

Clitheroe Royal Grammar School

Child Protection Policy

December 2015

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Child Protection Policy

Staff members responsible: Mr J L Powell and Mrs C S Reeves

Governors' Committee: Students and Staffing

Introduction

CRGS fully recognises its responsibilities for Child Protection.

All members of staff at Clitheroe Royal Grammar School have a crucial role to play in helping identify welfare concerns, and indicators of possible abuse or neglect, at an early stage: referring those concerns to the appropriate organisation, contributing to the assessment of a child's needs and where appropriate to on-going action to meet those needs.

Child protection is the responsibility of **all** adults and especially those working with children. The development of appropriate procedures and the monitoring of good practice are the responsibilities of the Lancashire Safeguarding Children Board (LSCB).

This policy has been produced in-line with guidelines produced by the LSCB. This policy applies to all staff and volunteers working with students in Clitheroe Royal Grammar School

The Children Acts (1989 & 2004) draw attention to the responsibilities of all adults to uphold the rights of children and to work together to protect them and promote their welfare in every way. A range of documents, circulars and guidance for good practice governs Child Protection work at Clitheroe Royal Grammar School.

All members of the School's staff are issued with a copy of this policy as well as the Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings (March 2009) and Keeping Children Safe in Education (KCSIE, 2015). In all instances, staff must sign to confirm that they have read and understood the policy and guidance and that they have discussed with the Designated Safeguarding Lead, anything that they do not understand. This policy should be considered alongside policies including, the Special Educational Needs Policy, Anti-bullying policy, Care and Control of students, Emotional health and wellbeing, Medical needs and the Whistle blowing policy.

Key documents, which underpin this policy, and could form additional reading, are:

- a. Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings (March 2009).
- b. Lancashire Safeguarding Children Board 'Safeguarding Children Procedures' (May 2015) - <http://panlancashirescb.proceduresonline.com/index.htm>
- c. Keeping Children Safe in Education (KCSIE) (DfE, July 2015)
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- d. Working Together To Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children (DfE 2015);
<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>
- e. What To Do If You're Worried A Child Is Being Abused (DfE 2015)
<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>
- f. Disqualification under the Childcare Act 2006 -

<https://www.gov.uk/.../disqualification-under-the-childcare-act-2006>

- g. The Childcare Act 2006 – Disqualification Requirements.
- h. The Early Years Foundation Stage Framework section 3 – the Safeguarding and Welfare Requirements, September 2014.

Students have a fundamental right to be protected from harm. They can only be properly educated if they feel secure. The following categories of abuse are recognised and described in this policy, as are procedures to protect students from such neglect:

- 1. neglect
- 2. physical injury
- 3. sexual abuse
- 4. emotional abuse

Aims and Objectives

Our aim is to safeguard and promote the welfare of the children in our care in every way:

Our child protection policy aims to provide clear direction to staff and others about expected codes of behaviour in dealing with child protection issues. It also makes explicit the school's commitment to the development of good practice and sound procedures, to ensure that child protection concerns and referrals may be handled sensitively, professionally and in ways which prioritise the needs of our students.

A good Safeguarding organisation will have all of the aspects of the exemplar below in place



Our school fully recognises the contribution it can make to protect children and support pupils in school.

There are three main elements to our Child Protection Policy.

- (a) **Prevention:**
Creating a positive school atmosphere, teaching and pastoral support to pupils where children have opportunities to have a voice and that their wishes and feelings are listened to and taken into account.
- (b) **Protection:**
By following agreed procedures, ensuring staff are trained to recognise possible signs and symptoms of abuse and are trained and supported to respond appropriately and sensitively to child protection concerns.
- (c) **Support:**
To pupils and school staff and to children who may have been abused.

School Commitment

We recognise that high self-esteem, confidence, peer support and clear lines of communication with trusted adults help all students, and especially those at risk of or suffering significant harm.

Our school will therefore:

- (a) Establish and maintain an ethos where students feel safe and secure and are encouraged to talk, and are listened to.
- (b) Ensure that they have opportunities to talk and their wishes and feeling are sought, listened to and taken into account.
- (c) Ensure that students know that there are adults in the school who they can approach if they are worried or are in difficulty.
- (d) Include in the curriculum, activities and opportunities for PSHE, which equip students with the skills they need to stay safe and / or communicate their fears or concerns about abuse – (with more information available from pastoral and Safeguarding Leaders).
- (e) Include in the curriculum, material which will help students develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills – (with more information available from pastoral and Safeguarding Leaders).
- (f) Ensure that every effort will be made to establish effective working relationships with parents and colleagues from other agencies.

Framework - Effective safeguarding systems are those where all students are safeguarded and students who are at risk are supported:

- a. The child's needs are paramount, and the needs and wishes of child, be they be a baby or infant, or an older child, should be put first, so that every child receives the support they need before a problem escalates;
- b. All professionals who come into contact with children and families are alert to their needs and any risks of harm that individual abusers, or potential abusers, may pose to those children;
- c. All professionals share appropriate information in a timely way and can discuss concerns about an individual child with the Designated Safeguarding Lead (DSL) and recognise their responsibilities in sharing information with the local authority children's social care where they feel that appropriate action has not been taken by the DSL or their concerns have not been taken seriously.
- d. High quality professionals are able to use their expert judgement to put the child's needs at the heart of the safeguarding system so that the right solutions can be found for each individual child;
- e. All professionals contribute to whatever actions are needed to safeguard and promote the child's welfare and take part in regularly reviewing the outcomes for the child against specific and outcomes. (Working Together to Safeguard Children 2015)

- f. Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. Our school may be the only stable, secure and predictable element in the lives of children at risk. Whilst at school, their behaviour may still be challenging and defiant and there may even be moves to consider suspension or exclusion from school.
- g. It is also recognised that some children who have experienced abuse may in turn abuse others. This requires a considered, sensitive approach in order that the child can receive appropriate help and support. We will endeavour to support students through the measures identified above.
- h. We ensure that staff and student safety and security are ensured by requiring all staff to read, sign for and follow the Guidance for Safer Working Practices.

Supporting students:

We will endeavour to support all students through:

- a. The curriculum, to encourage self-esteem and self-motivation;
- b. The school ethos, which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued;
- c. The implementation of school behaviour management policies (required under the Code of Practice, 1993 Education Act)
- d. A consistent approach, which recognises and separates the cause of behaviour from that which the child displays. This is vital to ensure that all children are supported within the school setting;
- e. Regular liaison with other professionals and agencies who support the pupils and their families, in-line with appropriate confidentiality parameters;
- f. A commitment to develop productive, supportive relationships with parents, whenever possible and so long as it is in the child's best interests to do so.
- g. The development and support of a responsive and knowledgeable staff group trained to respond appropriately in child protection situations.

Summary of in-school responsibilities for safeguarding children:

1. Safer Schools, Safer Staff - The role of the Governing Body

The Governing Body will ensure that:

- 1. There is a clear accountability for the commissioning and / or provision of services designed to safeguard and promote the welfare of children.
- 2. There is a senior board level lead to take leadership responsibility for the school's safeguarding arrangements (i.e. A Nominated Governor).
- 3. The school has a child protection policy and procedures in place which are provided to and read by all staff – including temporary staff and volunteers on induction. These are in accordance with government guidance and refer to locally agreed inter-agency procedures put in place by the LSCB, which are updated annually, and available publicly either via the school website or by other means.
- 4. All staff read at least part one of DfE statutory Guidance *Keeping Children Safe in Education*.
- 5. All staff undertake appropriate child protection training.
- 6. A senior member of the school's leadership team is designated to take lead responsibility for child protection (Designated Safeguarding Lead). This is explicit in the DSL's job description (Annex B KCSIE 2015) and there is always "cover for the role" i.e. a backup DSL.

7. The DSL has the appropriate authority and the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children.
8. A designated teacher is appointed to promote the educational achievement of children who are looked after and to ensure that this person has appropriate training.
9. The school has a staff behaviour policy (code of conduct) provided to all staff – including temporary staff and volunteers, on induction.
10. The school has written recruitment and selection policies and procedures in place at least one person on any appointment panel has undertaken safer recruitment training.
11. The school operates safe recruitment procedures and makes sure that it adheres to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required; and ensures volunteers are appropriately supervised.
12. The school has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures.
13. A governor is nominated to be responsible for liaising with the LA and/or partner agencies in the event of allegations of abuse being made against the head teacher.
14. There are procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned.
15. It considers how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social health and economic education (PSHE), and/or through sex and relationship education (SRE).
16. There are procedures in place to handle allegations against other children.
17. Where services or activities are provided on the school premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the school on these matters where appropriate.
18. There is an annual review of policies and procedures/safeguarding arrangements and this is presented to the governing body by way of the governors audit tool.
19. Without delay, any deficiencies or weaknesses regarding child protection arrangements are remedied.

The Nominated Governor is Dr Andrew Clayton. The Nominated Governor is responsible for liaising with the DSLs and Headteacher over all matters regarding child protection issues. The role is strategic rather than operational – the governor nominated will not be involved in concerns about individual pupils. The Nominated Governor will attend specific training on his/her role.

The Nominated Governor should liaise with the DSLs and Headteacher to produce a twice yearly report for governors, via the Staffing and Students Committee or another committee as deemed appropriate.

In line with part three of KCSIE 2015, our governing body will take steps to prevent people who pose a risk of harm from working with children by adhering to the statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required and ensuring volunteers are appropriately supervised. The school should have written recruitment and selection policies and procedures in place.

The level of DBS certificate required, and whether a prohibition check is required, will depend on the role and duties of an applicant to work in a school or college, as outlined in this guidance. It is recognised that for most appointments, an enhanced DBS certificate, which includes barred list information, will be required as the majority of staff will be engaging in regulated activity (as defined in KCSIE 2015).

Procedures in the event of an allegation against a member of staff

In line with part four of KCSIE 2015, the governing body will ensure there are procedures in place to handle allegations against members of staff and volunteers. Such allegations should be referred to the LADO at the local authority. The Governing Body must also ensure that procedures are in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned.

If the allegation is against a member of staff/volunteer then the Headteacher is the Case Manager who deals with this and liaises with the Local Authority. If the allegation is against the Headteacher then the Case Manager who deals with this is the Chair of Governors.

In all instances, the Case Manager has no role of investigation at the onset of the allegation and advice should be sought from the LADO (Local Authority Designated Officer for Allegations) 01772 536694 or Safeguarding in Education Team 01772 531196.

Parents or carers of a child or children involved should be told about the allegation as soon as possible (if they do not already know). However, there will be some cases that require a strategy discussion with CSC and/or the police and it will be within the strategy discussion that decisions are made as to what information can be disclosed to parents or carers. (KCSIE 2015 para 122, p.43)

The Counter Terrorism and Security Act 2015

The Counter Terrorism and Security Act 2015 was published on 12th March 2015. Section 26 of the Act places a duty on schools in England (and Wales) to prevent people being drawn into terrorism. This duty applies to all schools. Statutory guidance has been published and comes into force on 1st July 2015.

Schools leaders (including governors) must:

- establish or use existing mechanisms for understanding the risk of extremism
- ensure staff understand the risk and build capabilities to deal with it
- communicate and promote the importance of the duty
- ensure staff implement the duty effectively

Other duties on schools include:

- effective partnership working with other local agencies, e.g. LSCB, police, health, etc.
- information sharing
- maintaining appropriate records
- assessing local risk of extremism (including Far Right extremism)
- demonstrating they are protecting children
- developing clear protocols for visiting speakers
- safeguarding policies that take account of LSCB policies and procedures
- training staff to give them knowledge and confidence
- ensuring there is robust ICT protocols that filter out extremist materials
- school buildings must not be used to give a platform to extremists

Ofsted are responsible for monitoring how well schools are implementing this duty.

The Designated Safeguarding Leads will ensure that staff are aware of how to make a referral regarding any students that they have concerns about, using the CRGS CP forms in Appendix 3.

Confidentiality in relation to allegations

In the event of an allegation being made, our school will make every effort to maintain confidentiality and guard against unwanted publicity. Parents and carers will be made aware that (under section

141F of the Education Act 2011), there is a prohibition on reporting or publishing allegations about teachers, this includes via social media e.g. Facebook, Twitter etc. and if breached this could lead to prosecution. If parents or carers wish to apply to the court to have reporting restrictions removed, they will be advised to seek legal advice.

Go to: <http://panlancashirescb.proceduresonline.com/index.htm> and click on 'contents' and go to 'Chapter 6 – Safer Workforce'

2. The Headteacher will ensure that:

1. The policies and procedures adopted by the Governing Body, particularly concerning referrals of cases of suspected abuse and neglect, are fully implemented and followed by all staff.
2. They are the case manager and will liaise with the LA designated officer (LADO) in the event of allegations of abuse being made against a member of staff or volunteer.
3. They receive appropriate child protection training which is regularly updated.
4. They ensure that sufficient resources and time are allocated to enable the staff to discharge their responsibilities, will help to create an environment where all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children and will address any concerns sensitively and effectively in a timely manner in accordance with the agreed whistle blowing policies.

3. The Designated Safeguarding Leads (DSLs)

The DSLs are:

Jonathan Powell and Catherine Reeves.

The Back-up DSLs are:

Judith Child, Kate Johnston and Claire George.

Our school will ensure that the DSLs, Back-Up DSLs and the nominated governor for Child Protection attend training relevant to their role at intervals of **no longer than 2 years**. The DSLs/back-up DSLs will also attend Multi Agency Child Protection training (group 4 or 5 see below) within this timescale.

The DSL will ensure that there is always cover for this role including arrangements for any out of school provision that the school is responsible for and how managers contact the DSL if they are not in school at the time.

Managing referrals

The DSL will:

1. Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
2. Refer all cases of suspected abuse to the local authority children's social care.
3. Liaise with the Headteacher to inform them of issues ongoing enquiries under section 47 of the Children Act 1989 and police investigations.

Training

The DSL will access appropriate training carried out every two years in order to:

1. 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.
2. 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.
3. Ensure each member of staff has access to and understands the school's Child Protection Policy and Procedures, especially new and part time staff.
4. Be alert to the specific needs of children in need, those with Special Educational Needs and Young Carers.
5. Be able to keep detailed, accurate, secure written records of concerns and referrals.
6. Obtain access to resources and attend any relevant or refresher training courses.
7. Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.
8. They will also undertake other relevant training commensurate with their role, in line with LSCB best practice guidance, this will be minimally 1 other multi agency course within their 2 year refresher period (at Group 4 as a minimum).

Raising Awareness

The DSL will ensure the school's policies are known and used appropriately:

1. Ensure the school's Child Protection Policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.
2. Ensure the Child Protection Policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this – including the duty to prevent people being drawn into terrorism.
3. Link with the LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
4. Where students leave the school, ensure their Child Protection File is copied for any new school/college as soon as possible (LSCB best practice guidance is that this is within 15 working days of the student going off role) but transferred separately from the main student file, ensuring secure transit and confirmation of receipt should be obtained.
5. School will retain the original CP file in line with National Record Office guidelines along with a record of when and to which establishment the copy was sent. Minimally this will be for all students until their 25th Birthday.

Ensure that all staff and volunteers:

1. Read at least part one of Keeping Children Safe in Education 2015.
2. Are aware of systems at CRGS which support safeguarding and these will be explained to them as part of staff induction. This includes: the school's child protection policy; the school's staff behaviour policy (sometimes called a code of conduct); and the identity and role of the DSL.
3. Receive appropriate Child Protection Training, which is regularly updated.
4. Are aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.
5. Maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.
6. Where there are concerns about a student, raise these with the DSL and ensure that they are recording using the LCC proforma and certainly within 24 hours.
7. Understand that, whilst anyone can make a referral to CSC, that the correct CRGS procedure is to report their concerns to the DSL in the first instance. They should however, escalate their concerns for the student if they do not feel those concerns have been taken seriously &/ or procedures have not been followed &/or the student's situation does not appear to be

improving. They can make a referral to CSC by ringing 0300 1236720 and follow this up in writing on the CSC referral form within 48 hours and emailing it securely to cypreferals@lancashire.gov.uk. Prior to this, they can access advice from the safeguarding in education team on 01772 531196

All staff within school, whether in a paid or voluntary capacity and irrespective of their role, that come into contact with children, will receive safeguarding and child protection training at either group 1, 2 or 3 – this will be determined by their role within school. The DSLs should deliver this training.

Group	Group 1	Group 2	Group 3	Group 4	Group 5
Working Together' Definition	Any staff member having no contact or infrequent contact with children, young people and/or parents and carers	Those in regular contact or have a period of intense but irregular contact with children, young people and/or parents and carers	Members of workforce who work predominantly with children, young people and/or parents and carers	Members of the workforce who have particular responsibilities in relation to undertaking CP enquiries	Professional advisors and named and designated lead professionals for CP

Training will be provided for staff by the DSLs at least annually, following the updating of the policy. New members of staff will be provided with a copy of this policy and the Safer Working Practices document at a training session as part of the Staff Induction Process.

- Where the school has concerns about a student, the DSL, in consultation with appropriate staff, will decide what should happen next. See **Appendix 5** for the decision-making flowcharts. The appropriate forms: 'Internal Notification of CP/Welfare Concern to the DSL' (CP1a form), **or the** 'Record of 'Disclosure' from / about a Child' (CP1b form) – Appendix 3 – will be completed by staff.
- Child Protection information needs to be dealt with **in a confidential manner**. A **written record** will be made of what information has been shared, with whom, and when. Staff will be informed of relevant details when the DSL feels that the sharing of such knowledge will improve their ability to deal with an individual child and /or family. This will be on a need to know basis.
- The Child Protection Outcome form (CP2b form) will be completed by the DSL and feedback will be given to staff on a 'need to know' basis.

Child Protection Records and Monitoring

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

1. All concerns regarding children and any disclosures made will be recorded on the school proforma (and be hand written). This will be done as soon as possible and within 24 hours of the disclosure and then given to the DSL or if not available will be given to the backup DSL's. It is recognised that in some cases the initial reporting to the DSL will be verbal to enable a timely response to the concerns raised.
2. The DSL will then make a decision regarding any further action in accordance with the LSCB Continuum of Need and thresholds guidance. Where a referral to Children's Social Care and/or the police is required, it will normally be the DSL that undertakes this action, but recognising that anyone can make a referral to CSC and/or the police.
3. The child protection files are stored under lock and key in a central place and only those who are DSL trained have open access to them. The DSL/backup DSL will share information on a need to know basis. Access to these records by other staff, apart from the DSLs and the Headteacher is restricted.

4. Where students leave CRGS, we will ensure that their Child Protection File is transferred to the new school/college as soon as possible and in accordance with LSCB best practice guidance, (this will be within 15 working days of the student going off roll). It is recognised that best practice is that there will be a verbal handover between the DSL and the DSL at the receiving school/college prior to the file transfer happening. This will be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.
5. Child Protection records are stored securely and separate from academic records. They are kept for the period during which the student is attending the school and are then archived securely until 35 years after the closure, if there has been a referral, or until the child attains their 25th birthday if no referral has been made. The file is also kept for 35 years if they are a looked after child or have a statement of special educational, needs, even if no referral has been made.
6. Parents are made aware of information held on their children and kept up to date regarding any concerns or developments by the appropriate members of staff. The school will not disclose to a parent any information held on a child if it would put the child at risk of significant harm.
7. Child protection records received at transition points will be forwarded to the DSL, who will take any appropriate action necessary.
8. The DSL has responsibility to liaise with the local Children's Social Care (CSC) Integrated Services Team and other agencies in cases of abuse *of children up to the age of 18*.
9. In the case of all referrals, information sharing is on a need to know basis. The DSL will only inform the Headteacher of a formal referral, if it is deemed to be appropriate.
10. In cases of formal referral the DSL will refer these cases to Children's Social Care (CSC).
11. Should a Child Protection Conference be called concerning a student, the DSL would be the attendee from CRGS. Should they be unable to attend, then a Back-up DSL would attend.

4. All staff (including volunteers):

1. Will be subject to an Enhanced Disclosure and Barring Service (DBS) Disclosure including supply staff, work placement students, volunteers, etc.
2. Will, on induction, be given the LCC Induction Pack and the Keeping Children Safe in Education statutory guidance (Part 1), Guidance for Safer Working Practice for Staff who work in Education Settings March 2009, and the Child Protection Policy.
3. Will sign to say that they have received these documents, have read them and will work within them.
4. Will receive appropriate child protection training which is regularly updated.
5. Should, therefore, be familiar with the school's child protection policy including the identity and role of the Designated Safeguarding lead (DSL), issues of confidentiality.
6. Will follow the LSCB Child Protection Procedures:
7. <http://panlancashirescb.proceduresonline.com/index.htm>
8. Will also be expected to behave in accordance with the school's general behaviour policy
9. Will be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. See Appendix 1 for current definitions of abuse and examples of harm.
10. Maintain an attitude of 'it could happen here' where safeguarding is concerned – including with regard to the duty to prevent people being drawn into terrorism.
11. When concerned about the welfare of a child, staff members should always act in the interests of the child.

12. Understand that, whilst anyone can make a referral to Children's Social Care (CSC), that the correct school procedure is to report their concerns to the DSL in the first instance. They should however, escalate their concerns for the child if they do not feel those concerns have been taken seriously &/ or procedures have not been followed &/or the child's situation does not appear to be improving. They can make a referral to CSC by ringing 0300 1236720 and follow this up in writing on the CSC referral form within 48 hours and emailing it securely to cypreferrals@lancashire.gov.uk. Prior to this, they can access advice from the Safeguarding in Education Team on 01772 531196.

Taking Action to Ensure that Children are Safe

All Staff

1. Should deal with a disclosure of abuse from a child in line with the recommendations in **Appendix 2**. These must be passed to the DSL immediately, followed by a written account, within 24 hours at the latest.
2. Should record initial Child Protection/welfare concerns/concerns that young people might be at risk of being drawn into terrorism on the '**Internal Notification of CP/Welfare Concern to the DSL' (CP1a form)**, or the '**Record of 'Disclosure' from / about a Child' (CP1b form)** – **Appendix 3**. These forms are appended to this document and copies are available in both staffrooms, main offices and on the Child Protection and Safeguarding section of SharePoint. Completed CP1a or CP1b forms should be handed immediately (or within 24 hours at the latest) to one of the Designated Safeguarding Leads (DSLs) in a sealed envelope along with any other notes that have been made. *(Using the information on the CP1a/b form, the DSL will decide if a Child Protection Referral is required. The DSL will complete the '**Child Protection – On-going Monitoring Form' (CP2a form)** to record the actions taken. It is therefore essential that the CP1a/b forms are completed in sufficient detail. NB Guidance for schools on the management and support of young people who display problematic or sexually harmful behaviour, for example is available via mary.aurens@lancashire.gov.uk*
3. It is **not** the responsibility of the school staff to investigate or determine the truth of any disclosure or allegation of abuse or neglect. All staff, however, have a duty to recognise concerns and maintain an open mind. Accordingly all concerns indicating possible abuse or neglect will be recorded and discussed with the DSL or backup DSL prior to any discussion with parents.
4. Should be involved in monitoring and recording to support the implementation of individual education programmes and inter-agency child protection and child support plans. This will be recorded on the '**Child Protection – On-going Monitoring Form' (CP2a form)** - **Appendix 4**. This will record advice sought, actions taken, and who information has been shared with.

We recognise that, statistically, children with behavioural difficulties and disabilities are particularly vulnerable to abuse. School staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behaviour problems will need to be particularly sensitive to signs of abuse.

Teachers and other adults in school are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, pupils, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns.

It must also be stressed that children can be exposed to a range of issues, whether that be in their home environment or communities, examples of these would be where there is domestic abuse, drug or alcohol misuse, parental mental ill health issues, children vulnerable to violent extremism (radicalisation), female genital mutilation, honour based violence, child sexual exploitation and gang

activity, then children may also be particularly vulnerable and in need of support or protection. The procedures relating to these issues and others are detailed in the LSCB procedures.

Bruising to Non-Mobile Children (LSCB Procedures 1.3 points 24 – 26)

*[Definition of Non-Mobile: Children who are not yet crawling, shuffling, pulling to stand, cruising or walking independently. **The guidance also applies to older immobile children, for example immobility due to disability/illness.]***

All non-mobile children who are observed with injuries / bruises must be considered as possible subjects of non-accidental injury and referred for immediate paediatric assessment (non-mobile children include very young children or children of any age with motor development delays or physical disabilities that restrict mobility);

In addition: When there is no explanation or there is cause for concern about the explanation that is offered for the injury the child must be referred to children's social care to consider the need for a S.47 enquiry, as per current procedures;

Even if the explanation appears satisfactory children's social care (CSC) should still be informed of the referral for paediatric assessment (as per current procedures). In these circumstances CSC will review its records and any relevant information will be shared with the examining paediatrician. CSC will also assist with further information gathering at the request of the examining paediatrician should this be required

Go to Flowchart in Appendix 9 of this policy for the procedure.

Keeping Children Safe in Education in Part 1, lists a range of specific safeguarding issues , these are encompassed in Lancashire Safeguarding Children Board Procedures, within section 5 (Children in Specific Circumstances)

Go to <http://panlancashirescb.proceduresonline.com/index.htm> and click on 'Contents' and go to 'Children in Specific Circumstances'.

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

There is also further information on the Pan Lancashire Procedures regarding some of these issues, which have also been updated in the KCSIE guidance (July 2015):

Radicalisation:

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

Staff will be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. School staff will use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately following section 5.32 of the LSCB procedures. <http://panlancashirescb.proceduresonline.com/index.htm>. This will include making referrals to the Channel programme as appropriate.

Prevent Duty Guidance:

<https://www.gov.uk/government/publications/prevent-duty-guidance>

Paragraphs 57-76 of the Prevent guidance relates to schools

Female Genital Mutilation:

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

Indicators:

[FGM: multi agency practice guidelines:](https://www.gov.uk/government/publications/female-genital-mutilation-guidelines)

<https://www.gov.uk/government/publications/female-genital-mutilation-guidelines>

Pages 16 -17 - indicators

Pages 42 - the role of schools and colleges.

Also section 5.19 <http://panlancashirescb.proceduresonline.com/index.htm>

From, October 2015, all teachers who discover (either by disclosure by the victim or visual evidence) that FGM appears to have been carried out on a child under the age of 18 will immediately report this themselves to the police. They will consider discussing this with the DSL unless there is a specific reason to do so and involve CSC as appropriate. (Statutory duty to report from October 2015 – section 5B of the FGM Act 2003 (s74 as inserted – Serious Crime Act 2015).

Child Sexual Exploitation:

Sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive „something“ (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, attention, gifts, money) as a result of them performing, or others performing on them, sexual act or activities. Child sexual exploitation grooming can occur through the use of technology without the child's immediate recognition; for example being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability”.

Via the curriculum, staff will raise awareness around positive healthy relationships and where appropriate specifically raise awareness of CSE and the grooming process. Any concerns regarding CSE will be reported to the DSL who will follow the LSCB procedures as defined in section 5.22. <http://panlancashirescb.proceduresonline.com/index.htm>

For all Safeguarding issues:

a) Staff must immediately report:

- i. any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play.
- ii. any explanation given which appears inconsistent or suspicious.
- iii. any behaviours which give rise to suspicions that a child may have suffered harm (e.g. significant changes in behaviour, worrying drawings or play).
- iv. any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment.
- v. any concerns that a child is presenting signs or symptoms of abuse or neglect.
- vi. any significant changes in a child's presentation, including nonattendance.
- vii. any hint or disclosure of abuse or neglect received from the child, or from any other person, including disclosures of abuse or neglect perpetrated by adults outside of the family or by other children or young people.
- viii. any concerns regarding person(s) who may pose a risk to children (e.g. staff in school or person living in a household with children present) including inappropriate behaviour e.g. inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images.

b) Responding to Disclosure

Disclosures or information may be received from pupils, parents or other members of the public. School recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly all staff will handle disclosures with sensitivity. Any child who has communication difficulties will be given access to express themselves to a member of staff with the appropriate skills. Such information cannot remain confidential and staff will immediately communicate what they have been told to the DSL and make a contemporaneous record using the school pro forma.

Use of Mobile Phones and Cameras

All Staff

1. Students have their photographs taken so that we have a photograph for identification purposes on our School Information Management System.
2. Some photographs may also be taken to provide evidence of their achievements / for school publicity (e.g. for the school website / prospectus).
3. Photographs will be stored on the public drive.
4. Must therefore ensure that photographs and videos of students are not kept on school laptops or on their individual user areas.
5. Must drop off their camera/memory card (clearly labelled) in the box at Chatburn Rd reception so that the images can be copied to the central archive on the school network.
6. All staff (including volunteers), visitors, and students are not permitted to use their own mobile phones to take or record any images of students for their own records during session times, unless permission has been given by the DSL/another Senior Leader.
7. If this does take place (for example at a sporting event, or on a school visit) the same procedures apply, in terms of ensuring the images are removed from the hardware, as promptly as possible, and stored in the central archive on the school system.
8. The school's digital camera/s or memory cards must not leave the school setting unless on an official school visit/activity.
9. It is acknowledged that often photographs may contain other children in the background.

Under the Data Protection Act 1998, the school must seek parental consent to take photographs and use video recorders.

On admission, parents will be asked to sign the consent for photographs to be taken in school or by the media for use in relation to promoting/publishing the school. This consent will last for a maximum of 5 years only. This does not cover any other agency and if any other agency requests to take photographs of any child then separate consent before photographs are taken will be sought. NB the Procedures for use of Images is included in this policy as Appendix 7.

School cameras and school/staff personal mobile phones are prohibited in all student toilet areas. Staff should use their mobile phones with discretion when at work. The school does not insist that staff have their mobile phones turned off, but the devices should not disturb teaching and learning unless it is an urgent matter.

Related School Safeguarding Policies

Safeguarding is not just about protecting children from deliberate harm (child protection). It includes:

- a. protecting children from maltreatment
- b. preventing impairment of children's health or development
- c. ensuring that children are growing up in circumstances consistent with
- d. the provision of safe and effective care
- e. taking action to enable all children to have the best outcomes

and relates to:

- a. students' health and safety
- b. the use of reasonable force
- c. meeting the needs of pupils with medical conditions
- d. providing first aid
- e. educational visits and work experience
- f. intimate care
- g. internet or e-safety
- h. appropriate arrangements to ensure school security, taking into account the local context.
- i. rigour with which absence is followed up
- j. decision-making process involved in taking pupils off roll
- k. care taken to ensure that pupils placed in alternative provision are safe at all times

Safeguarding can involve a range of potential issues such as:

- a. Child sexual exploitation
- b. Bullying including cyberbullying
- c. Domestic abuse
- d. Drugs and/or alcohol
- e. Fabricated or induced illness
- f. Faith abuse
- g. Female genital mutilation
- h. Forced marriage and honour based violence
- i. Gangs and youth violence
- j. Gender based violence/violence against women and girls
- k. Mental health
- l. Private fostering
- m. preventing radicalisation
- n. Sexting
- o. Teenage relationship abuse
- p. Trafficking.

Go to <http://panlancashirescb.proceduresonline.com/index.htm> and click on 'Contents' and go to 'Children in Special Circumstances'.

This policy should be considered alongside other related policies in school, including

1. Medical Needs Policy
2. School Security Policy
3. Code of Conduct
4. Behaviour Policy
5. Self-Harm Policy
6. Confidentiality Policy
7. Emotional Health and Well-being Policy
8. Care and Control of Students Policy
9. Anti-bullying Policy
10. Special Education Needs Policy
11. Sex and Relationships Education Policy
12. Equality Policy
13. Educational Visits Policy
14. Drug Policy
15. Health and Safety Policy
16. ICT Policy
17. Safer recruitment Policy
18. Whistleblowing Policy

Confidentiality

Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection.

The basic principles of information sharing are the 7 Golden Rules of Information sharing (Data Protection Act (1998 & 2008)). See Appendix 8 of this policy.

Staff will be reminded on a regular basis of the 7 Golden Rules and within Child Protection training will be informed that they must never promise to keep secrets, that if a child ask them to keep a secret they will tell them that them that cannot keep secrets and that any information that indicates that they or another child or adult is being harmed or is at risk of being harmed will be shared with DSL's/backup DSL's named within this policy. See Appendix 2 of this Policy 'Talking and Listening To Children'

Professionals can only work together to safeguard children if there is an exchange of relevant information between them. This has been recognised in principle by the courts. Any disclosure of personal information to others, [including Children's Social Care Services], must always have regard to both common and statute law.

Normally, personal information should only be disclosed to third parties (including other agencies) with the consent of the subject of that information (*Data Protection Act 1998, European Convention on Human Rights, Article 8*). Wherever possible, consent should be obtained before sharing personal information with third parties. In some circumstances, consent may not be possible or desirable but the safety and welfare of a child dictate that the information should be shared. The law permits the disclosure of confidential information necessary to safeguard a child or children. Disclosure should be justifiable in each case, according to the particular facts of the case, and legal advice should be sought if in doubt.

Date of last review:	December	2015
Date of approval by the Governing Body:	December	2015
Date of next review:	July	2016

School Child Protection Procedures

The Designated Safeguarding Lead will ensure that the school Child Protection policy is made publically available and that parents are aware of the fact that all cases of suspected abuse or neglect will be referred to Children's Social Care and the school/colleges' role within this. That staff know the policy and use it appropriately, it is reviewed and updated regularly along with the governing body/ proprietors/management committee.

1. What Should Staff/Volunteers Do If They Have Concerns About A Child or Young Person in School?

Education professionals who are concerned about a child's welfare or who believe that a child is or may be at risk of abuse should pass any information to the Designated Safeguarding Lead (**DSL**) in school; this should *always* occur as soon as possible and the written account should be passed the DSL within 24 hours (see Flowchart at Appendix 5):

The Designated Safeguarding Leads in School are: Jonathan Powell and Catherine Reeves.

The 'Back Up' DSLs are Judith Child, Kate Johnston and Claire George.

It is these senior colleagues who are responsible for taking action where the welfare or safety of children or young people is concerned. If staff are uncertain about whether their concerns are indeed 'child protection' then a discussion with the DSL will assist in determining the most appropriate next course of action.

Staff should never:

- Do nothing/assume that another agency or professional will act or is acting.
- Attempt to resolve the matter themselves, the process in our school is that all concerns are reported to the DSL/backup DSL, if no one who is DSL trained is contactable, then the concerns are reported to the next most senior member of staff.

NB Detailed information on possible signs and symptoms of abuse can be found in part 1 of Keeping Children Safe in Education - July 2015 <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

What should the DSL consider at the outset?

- Am I dealing with '**risk**' or '**need**'? (By definition, a child at risk is also a child in need. However, what is the *priority / level and immediacy* of risk / need?)
- Can the level of need identified be met:
 - In or by the school or by accessing universal services/ undertaking a level 2 or 3 CAF/TAF, without referral to Children's Social Care (formerly Social Services) or other targeted services
 - By working with the child, parents and colleagues?
- What resources are available to me / the school and what are their limitations?
- Is the level of **need** such that a referral needs to be made to Children's Social Care which requests that an assessment of need be undertaken? (Level 4 on the current Continuum of Need <CoN>)
- Is the level and/or likelihood of **risk** such that a child protection referral needs to be made (i.e. a child is suffering or is likely to suffer significant harm?) (Level 4 on the current Continuum of Need <CoN>)
- What information is available to me: Student, Parents, Family & Environment?
- What information is inaccessible and, potentially, how significant might this be?
- Who do I/don't I need to speak to now and what do they need to know?

Where can I access appropriate advice and/or support? (**Safeguarding in Education Team 01772 531 196**)

- If I am not going to refer, then what action am I going to take? (e.g. time-limited monitoring plan, discussion with parents or other professionals, recording etc.)

NB

CAF = Common Assessment Framework

TAF = Team Around the Family

Information for referrals

To make a referral to Children's Social Care you will need basic information

- Child's name
- Child DoB
- Child's address
- Name of parent/s
- Address of parents
- Parents' contact number/s
- Child's GP
- The detail of the concern that has led to you making the decision that this is a referral to CSC

You will need the same information for the Police. If you do not have all the information then you still make the call and give as much as you have.

2. Feedback to Staff Who Report Concerns to the Designated Safeguarding Lead

Rules of confidentiality dictate that it may not always be possible or appropriate for the Designated Safeguarding Lead/Back-up DSL to feedback to staff who report concerns to them. Such information will be shared on a 'need to know' basis only and the Designated Safeguarding Lead/Back-up DSL will decide which information needs to be shared, when and with whom. The primary purpose of confidentiality in this context is to safeguard and promote the child's welfare.

3. Thresholds for Referral to Children's Social Care (CSC)

Where a Designated Safeguarding Lead/Back-up DSL considers that a referral to CSC may be required, there are two thresholds with criteria for the types of referral that need to be carefully considered:

(i) **Is this a Child In Need?**

Under section 17 (s.17 (10)) of the Children Act 1989, a child is **in need** if:

- (a) He/she is unlikely to achieve or maintain, or to have the opportunity to achieve or maintain, a reasonable standard of health or development, without the provision of services by a local authority;
- (b) His/her health or development is likely to be impaired, or further impaired, without the provision of such services;
- (c) He/she is disabled.

(ii) **Is this a Child Protection Matter?**

Under section 47(1) of the Children Act 1989, a local authority has a duty to make enquiries where they are informed that a child who lives or is found in their area:

- (a) is the subject of an Emergency Protection Order;
- (b) is in Police Protection; or where they have
- (c) **reasonable cause to suspect that a child is suffering or is likely to suffer significant harm.**

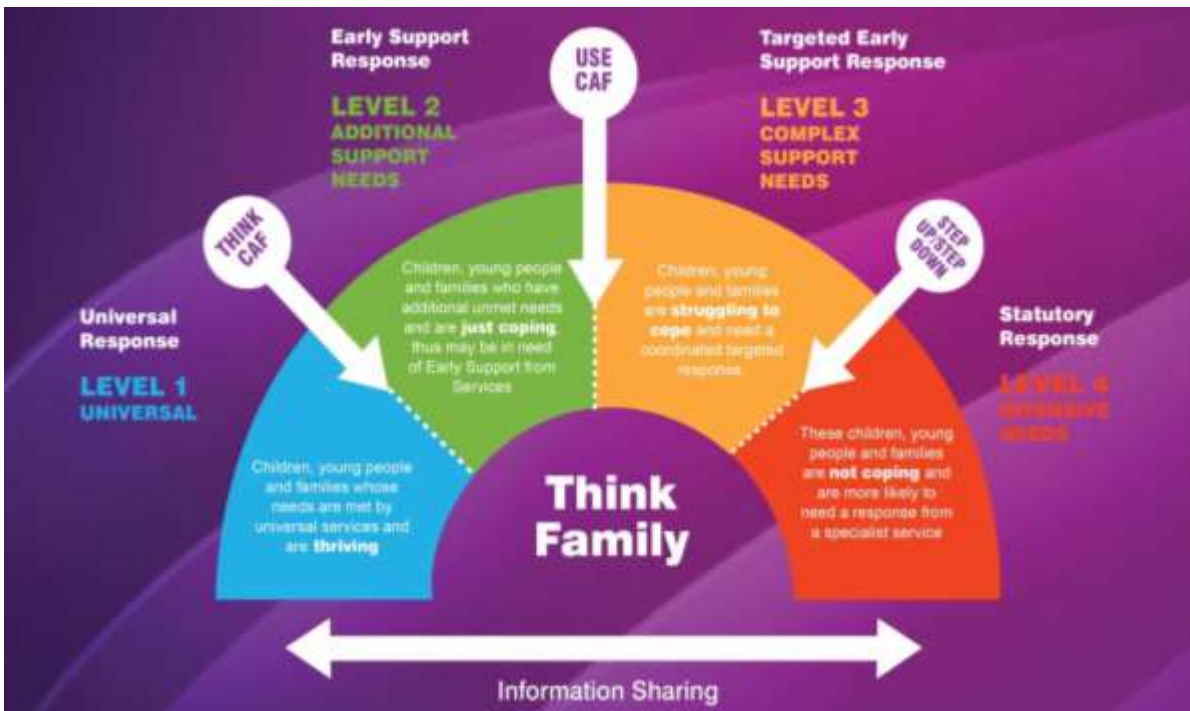
Therefore, it is the '**significant harm threshold**' that justifies statutory intervention into family life. A professional making a child protection referral under s.47 must therefore provide information which clearly outlines that a child is suffering or is likely to suffer **significant harm**.

The Designated Safeguarding Lead will make judgements around 'significant harm', levels of 'need' and when to refer.

4. Making Referrals to CSC (Guidance for the Designated Safeguarding Lead)

The Lancashire CoN provides 4 levels to described family circumstances

- **LEVEL 1** Universal – thriving
- **LEVEL 2** Additional Support Needs – Just coping
- **LEVEL 3** Complex Support Needs – Struggling to Cope
- **LEVEL 4** Intensive Needs – Not Coping



The link below enables access to the documents to enable a referral to CSC

<http://www.lancshiresafeguarding.org.uk/>

CAF/TAF forms as well as relevant guidance documents can be found at:

www.lancashirechildrenstrust.org.uk/ › Resources or Common Assessment Framework.

5. CSC Responses to Referrals and Timescales

In response to a referral, Children's Social Care may decide to:

- Provide advice to the referrer and/or child/family;
 - Refer on to another agency who can provide services;
 - Convene a Strategy Meeting (within five working days);
 - Provide support services under Section 17;
 - Undertake an Statutory Assessment (completed within 45 working days)
 - Convene an Initial Child Protection Conference (within 15 working days of a Strategy Meeting)
- (see <http://www.lancshiresafeguarding.org.uk/>- click on contents and go to Chapter 3; *Managing Individual Cases where there are Concerns about a Child's Safety and Welfare - Procedures*)
- Accommodate the child under Section 20 (with parental consent);

- Make an application to court for an Order;
- Take no further action.
- Step down to Early Support

6. Feedback from Children's Social Care

Upon receiving referral, Children's Social Care will decide on a course of action. They should acknowledge receipt of a written referral within **one** working day. If the referrer has not received an acknowledgement within **three** working days they should make contact with the relevant manager in the Children's Social Care Team. The Children's Social Care manager is responsible for ensuring that the referrer and the family (provided this does not increase any risk to the child) are informed of the outcome of the referral and reasons for supporting the decision. This will be done as soon as possible and, in all cases, within a **maximum of 7 working days**.

7. Risk Assessment 'Checklist'

- Does/could the suspected harm meet the LSCB definitions of abuse?
- Are there cultural, linguistic or disability issues?
- Am I wrongly attributing something to impairment?
- Does the chronology indicate any possible patterns which could/do impact upon the level of risk?
- Are any injuries or incidents acute, cumulative, episodic?
- Did any injuries result from spontaneous action, neglect, or intent?
- Explanations consistent with injuries/behaviour?
- Severity and duration of any harm?
- Effects upon the child's health/development?
- Immediate/longer term effects?
- Likelihood of recurrence?
- Child's reaction?
- Child's perception of the harm?
- Child's needs, wishes and feelings?
- Parent's/carer's attitudes/response to concerns?
- How willing are they to cooperate?
- What does the child mean to the family?
- What role does the child play?
- Possible effects of intervention?
- Protective factors and strengths of/for child (i.e. resilience/vulnerability)
- Familial strengths and weaknesses?
- Possibilities?
- Probabilities?
- When and how is the child at risk?
- How imminent is any likely risk?
- How grave are the possible consequences?
- How safe is this child?
- What are the risk assessment options?
- What are the risk management options?
- What is the interim plan?

Definitions and indicators of abuse

Abuse and neglect

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults, or another child or children.

Our school recognises that students who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. This school may be the only stable, secure and predictable element in the lives of students at risk. Whilst at school, their behaviour may still be challenging and defiant and there may even be moves to consider suspension or exclusion from school.

We recognise that, statistically, students with behavioural difficulties and disabilities are particularly vulnerable to abuse. School staff who work, in any capacity, with students with profound and multiple disabilities, sensory impairment and/or emotional and behaviour problems will need to be particularly sensitive to signs of abuse.

As in the Children Acts 1989 and 2004, a **child** is anyone who has not yet reached his/her 18th birthday.

All these definitions are taken from KCSIE 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. Neglect 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); or
- ensure access to appropriate medical care or treatment.

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

Examples which **may** be possible indicators of neglect (this **is not** designed to be used as a checklist):

- Hunger
- Tiredness or listlessness
- Child dirty or unkempt
- Poorly or inappropriately clad for the weather
- Poor school attendance or often late for school
- Poor concentration
- Affection or attention-seeking behaviour
- Untreated illnesses/injuries
- Pallid complexion
- Stealing or scavenging compulsively
- Failure to achieve developmental milestones, for example growth, weight
- Failure to develop intellectually or socially
- Neurotic behaviour

Physical Abuse

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

Examples which **may** indicate physical abuse (this is not designed to be used as a checklist):

- Patterns of bruising; inconsistent account of how bruising or injuries occurred
- Finger, hand or nail marks, black eyes
- Bite marks
- Round burn marks, burns and scalds
- Lacerations (jagged wound/cut), weals (a mark, line, or ridge raised on the skin, as caused by a blow)
- Fractures
- Bald patches
- Symptoms of drug or alcohol intoxication or poisoning
- Unaccountable covering of limbs, even in hot weather
- Fear of going home or parents being contacted
- Fear of medical help
- Fear of changing for PE
- Inexplicable fear of adults or over-compliance
- Violence or aggression towards others including bullying
- Isolation from peers

Sexual Abuse

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

Examples which **may** indicate sexual abuse (this is not designed to be used as a checklist):

- Sexually explicit play or behaviour or age-inappropriate knowledge
- Anal or vaginal discharge, soreness or scratching
- Reluctance to go home
- Inability to concentrate, tiredness
- Thrush, persistent complaints of stomach disorders or pains
- Eating disorders, for example anorexia nervosa and bulimia
- Attention-seeking behaviour, self-mutilation, substance abuse
- Aggressive behaviour including sexual harassment or molestation
- Unusually compliant
- Regressive behaviour, enuresis (wetting oneself), soiling oneself
- Frequent or open masturbation, touching others inappropriately
- Depression, withdrawal, isolation from peer group
- Reluctance to undress for PE or swimming
- Bruises, scratches in genital area

Emotional Abuse

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

Examples which **may** indicate emotional abuse (this is not designed to be used as a checklist):

- Over-reaction to mistakes, continual self-deprecation
- Delayed physical, mental, emotional development
- Sudden speech or sensory disorders
- Inappropriate emotional responses, fantasies
- Neurotic behaviour: rocking, banging head, regression, tics and twitches
- Self harming, drug or solvent abuse
- Fear of parents being contacted
- Running away
- Compulsive stealing
- Masturbation
- Appetite disorders - anorexia nervosa, bulimia
- Soiling, smearing faeces, enuresis

Responses from Parents

Research and experience indicates that the following responses from parents may suggest a cause for concern **across all four categories**:

- An unexpected delay in seeking treatment that is obviously needed
- An unawareness or denial of any injury, pain or loss of function (for example, a fractured limb)
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development
- Reluctance to give information or failure to mention other known relevant injuries
- Frequent presentation of minor injuries
- Unrealistic expectations or constant complaints about the child
- Alcohol misuse or other drug/substance misuse
- Parents request removal of the child from home
- Violence between adults in the household

Talking and Listening to Children

Dealing with a disclosure of abuse:

If a child wants to confide in you, you should:

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

You should never:

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

Children with communication difficulties, or who use alternative / augmentative communication systems

- While extra care may be needed to ensure that signs of abuse and neglect are interpreted correctly, any suspicions should be reported in exactly the same manner as for other children;
- Opinion and interpretation will be crucial (be prepared to be asked about the basis for it and to possibly have its validity questioned if the matter goes to court).

The LA's Child Protection Information Pack (2004) provides guidance on these issues insofar as children with disabilities/complex needs are concerned – See Document C4.

Recordings should:

- Be on the standard proforma (Form CP1b – see Appendix 3 of this policy)
- State who was present, time, date and place;
- Be written in ink and be signed by the recorder;
- Be passed to the DSL or Back-up DSL immediately (certainly within 24 hours), or to the Headteacher if none of these colleagues are in school;
- Use the student's words wherever possible;
- Be factual/state exactly what was said;
- Differentiate clearly between fact, opinion, interpretation, observation and/or allegation.

What information do you need to obtain?

- Schools have **no investigative role** in child protection (Police and Children's Social Care will investigate possible abuse very thoroughly and in great detail, they will gather evidence and test hypotheses – leave this to them)
- Never prompt or probe for information, your job is to listen, record and pass on
- Ideally, you should be clear about what is being said in terms of **who, what, where and when**;
- The question which you should be able to answer at the end of the listening process is '**might this be a child protection matter?**'

- If the answer is 'yes', or if you're not sure, record and pass on immediately to the Designated Safeguarding Lead.

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

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

What else should we think about in relation to disclosure?

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

Immediately Afterwards

You must not deal with this yourself. Clear indications or disclosure of abuse must be reported to Children's Social Care without delay, by the Headteacher or Designated Teachers using the correct procedures.

It is recognised that child protection is an emotive area of work and there are support networks available outside to school. Listening to and supporting a student/young person who has been abused can be traumatic for the person. Support for you will be available from your DSL or Headteacher. Think about what support you could access if faced with this kind of situation in school. Remember that you can access the Employee care helpline, provides by First Assist, our insurance company. The 24 hour telephone counselling helpline number is 0800 912 0827.

Remember, the Designated Safeguarding Leads in School are: Jonathan Powell and Catherine Reeves.

The 'Back-up' DSLs are Judith Child, Kate Johnston and Claire George.

Confidential**Form CP1a****Internal Notification of CP/Welfare Concern to the DSL**

Name(s) of pupil:	
DoB	
Class / Year	
What is the nature of your concern	
<ul style="list-style-type: none"> • What are you most concerned about? i.e. physical, sexual, emotional abuse or neglect? Self-harm, bullying, sexual exploitation, sexualised behaviour, honour-based violence / forced marriage, e-safety issues, possible risk of being drawn into terrorism, other ... • Any evidence of impairment of health or development? • Any evidence of ill-treatment? • Why are you reporting this concern <u>now</u>? • Have you had any previous concerns about this pupil? If so, what, when, action? 	
Detail	
Any action already taken	
Signed	
Name	
Job title	
Time/Date	
<i>If you have received a 'disclosure' from or about a child please complete <u>Form CP1b</u> overleaf</i>	

Confidential
Form CP1b
'Record of 'Disclosure' from / about a Child'

<p><i>*It is not advisable to try and complete this record at the time. The important thing is to listen actively and carefully and reassure the child.</i></p>	
Name of person to whom the 'disclosure' has been made	
Position / relationship with child	
Name and dob of pupil(s) that the 'disclosure' relates to	
How did the 'disclosure' come about i.e. when and where?	
Who was present when the disclosure was made?	
Summary of Information Disclosed	
1. WHO is said to be involved	
2. WHAT is said to have happened / be happening?	
3. WHERE is this said to have happened / be happening?	
4. WHEN is this said to have happened / be happening ie duration, most recent occasion etc?	
5. WHO else may have witnessed what happened?	
6. HOW and where is the pupil now?	
Continuation Sheet Attached? Yes / No	
<p>Note:</p> <ul style="list-style-type: none"> - <i>Differentiate clearly between fact, opinion, interpretation and stick to the facts as you understand them wherever possible!</i> - <i>if you have used quotes please ensure that they are accurate</i> - <i>make a note of any open questions asked or minimal prompts used</i> - <i>Any notes made 'at the time' should be attached to this pro-forma; these may be required as evidence if the matter goes to court</i> 	

Confidential

Form CP2a

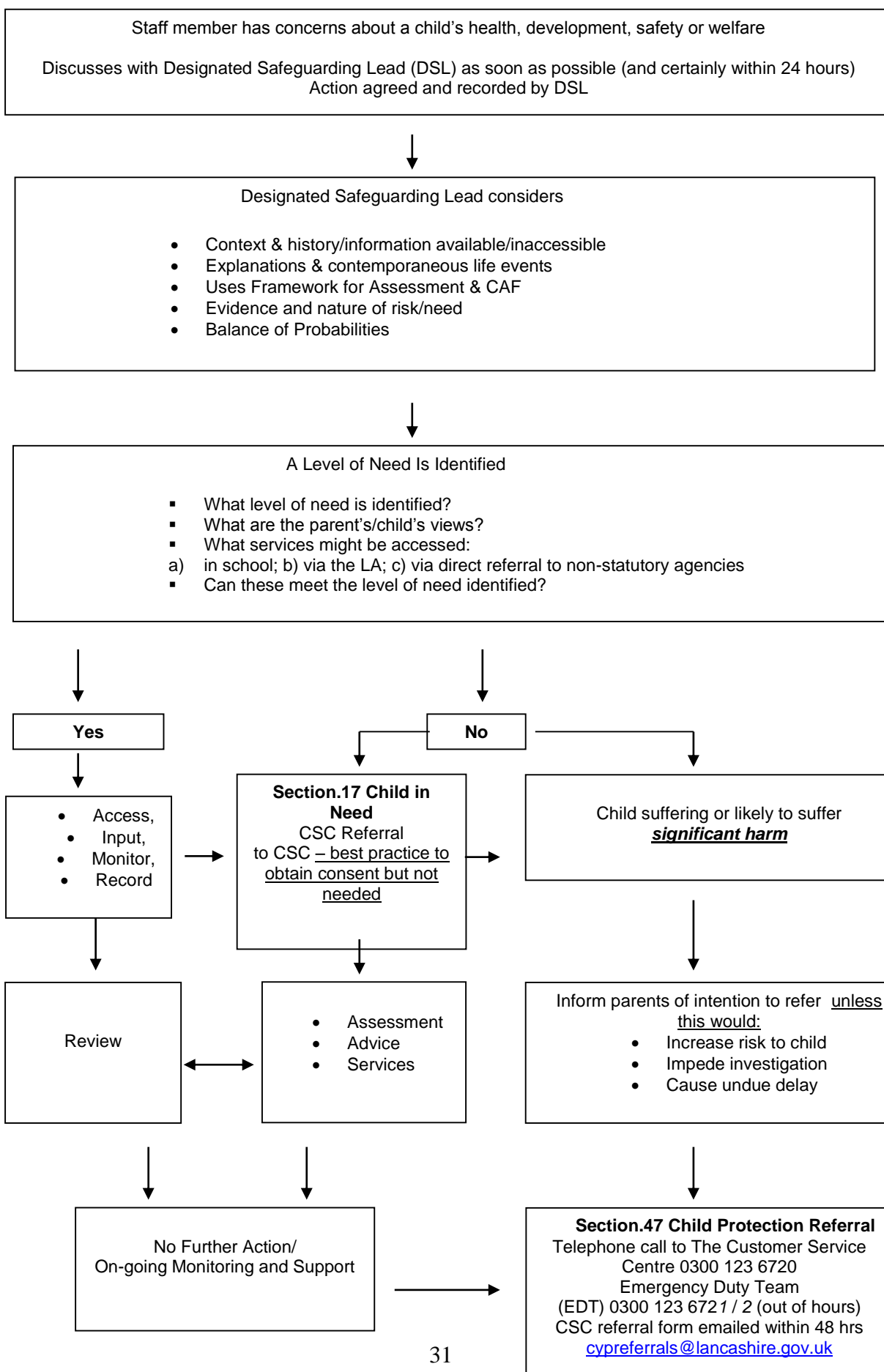
Child Protection – On-going Monitoring Form

For use by DSL	
Time and date information received by DSL, and from whom.	
Any advice sought by DSL (name, time, date, detail)	
Action taken i.e. referral to CSC, on-going monitoring, CAF / TAC etc. Note time, dates, names, who information shared with and when etc.	
Parents informed Y/N & reason(s)	
Continuation Sheet?	Yes / No

Child Protection – Outcome Form

For use by DSL (&/or feedback sheet to staff)	
Outcome Record here the names of any individuals/agencies who have given you information re the outcome of any referral.	
Where can additional information be found ie PupilFile, HS1, RF1, Serious Incident Bk, other (state)	
Signed	
Dated	

Taking Action on Child Welfare/Protection Concerns in School



The Designated Safeguarding Leads are Jonathan Powell and Catherine Reeves.

The Back-up Designated Safeguarding Leads are, Judith Child, Kate Johnston and Claire George.

Local Contacts

Lancashire Safeguarding Children Board:
LSCB, Room 503/504 East Cliff County Offices East Cliff JDO PRESTON, PR1 3JT Tel: (0)1772 530283 /(0)1772 530329 Email: lscb@cyp.lancscc.gov.uk
Schools Safeguarding Co-ordinator. Paul McIntyre, Tel: 01772 532634 paul.mcintyre@lancashire.gov.uk
Schools Safeguarding Officer. Mary Aurens, Safeguarding in Education Team (for advice) Tel: 01772 5331196 mary.aurens@lancashire.gov.uk Monday to Friday 8.45 to 17.00.
Schools HR Team: District 11 Ribble Valley. Alison Burns HR Officer Tel: 01772 536343 / 07810 266210 alison.burns@lancashire.gov.uk Claire Neville Principal HR Manager Tel: 01772 530435 / 07917 521915 claire.neville@lancashire.gov.uk Jeanette Whitham Head of Schools HR Team Tel: 01772 530436 / 07917 521916 jeanette.whitham@lancashire.gov.uk
Children's Social Care: Integrated Assessment and Support Teams.
The Customer Service Centre: Tel: 0300 123 6720 Monday to Friday 8.00 to 18.00. email address for referrals cypreferrals@lancashire.gov.uk Emergency Duty Team (EDT - Out of Office Hours) 0300 123 6721 / 0300 123 6722
Lancashire Constabulary 'Prevent Team'
01772 413366/9
East Lancashire Channel WRAP Police Community Engagement Officers
East Lancashire contacts Sgt Gordon McGeechan- 01254 353591 CEO Mateen Kamaluddin - 01254 353541 PC Amanda Gibbons 01254- 353510 CEO Naqui Syed 01254- 353509 Channel Coordinator for Lancashire: DS 1436 Maxine Monks Telephone 01772 413029 or 07943 050822 OR Email Channelreferrals@lancashire.pnn.police.uk The Police non-emergency number 101 Crimestoppers 0800 555 111 Confidential Anti-Terrorism Hotline 0800 789 321
Local Authority Designated Officer (LADO). Tim Booth
Tel: 01772 536694 tim.booth@lancashire.gov.uk

Multi Agency Risk Assessment Conference MARAC

Amy Grundy (amy.grundy@lancashire.pnn.police.uk)
Margaret Malone
Force Major Investigation Team / Public Protection Unit
G Division **Direct Dial:** 01772 412618 **Fax:** 01772 412607
Address: Lancashire Constabulary Headquarters
Keasden Block, PO Box 77, Hutton, Preston, Lancashire PR4 5SB

Private Fostering

<http://www.lancashire.gov.uk/corporate/web/view.asp?siteid=3121&pageid=7440&e=e>
Should you have concerns about Children in Foster Care, the emergency out of office hours telephone number is: 0300 123 6721

Sexual Exploitation Project

CRGS is in the Eastern Division for the Sexual Exploitation Project: Call 'Operation Engage' 01254 267 790 and you will be put through to DC 2441 Helen McDermott and DC 2215 Dave Dutton. If there is a problem with the above number, then call 0845 1253545 and explain the division and operation in Lancashire you need.

Customer Service Contact Numbers in neighbouring Local Authorities:-

Blackburn with Darwen	01254 666400	EDT 01254 587547
Blackpool	01254 477299	
Cumbria	0333 2401727	
North Yorkshire	01609 536993	EDT 0845 0349417
St Helens	01744 676600 or 0300 6500 148	EDT 0845 0500 148
Wirral	0151 606 2008	EDT 0151 604 63501
Sefton	0845 140 0845	EDT 0151 9208234
Rochdale	0300 303 0440	EDT 0300 303 8875
Bradford	01274 437500	EDT 01274 431010
Wigan	01942 828300	EDT 0161 834 2436

Procedures for the use of Images

Many school activities involve the taking and use of images, for example as part of the curriculum, extra school activities, for publicity or to celebrate achievement. We therefore need to ask for your permission to use these images on displays, in publications, on our school website, on video or in the media. We would not publish personal details or full names (which means first name **and** surname) with the photograph. If you, or your son or daughter, do not wish to give consent to this use of images it would mean that in group photographs of students taking part in particular events it would be the responsibility of your son or daughter to remove him/herself from the group whilst the photographs were being taken. We would therefore politely request that, unless you have strong reasons for doing so, that you do not withdraw your permission.

Both parent and student need to sign below to give their consent. **Please note that the consent decision on this form will replace any previous notifications.**

 I give my permission to use my image / my son's / daughter's image on displays, in publications, on our school website, on video or in the media.

Yes

No

Student's Name _____

Parent's/Carer's Signature: _____

Student's Signature: _____

Date _____

This instruction replaces any previous instructions given.

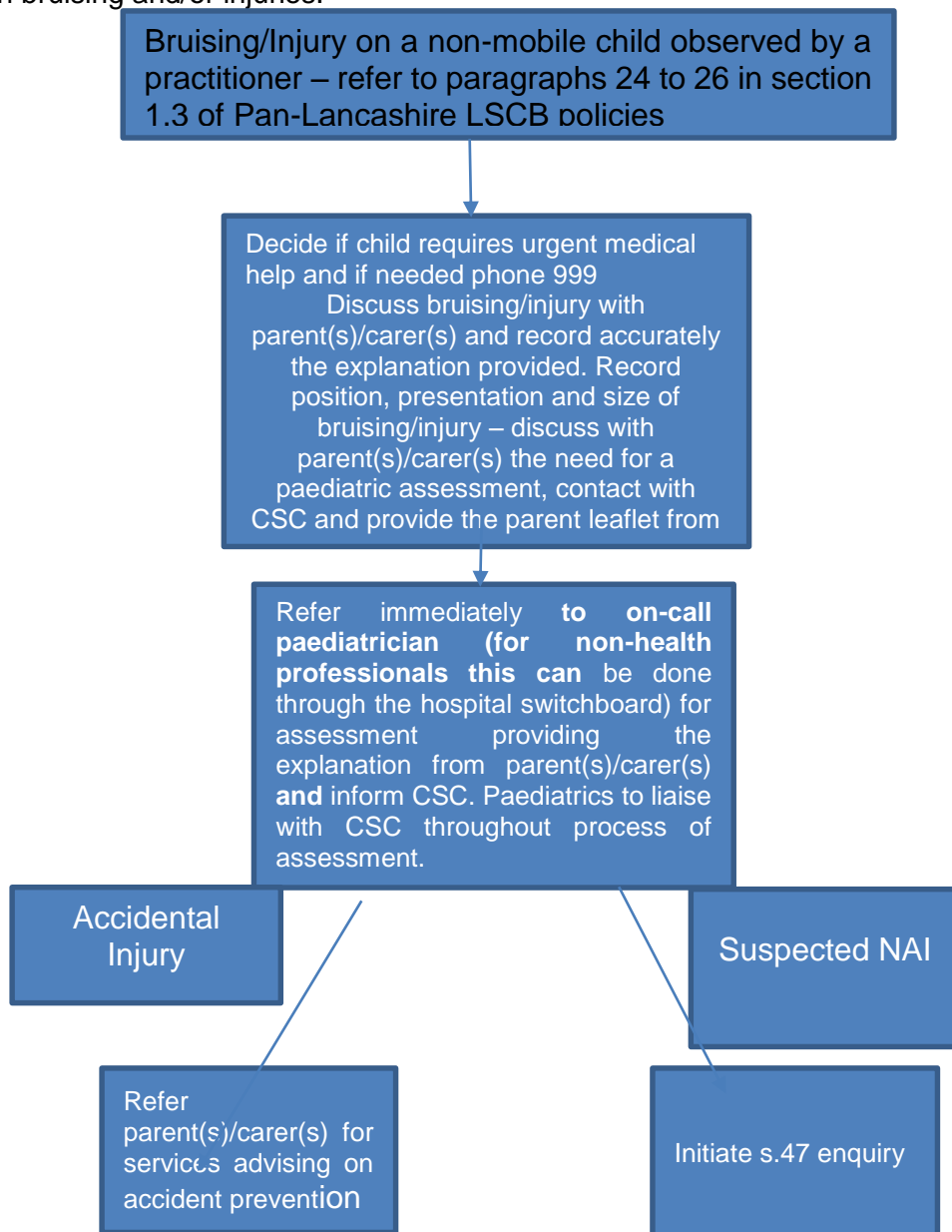
After completion, students should return this form to their Form Tutor, who should then pass them to the Sixth Form Secretary. Thank you.

The Seven Golden Rules for Information Sharing

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

Bruises to Non Mobile Children Flow Chart

The flowchart below has been developed to assist health, education, early years and social care practitioners in following the agreed multi-agency procedure where a non-mobile child is observed with bruising and/or injuries.



[Definition of Non-Mobile: Children who are not yet crawling, shuffling, pulling to stand, cruising or walking independently. **The guidance also applies to older immobile children, for example immobility due to disability/illness.**]

Clitheroe Royal Grammar School Child Protection Policy

I confirm that I have received, read and understood my copy of the Clitheroe Royal Grammar School Child Protection Policy.

Reading, understanding and following this policy is an essential part of my professional responsibilities, as a member of staff at Clitheroe Royal Grammar School.

If I do not understand any aspect of the policy then I will discuss the matter with the DSL (Designated Safeguarding Lead for Child Protection).

I will keep my copy for future reference.

Signed: _____ Date _____

Name (please print) _____