 2016
Forced Marriage
Unaccompanied asylum seeking children
Looked after Children

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



2.6 **Early Help**

Early Help is the term used to describe arrangements and services that identify the need for help for children and families as soon as the problems start to emerge, or when there is a strong likelihood that problems will emerge in the future. Working Together to Safeguard Children (2015) identifies the critical features of effective Early Help as:

A multi-disciplinary approach that brings a range of:

- Practice that empowers families and helps them to develop the capacity to resolve their own professional skills and expertise through a "Team around the Child" approach.
- A relationship with a trusted lead professional who can engage with the child and their family, and coordinate the support needed from other agencies
- A holistic approach that addresses the children's needs in the wider family context
- Simple, streamlined referral and assessment process
- Early Help in Lincolnshire includes both the TAC and ESCO process. Signs of Safety is embedded throughout. ESCO is similar to the TAC process but specifically supports the care coordination of Children with Disabilities (CWD) Further information can be seen at www.lincolnshire.gov.uk/ESCO All forms and guidance for Early Help including Signs of Safety, TAC Handbook, TAC Consultants contact details etc. are available at www.lincolnshirechildren.net

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

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

- Early identification of needs
- Assessing strengths and needs in a consistent and methodical framework
- Developing and delivering an integrated services
- Reviewing and refining the support arrangements

2.8 **Support and Guidance Available;** Please refer also to the LSCB Website and publications (Particularly 'Meeting the Needs of Children in Lincolnshire') at www.lincolnshire.gov.uk/lscb. In addition the following staff are available to support professionals;

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

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

TAC Administrators provide administrative support, maintain records, monitor processes, and can signpost professionals to local services. Contact tacadmin@lincolnshire.gcsx.gov.uk

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

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

3 PROCEDURES AND RECORD-KEEPING

The Griffin Federation will follow Lincolnshire's safeguarding procedures with reference to Lincolnshire's LSCB "Managing Individual Cases where there are Concerns about a Child's Safety and Welfare" (*section 4 of LSCB Inter-Agency procedures)* All staff know they must complete a concern form and give this to the DSL immediately. If the DSL is not available, then the staff member must pass this to the Deputy DSL. Staff also are made aware that if they can't contact anyone they should refer to the CSC.

The school will ensure that:

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

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

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

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

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

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

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

3.7 Staff must report any concerns about adults who work with children or young people to the headteacher or to the Chair of Governors in the event of an allegation of abuse made against the headteacher. The Head or Chair must seek advice from the Local Authority Designated Officer (LADO) Tel: 01522 554674 (see Section 4 of Keeping Children Safe in Education - September 2016) The Emergency Duty Team should be contacted outside normal working hours 01522 782333.

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

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

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

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

4 ROLES AND RESPONSIBILITIES

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

4.1 Knows the name of the Designated Safeguarding Lead (DSL) and deputy and his/her role and responsibility.

4.2 has read part 1 of Keeping Children Safe in Education - September 2016.

4.3 Has an individual responsibility to refer Safeguarding (Child Protection) concerns.

4.4 knows what to do if a child tells them he/she is being abused or neglected (appendix 5) and What to do if you are worried a child is being abused – Advice for practitioners.

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

- their personal responsibility / code of conduct / teaching standards
- School and LSCB child protection procedures and how to access them
- the need to be vigilant in identifying cases of abuse at the earliest opportunity
- how to support and respond to a child who discloses significant harm
- in addition the DSL completes training at least every 2 years to help them understand their role and responsibilities

4.6 Knows their duty concerning unsafe practices in regard to children by a colleague or any other adult that works with children.

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

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

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

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

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

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

4.13 Notify any allocated Social Worker if:

- a pupil subject to a Child Protection Plan (CPP) is excluded (fixed term or permanent)
- there is an unexplained absence of a pupil on a CPP of more than 2 days or 1 day following a weekend, or as agreed as part of a CPP.

4.14 Follow Lincolnshire's policy and statutory guidance on Children Missing Education (CME).

4.15 Ensure all staff in scope of the Disqualification by Association 'Disqualification Under the Childcare Act 2006' have completed a Disqualification Declaration

4.16 Ensure that all staff are aware of their duties under the Serious Crimes Act 2015 to report known instances of female genital mutilation (FGM) to the police via the 101 number.

4.17 Ensure all staff have the skills, knowledge and understanding necessary to keep looked after children safe.

5 SUPPORTING VULNERABLE PUPILS AT RISK

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

- assumptions that indicators of possible abuse such as behavior, mood and injury relate to the child's disability without further exploration;
- vulnerable children can disproportionately be impacted by things like bullying – without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers

The school will endeavour to support vulnerable pupils through:

- Its ethos which promotes a positive, supportive and secure environment; giving pupils a sense of being valued.

- Its behaviour policy aimed at supporting vulnerable pupils in school. All staff will agree a consistent approach which focuses on the behaviour of the offence committed by the child; working to support children in developing positive behaviour.

- Liaison with other appropriate agencies which support the pupil.

- Developing supportive relationships.

- Recognition that children living in difficult home environments are vulnerable and are in need of support and protection.

- Monitoring pupil welfare, keeping accurate records and notifying appropriate agencies when necessary.

- Allowing designated staff opportunity to attend face to face Safeguarding in Schools briefings/ LSCB multi-agency training. (For example Prevent, Child Sexual Exploitation guidance, domestic violence, drugs / alcohol substance misuse etc.)

- Ensuring information is transferred safely and securely when a pupil with a Safeguarding Record transfers to another school. Also notifying Key workers or social workers where a child leaves the school (as appropriate)

- Following Lincolnshire's procedures for Child Sexual Exploitation including using the CSE Risk Assessment Toolkit as necessary.

6 EXTREMISM AND RADICALISATION

6.1 *The Griffin Federation* seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation.
The Griffin Federation is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

Prevention work and reductions of risks will include the RE curriculum, SEND policy, assembly policy, the use of school premises by external agencies, integration of pupils by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy"

This school adheres to the Prevent Duty Guidance for England and Wales July 2015

6.2 Risk assessment

Settings need to assess the risk, with local partners, of their children being drawn into terrorism, as well as their support for extremist ideas and terrorist ideology. They should have robust safeguarding policies to identify children at risk, appropriate intervention and the most appropriate referral option. The policy should also cover the suitability of visiting speakers.

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

6.3 Working in Partnership

Lincolnshire settings are required to ensure that their safeguarding arrangements take into account policies and procedures of Lincolnshire Safeguarding Children Board

The key aim of the PREVENT strategy in Lincolnshire is:

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

Experience has shown that the best results are achieved by:

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

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

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

6.4 Staff training

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

All staff can undertake PREVENT e-learning via the LSCB website. Face to face learning is available to book via the Stay Safe partnership website.

6.5 Referral Process

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

6.6 IT policies

Settings are expected to ensure that children are safe from online terrorist and extremist material, typically via appropriate levels of filtering.
Settings can require pupils and staff to abide by acceptable user polices which make clear that accessing such sites is unacceptable. Using school equipment to send terrorist publications to others would be a criminal offence.

6.7 Monitoring and enforcement

Ofsted inspectors will assess the settings approach to keeping children safe from the dangers of radicalisation and extremism and what is done when the setting suspects that pupils are vulnerable to these threats. If a setting is considered to be failing in this regard or if their staff or children's safety is threatened, maintained schools will be subject to intervention and academies or free schools may be subject to termination of funding. For independent schools in England or Wales, they must remedy any

failing or be subject to regulatory action. Early years settings are also covered by this monitoring provision.

6.8 Wider issues to consider:

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

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

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

7 FEMALE GENITAL MUTILATION (FGM)

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

8 YOUTH PRODUCED SEXUAL IMAGERY (SEXTING)

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

There are a number of definitions of sexting but for the purposes of this policy sexting is simply defined as:
Images or videos generated
• by children under the age of 18, or
• of children under the age of 18 that are of a sexual nature or are indecent.

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

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

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

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

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

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

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

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

Securing and handing over devices to the police

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

9 PEER TO PEER ABUSE

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

Types of abuse

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

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

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

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

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

Expected action taken from all staff
Although the type of abuse may have a varying effect on the victim and initiator of the harm, we follow simple steps to help clarify the situation and establish the facts before deciding the consequences for those involved in perpetrating harm.
It is important to deal with a situation of peer abuse immediately and sensitively. It is necessary to gather the information as soon as possible to get the true facts around what has occurred as soon after the child(ren) may have forgotten. It is equally important to deal with it sensitively and think about the language used and the impact of that language on both the children and the parents when they become involved. For example; we do not use the word perpetrator, as this can quickly create a 'blame' culture and leave a child labelled.

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

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

Further detail is within our peer to peer abuse policy.

10 SAFER RECRUITMENT AND PROFESSIONAL BOUNDARIES

The school pays full regard to DfE guidance Keeping Children Safe in Education – September 2016 and with reference to the 'Position of Trust' offence (Sexual Offences Act 2003). We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult, which includes Governors in maintained schools who are required to have an enhanced criminal records certificate. We do this by:

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

10.2 In February 2015 the DfE issued additional guidance about disqualification by association 'Disqualification Under the Childcare Act 2006' which applies to those staff employed and/or provide childcare in either the early years (birth until end of reception age – all day) or later years (children under the age of 8 if attending childcare clubs before or after school). Schools will need to ask those staff in scope to complete a disqualification declaration. Upon return schools should contact their HR adviser and LADO where a positive declaration has been made.

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

10.4 Ensuring any disciplinary proceedings against staff related to Child Protection matters are concluded in full in accordance with Government guidance Keeping Children Safe in Education – September 2016 and LSCB, LADO and HR Policy, procedures and guidance.

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

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

10.7 Supporting staff confidence to report misconduct.

10.8 At least one member of every recruitment panel has completed Safer Recruitment training within the last 5 years. The local authority recommend as best practice that at least one person in school has completed the LSCB face to face Safer Recruitment within the last 5 years. E-learning is also available. Training is available to book at www.lincolnshire.gov.uk/lscb (click 'Training')

11 WHISTLEBLOWING PROCEDURE

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

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

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

The governing body minutes should include a record of:

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

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

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

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

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

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

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

12 COMMUNICATION WITH PARENTS AND CARERS

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

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

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

13 GOVERNING BOARD RESPONSIBILITIES

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

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

13.1 Has robust Safeguarding procedures in place.

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

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

13.4 Has a member of the Leadership Team who is designated to take lead responsibility for dealing with Safeguarding and Child Protection issues and a Deputy Safeguarding Lead is in place.

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

13.6 Is supported by the Governing Board nominating a member responsible for liaising with the LA and/or partner agencies in the event of allegations of abuse against the Headteacher; this is the Chair.

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

13.8 Carries out an annual Safeguarding Audit in consultation with the Governing board, sharing this with the LSCB/Safeguarding in Schools team on request. Support available with this via safeguardinginschools@lincolnshire.gov.uk

14 (LADO) ALLEGATIONS MADE AGAINST ADULTS WHO WORK WITH CHILDREN

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

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

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

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

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

A LADO referral form (coming out Autumn 2017) should be completed for each contact with LADO & emailed to **LADO@lincolnshire.gcsx.gov.uk**

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

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

15 OTHER RELATED POLICIES

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

- **Acceptable Use policy**
- **Anti-Bullying policy**
- **Attendance policy**
- **Behaviour policy**
- **Child Sexual ExploitationToolkit and procedures**
- **Children Missing Education policy**
- **Complaints procedure/policy**
- **Data Protection/Information Sharing protocol**
- **Domestic Abuse Resource pack & policy**
- **Extremism and Radicalisation PREVENT guidance & policy**
- **E-Safety guidance & policy**
- **Guidance for Safer Working Practice for Adults who work with Children & Young People in Education Settings**
- **Intimate Care policy**
- **Keeping Children Safe in Education September 2016**
- **Meeting the Needs of Children in Lincolnshire**
- **Peer to Peer Abuse policy**
- **Professional Resolution and Escalation Protocol Flowchart**
- **Pupils living with HIV procedures**
- **Sexting in Schools & College Guidance**
- **SEND policy**
- **Staff Code of Conduct / Staff Handbook**
- **Team Around the Child (TAC) Handbook**
- **Working Together to Safeguard Children March 2015**

Appendix 1

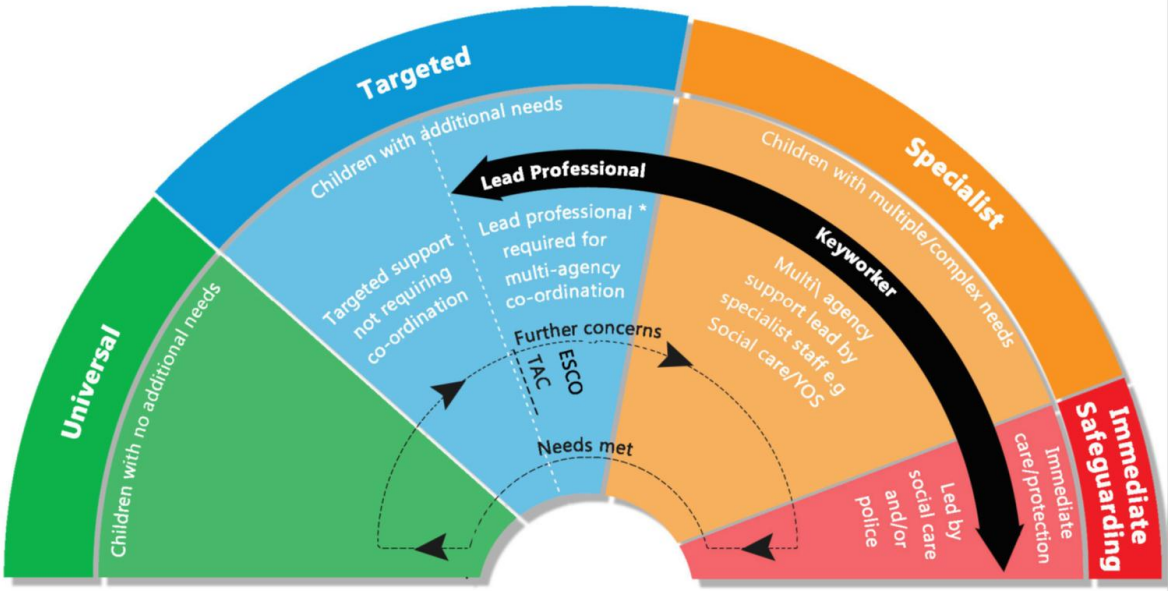
Staying Safe

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

Designated Safeguarding Lead	**Karyn Wiles**
Deputy Safeguarding Lead	**Sarah Wells** **Sally Massey** **Louise Richardson**
Our local contact numbers are:	
Safeguarding of children concerns *(Children living in Lincolnshire)*	**01522 782111** ***Lincolnshire's Children's Services Customer Service Centre for reporting concerns and Early Help Team for Advice*** **01522 782333** (6pm-8am + weekends and Bank Holidays) ***Emergency Duty Team***
Safeguarding of children concerns	**Cambridgeshire:0345 0451362** **Norfolk:0344 8008020**
Allegations against /concerns about adult(s) working with children	**Staff must report concerns to the headteacher or in the event of concerns about the headteacher concerns must be reported to the Chair of Governors.** **The Head/Chair must contact LADO to discuss concerns & course of action.** Lincolnshire Local Authority Designated Officers (LADO) **Paul Fisher & Rachel Powis** **01522 554674** **LADO@lincolnshire.gcsx.gov.uk**
Police *(Emergency)* **Police** *(Non Emergency)*	**999** **101** **01522 947590** (Lincolnshire Police Public Protection Unit, Central Referral Unit)
Safeguarding Children Officer (Education Settings) *for advice around safeguarding policy, audits etc.*	**01522 554695** Ruth Fox safeguardinginschools@lincolnshire.gov.uk Stay Safe Partnership **'Safeguarding in Schools' tab**

Continuum of Need

Appendix 2



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

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

☎ Tel: 01522 782111
☎ Tel: 01522 782333 (Emergency Duty Team for out of hours)

Appendix 3

DEFINITIONS OF ABUSE
"WORKING TOGETHER TO SAFEGUARD CHILDREN" 2015

Neglect

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

It may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate care-givers)
- ensure access to appropriate medical care or treatment.

It may also include unresponsiveness to, or neglect of a child's basic emotional needs.

Emotional Abuse

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on their emotional development. It may involve:

- conveying to them that they are worthless, unloved, inadequate, or valued only insofar as they meet the needs of another person.
- not giving them opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.
- developmentally inappropriate expectations being imposed; interactions that are beyond the child's developmental capability
- overprotection and limitation of exploration and learning
- preventing the child participating in normal social interaction.
- seeing / hearing the ill-treatment of another.
- serious bullying causing them frequently to feel frightened or in danger
- exploitation or corruption of them.

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

Sexual Abuse

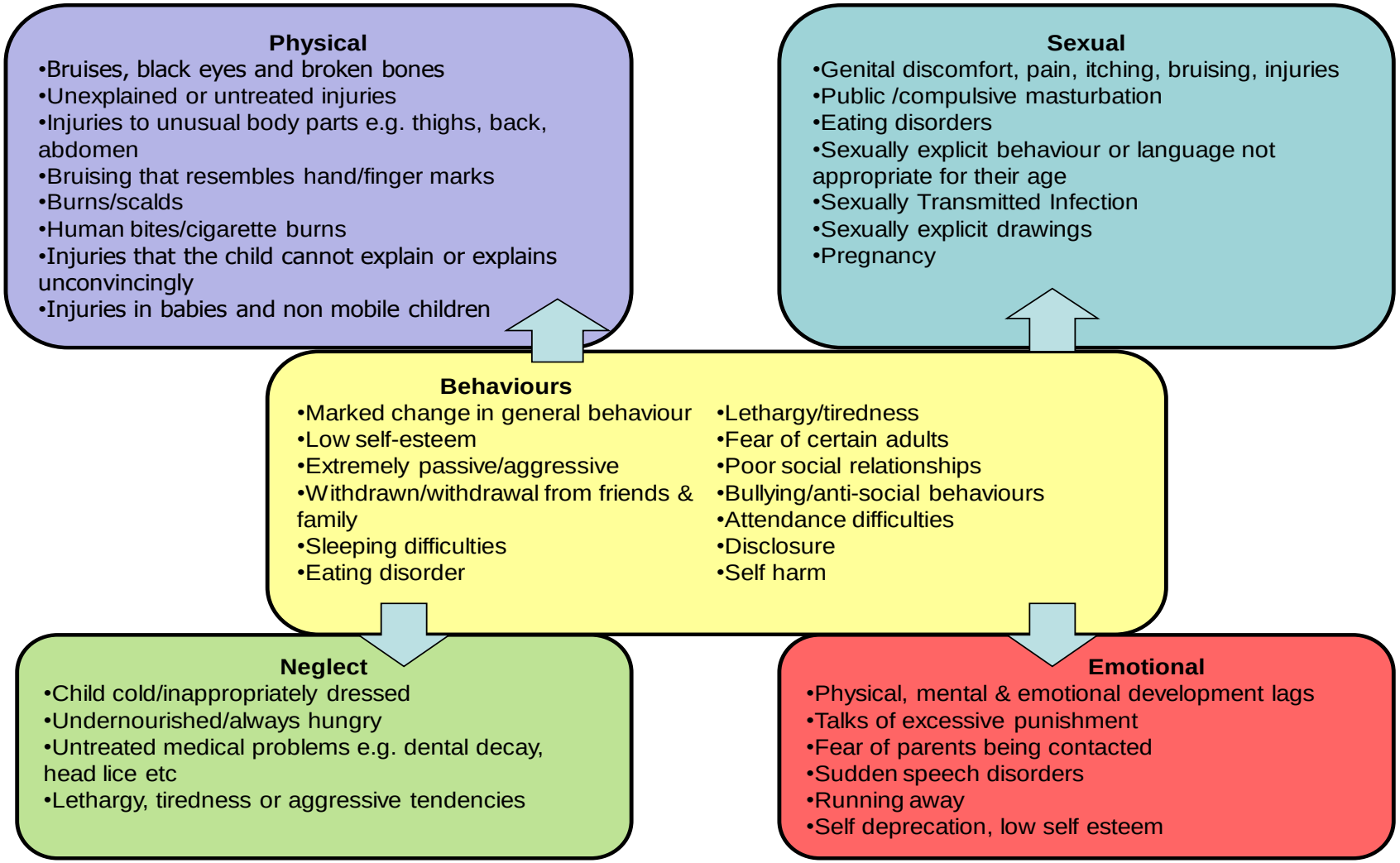
- forcing or enticing a child to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.
- physical contact: including assault by penetration e.g. rape or oral sex; or non-penetrative acts e.g. masturbation, kissing, rubbing & touching outside of clothing
- Non-contact activities: e.g. involving children in looking at/ in the production of sexual images/ activities, encouraging children to behave in sexually inappropriate ways, grooming a child in preparation for abuse.

Physical Abuse

A form of abuse which may involve:

- Hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating, or otherwise causing physical harm to a child.
- Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately induces illness in a child.
- Injuries in babies and non-mobile children

Symptoms of Abuse



Appendix 4

Appendix 5

Receiving Disclosures:

Receive

- Listen, try not to look shocked or be judgmental
- Believe what they say 'take it seriously'.
- Accept what the young person says.
- Don't make them feel bad by saying "you should have told me earlier"
- Don't 'interrogate' them – let them tell you, try not to interrupt
- Note the date and time, what was done, who did it, and where it took place
- Use the young person's own words
- Don't criticise the perpetrator
- Don't take photographs of any injuries
- Don't ask leading questions – use 'open' questions to clarify only (T.E.D)

Tell me what you mean by that?/ Can you **T**ell me how that happened?

Explain that to me

Describe that….

Reassure

- Stay calm, tell the young person they've done the right thing in telling you
- Reassure them they are not to blame
- Empathise – don't tell them how they should be feeling
- Don't promise confidentiality, explain who needs to know
- Explain what you'll do next
- Be honest about what you can do

Report and Record

- Make a Brief, accurate, timely and factual record
- Discuss with the Designated Safeguarding Lead (DSL) or their Deputy, without delay
- The Designated Safeguarding Lead will assess the situation and decide on the next steps

Things to include:

- Time and full date of disclosure/incident and the time and full date the record was made
- An accurate record of what was said or seen
- Whether it is 1st or 2nd hand information
- Whether the child was seen/spoken to
- Whether information is fact/ professional judgement
- Full names and roles/status of anyone identified in the report
- Avoid acronyms/jargon/abbreviations
- Sign the record with a legible signature.
- Record actions agreed with/by the Designated Lead

Records should be reviewed regularly and any new concerns should be added and responded to immediately.

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

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

Please note there is a statutory requirement for Designated Safeguarding Leads to attend training at least every two years that helps them understand their role and responsibilities. DSL's are reminded to ensure they complete their safeguarding refresher training and are strongly encouraged to attend training offered by the Early Help teams, e.g. Early Help & TAC Record Keeping, Voice of the Child etc. and attend TAC briefings. www.lincolnshire.gov.uk/tac

Lincolnshire Safeguarding Children Board (LSCB) 5 year training pathway is available at www.lincolnshire.gov.uk/lscb. Settings should plan their own 5 year pathway using training provided by a range of partners, e.g. LSCB, Stay Safe Partnership etc. in order to suit the needs of the school community. This should be adapted in order to reflect local and national guidance. Below is an example specifically for schools;

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

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

Schools should plan the 5 year pathway carefully, taking into consideration any gaps in staff knowledge, updates to statutory guidance documents and the needs of the children and young people in the setting and community. Always keep accurate records of staff safeguarding updates on a spreadsheet and remember to keep a central copy of any evidence of training, e.g. certificates. Include evidence of staff training and safeguarding input at staff meetings/in-house updates etc., of which there may be several annually.

Support is available from safeguardinginschools@lincolnshire.gov.uk

We offer three support packages;

1) The Training Package containing a Trainer Manual, delegate workbook, PowerPoint presentation with training notes along with certificate templates.
2) Self-Assessment online Safeguarding Audit tool
3) Termly Safeguarding Briefings – an opportunity to regularly meet with other designated safeguarding leads, discuss the latest updates and hear from a range of speakers on a variety of safeguarding topics.