

## Whole-School Policy on Child Protection and Safeguarding

### THE LOYNE SPECIALIST SCHOOL

#### A. Named staff/personnel with specific responsibility for Child Protection

Academic Year	Designated Senior Lead & 'Back-Up' or Deputy DSL	Nominated Governor
2017/2018	DSL: Susan Campbell (Headteacher)	Dr Ann-Marie Houghton
	Deputy DSL's: Julie McGrath (Deputy Headteacher) Kathryn Veevers (Assistant Headteacher) Clare Bennett (Senior Teacher)	

#### B. Training for Designated Staff in School

(DSLs should refresh their training every 2 years as per KCSIE guidance 2016)

Name of Staff Member / Governor	Date when last attended CP Training	Provided by Whom (e.g. LCC, Governor Services)
Susan Campbell	DSL Refresher Training 11/07/2017	Lancashire County Council
Julie McGrath Kathryn Veevers Clare Bennett	DSL Training 07/11/2017 DSL Training 04/07/2016 DSL Training 23/01/2017	Lancashire County Council

#### C. Whole School Child Protection Training

All staff should receive appropriate safeguarding and child protection training which is regularly updated. Safeguarding Children Board best practice guidance for education states that minimally this should be every 3 years and best practice is annually. In addition all staff members should receive safeguarding and child protection updates at least annually. (KCSIE 2016)

Who attended (e.g. all teaching and welfare / support staff, Governors, volunteers)	Date	Training Delivered by
All staff including anillary staff and Governors as per signatures on Child Protection Training Register. Absent staff, along with all staff that attended will be sent the link to the presentation of key documents.	03/10/2017	Phil Threlfall (External provider of safeguarding training)

#### D. Safer Recruitment Training

In line with KCSiE 2016 and The School Staffing (England) Regulations 2009 require governing bodies of maintained schools to ensure that at least one person on any appointment panel has undertaken safer recruitment training. (LCC recommends this is updated every 5 years)

Name of Staff Member / Governor	Date when attended	Provided by Whom (e.g. LCC, Governor Services, on line training )
Dr. Ann-Marie Houghton	March 2015	NSPCC online
Susan Campbell	July 2015	Lancashire County Council
Kathryn Veevers	November 2013	Dfe online
Anna Lazenbury	May 2012	Lancashire County Council

#### E. Review dates for this policy (annual review required as per KCSIE 2016)

Review Date	Changes made	By whom
August 2016	Re-write of major sections of policy in line with recommendations from Safeguarding Audit (March 2017) and new statutory and non-statutory guidance.	Anna Lazenbury Susan Campbell

### 1. PURPOSE OF A SAFEGUARDING AND CHILD PROTECTION POLICY

An effective whole school child protection policy is one which provides clear direction to staff and others about expected codes of behaviour in dealing with child protection issues. An effective policy also makes explicit the school's commitment to the development of good practice and sound procedures. This ensures that child protection concerns and referrals may be handled sensitively, professionally and in ways which prioritise the needs of the child.

### 2. INTRODUCTION

All schools are expected to play their part in keeping children safe. These responsibilities for maintained and independent schools (including academies) are set out in section 175 of the Education Act 2002 and the Education (Independent School Standards) Regulations 2014 (made under section 94 of the Education and Skills Act 2008). These require Governing Bodies and Proprietors to ensure that arrangements are made to safeguard and promote the welfare of children at the school.

This policy has been written in response to Section 175 of the Education Act 2002 and Section 94 of the Education and Skills Act 2008 and:

- Lancashire Safeguarding Children Board 'Safeguarding Children Procedures' (May 2015) - <http://panlancashirescb.proceduresonline.com/index.htm>
- Keeping Children Safe in Education (KCSIE ) (DfE 2016) <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- Working Together To Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children (DfE 2016);

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

- What To Do If You're Worried A Child Is Being Abused (DfE 2015)  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/416455/What\\_to\\_do\\_if\\_you\\_re\\_worried\\_a\\_child\\_is\\_being\\_abused.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/416455/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf)
- [Disqualification under the Childcare Act 2006](https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006)
- <https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006>
- The Childcare Act 2006 – Disqualification Requirements.
- The Early Years Foundation Stage Framework section 3 – the Safeguarding and Welfare Requirements, March 2017.

(Where the Schools Early Years Provision is Registered with Ofsted, they must comply with section 3).

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

There are three main elements to our Safeguarding and 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.

**This policy applies to all adults, including volunteers, working in or on behalf of the school.**

### **3. SCHOOL COMMITMENT**

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

Our school will therefore:

- (a) Establish and maintain an ethos where children feel secure and are encouraged to communicate and staff are attuned to the individual communication methods of each pupil. That they have opportunities to talk and their wishes and feelings are sorted, listened to and taken into account.
- (b) Ensure that children know that there are adults in the school who they can approach if they are worried or are in difficulty.
- (c) Include in the curriculum activities and opportunities for PSHE which equip children with the skills they need to stay safe and / or communicate their fears or concerns about abuse.
- (d) Include in the curriculum material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills. To enable them to develop to their full potential and enter adulthood successfully.
- (e) Ensure that every effort will be made to establish effective working relationships with parents, carers and colleagues from other agencies.

#### **4. FRAMEWORK**

Effective safeguarding systems are those where:

- 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;
- 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;
- All professionals share appropriate information in a timely way and can discuss concerns about an individual child with the Designated Senior Leader (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.
- 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;
- 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 outcomes.

Safeguarding 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).

#### **5. ROLES AND RESPONSIBILITIES**

**The Governing Body and Headteacher must ensure that:**

- they comply with their duties under legislation. They must have regard to this guidance to ensure that the policies, procedures and training in their schools or colleges are effective and comply with the law at all times.
- Schools and colleges should have a senior board level (or equivalent) lead to take **leadership** responsibility for the organisation's safeguarding arrangements.
- there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare.
- the above policies and procedures, adopted by governing bodies and proprietors, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff.
- there are appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future.
- an appropriate **senior member** of staff, from the school or college **leadership team**, is appointed to the role of designated safeguarding lead. The designated safeguarding lead should take **lead responsibility** for safeguarding and child protection. This should be explicit in the role-holder's job description.
- during term time the designated safeguarding lead and or a deputy should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Where pupils and students are involved in after-school activities and residentials or where the school's Speech and Language Therapist conducts home visits outside of term time, cover arrangements are made for a DSL to be available for contact.
- the designated safeguarding lead and any deputies should undergo training to provide them with the knowledge and skills required to carry out the role. The training should be updated every two years.
- the role of the designated safeguarding lead and any deputies is included in relevant job descriptions
- the school or college contributes to inter-agency working in line with statutory guidance [Working together to safeguard children](#).
- their safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by the LSCB.
- they recognise the importance of information sharing between professionals and local agencies.

- all staff members undergo safeguarding and child protection training at induction. The training should be regularly updated. Induction and training should be in line with advice from the LSCB.
- In addition all staff members should receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- they recognise the expertise staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis. Opportunity should therefore be provided for staff to contribute to and shape safeguarding arrangements and child protection policy.
- appropriate filters and appropriate monitoring systems are in place.
- children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- should prevent people who pose a risk of harm from working with children by adhering 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 ensuring volunteers are appropriately supervised. The school or college should have written recruitment and selection policies and procedures in place.
- at least one person on any appointment panel has undertaken safer recruitment training.
- there are procedures in place to handle allegations against teachers, headteachers, principals, volunteers and other staff.
- There must be 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. **This is a legal duty and failure to refer when the criteria are met is a criminal offence.**
- their child protection policy includes procedures to minimise the risk of peer on peer abuse and sets out how allegations of peer on peer abuse will be investigated and dealt with. The policy should reflect the different forms peer on peer abuse can take, make clear that abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”. It should be clear as to how victims of peer on peer abuse will be supported.
- Governors and proprietors should ensure sexting and the school or colleges approach to it is reflected in the child protection policy.
- the child protection policy reflects the different gender issues that can be prevalent when dealing with peer on peer abuse.

- where there is a safeguarding concern the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems should be in place for children to express their views and give feedback. Ultimately any systems and processes should operate with the **best** interests of the child at their heart.
- staff have the skills, knowledge and understanding necessary to keep looked after children safe. In particular, they should ensure that appropriate staff have the information they need in relation to a child's looked after legal status
- they appoint a designated teacher to promote the educational achievement of children who are looked after and to ensure that this person has appropriate training.

The child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect of children with special educational needs (SEN) and disabilities

**The Headteacher must ensure that:**

- 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.
- They are the case manager and liaise with the LA designated officer (LADO) in the event of allegations of abuse being made against a member of staff or volunteer.
- They receive appropriate child protection training which is updated in line with current guidance.
- Sufficient resources and time are allocated to enable the staff to discharge their responsibilities. They 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 Policy.

**The Designated Senior Leader (DSL) is expected to:**

- Refer cases of suspected abuse to the local authority children's social care as required;
- Support staff who make referrals to local authority children's social care;
- Refer cases to the Channel programme where there is a radicalisation concern as required;
- Support staff who make referrals to the Channel programme;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- Refer cases where a crime may have been committed to the Police as required.
- Liaise with the Headteacher to inform her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;

- As required, liaise with the “case manager” (as per Part four) and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member); and
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.
- undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.
- undertake Prevent awareness training
- refresh their knowledge and skills at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role
- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- Ensure each member of staff has access to and understands the school’s or college’s child protection policy and procedures, especially new and part time staff;
- Are alert to the specific needs of children in need, those with special educational needs and young carers;<sup>1</sup>
- Are able to keep detailed, accurate, secure written records of concerns and referrals;
- Understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- Obtain access to resources and attend any relevant or refresher training courses; and
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.
- ensure the school or college’s child protection policies are known, understood and used appropriately;
- Ensure the school or college’s child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;

---

<sup>1</sup> Section 17(10) Children Act 1989: those unlikely to achieve a reasonable standard of health and development without local authority services, those whose health and development is likely to be significantly impaired without the provision of such services, or disabled children.

- 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 or college in this; and
- Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns and arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.
- **The Nominated Governor for Child Protection should:**
- Liaise with the Designated Senior Leader to quality assure school CP policies and procedures.
- Ensure that these are regularly reviewed.
- Ensure that CP is an annual item on the governors' agenda.
- Ensure the school staff / governors have access to, and attend training and that there are clear systems for recording this
- Be responsible for following procedures when there are allegations of abuse against the Headteacher.
- Ensure that the DSL is trained within statutory timescales.
- Ensure that whole school inset takes place within statutory timescales.

The Governing Body will audit the safeguarding functions of the school on an annual basis via the child protection Governor and have overall responsibility for Safeguarding and Child Protection, there are audit tools to enable them to do this and further assistance and guidance can be provided via the LA contacts below. The Chair of Governors will be responsible for auditing the Child Protection Policy.

### **Managing referrals**

#### **The DSL will:**

- 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
- Refer all cases of suspected abuse to the local authority children's social care
- Liaise with the Headteacher or Chair of Governors (where the DSL is the Headteacher) to inform him or her of issues and/or 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:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.

- Ensure each member of staff has access to and understands the school's child protection policy and procedures, especially new and part time staff.
- Be alert to the specific needs of children in need, those with special educational needs and young carers.
- Be able to keep detailed, accurate, secure written records of concerns and referrals.
- Obtain access to resources and attend any relevant or refresher training courses
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them
- 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.

### **Raising Awareness**

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

- 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
- Ensure the Child Protection Policy is available publicly and parents/carers are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this.
- Link with the LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding
- Where children leave the school ensure their child protection file is copied for any new school or college as soon as possible (LSCB best practice guidance is that this is within 15 working days of the child going off role) but transferred separately from the main pupil file, ensuring secure transit and confirmation or receipt should be obtained.
- 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 children until their 25<sup>th</sup> Birthday.

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

- Read at least part one of Keeping Children Safe in Education (2016) and are kept informed of any updates.
- Be aware of systems within their school which support safeguarding and these will be explained to them as part of staff induction. This includes: the school's Child Protection Policy; the school's staff behaviour policy (sometimes called a code of conduct); and the identity and role of the DSL. This, and other pertinent safeguarding information is available on the Safeguarding Notice Board, located in the staff room.
- Receive appropriate child protection training which is updated in line with guidance.
- Be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.
- Maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.
- Where there are concerns about a child, raise these with the DSL and ensure that they are recorded immediately using CPOMS and certainly within 24 hours.

- Understand that, whilst anyone can make a referral to Children Services 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](mailto:cypreferrals@lancashire.gov.uk). Prior to this, they can access advice from the Safeguarding in Education Team on **01772 531196**.

**Who is available to offer advice and support?**

Andrea Glynn Schools Safeguarding Service Room B21a County Hall Preston Lancashire PR1 8RJ	Schools Safeguarding	01772 531196
Tim Booth (LCC)	LADO	01772 536694
Children's Services Care Connect Team / office hours (8.45- 5pm)		0300 123 67210
Vulnerable Adult Referrals (24 hrs)		0300 123 6722
LCC Confidential Helpline		01772 531196/532634
Legal Services		01772 530849/530569
Ofsted	whistleblowing@ofsted.gov.uk	0300 123 3155
NSPCC Helpline		0808 800 5000
Public Concern at Work (National charity offering free Whistleblowing help and advice)		020 7404 6609
Steve Lewis/Karen Tracey	HR Consultancy	01772 535175 /07825 116167/ 01772 531776/ 07887 831691

It is recognised that child protection is an emotive area of work and staff will be made aware that there are support networks available to them outside to school:- LCC Employee Welfare and Counselling Service 08000 214 154 [www.youreap.co.uk](http://www.youreap.co.uk)

## **6. PROCEDURES**

'Where it is believed that a child is suffering from, or is at risk of significant harm, we will follow the procedures set out in the document produced by Lancashire Safeguarding Children Board (2011) and follow the action chart in the appendices within this policy.

- All staff will have access to the Safeguarding and Child Protection policy and will work within it.
- A copy of the policy will be made publically available via the schools website or by other means
- All parents/carers will be made aware of the school's responsibilities in relation to safeguarding and that the school will refer all cases of suspected abuse to Children's Social Care via a statement in the prospectus.
- All staff will receive induction on day one including copies of relevant policies.
- All staff, via staff meetings/email, will be advised of changes to policy and procedures including when the Safeguarding and Child Protection Policy has been updated.

## **7. CHILDREN AND YOUNG PEOPLE MISSING FROM EDUCATION (CME)**

[Statutory CME guidance for LAs Sept. 2016](#)

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as is possible, the identity of children of compulsory school age who are missing education in their area. We work with parents, carers and professionals to ensure children and students in the FE Centre attend well. Attendance is monitored daily and tracked by the class teacher and our Pastoral Support Lead. Dialogue and supportive measures are part of our early intervention strategies. We will set up Attendance plans to help improve matters when attendance is too low. Attendance plans may involve the local authority, or attendance at court.

We need to know where children are in order to keep them safe and this is one reason why we monitor attendance carefully. A child going missing from education is a potential indicator of abuse or neglect, particularly on repeat occasions. In order to help identify the risk of abuse and neglect - including sexual exploitation and honour-based violence - and to help prevent the risks of children going missing in future, staff will follow the school's procedures for unauthorised absences and for dealing with children who are missing education.

We also work closely with the local authority and other schools so that they can follow-up where a child might be in danger of not receiving an education and / or be at risk of abuse or neglect.

Children have to stay on the register of our school until we have been notified that they are now attending another school. The new school must contact us to request the child's Unique Reference Number so that a transfer of records can take place. It is not sufficient for parents to tell us where the child has moved to. If we are not able to confirm that the child is now attending a new school, we will

pass the information to the local authority's 'Children Missing Education' team who will make further enquiries.

## **8. CONFIDENTIALITY**

### [Information sharing guidance for Schools](#)

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 For Information sharing (Data Protection Act 1998 (2008)) – Appendix 1

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 they 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/backup DSL named within this policy.

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.

## **9. RECORDS AND MONITORING**

Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concerns held about a child or children within our school, the status of such records and when these records, or parts thereof, should be shared with other agencies. Records of incidents or concerns re pupils/students are recorded by staff on the CPOMS system. All alerts are flagged to the DSLs within school for information/action. Where appropriate 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.

Historical child protection information (pre April 2016) will be stored under lock and key in a central place and only those who are DSL trained will have open access to them. All child protection information post April 2016 is stored on the CPOMS system and

access is restricted via the merilock key. The DSL/backup DSL will share information on a need to know basis. Hard copy child protection information is kept in a locked filing cabinet in the Deputy Headteacher's office.

Where children leave the school; ensure their child protection file is transferred to the new school or college as soon as possible and in accordance with LSCB best practice guidance, this will be within 15 working days of the child 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.

## **10. SUPPORTING PUPILS AT RISK**

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. This 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.

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.

This school will endeavour to support pupils 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.
- (h) Giving due regard and time to sound supervision procedures for DSL, Deputy DSL, Pastoral Care leads and those staff working within the EYFS provision.

This policy should be considered alongside other related policies in school.  
See Section 14

The available UK evidence on the extent of abuse among disabled children suggests that they are at increased risk of abuse, and that the presence of multiple disabilities appears to increase the risk of both abuse and neglect. These children can also be disproportionately impacted by issues such as bullying and domestic abuse, without outwardly showing any signs. Research also indicates that as well as being the least protected, disabled children are also the least consulted in routine assessments. All children have a right to protection. However, different standards are often applied to the well-being of deaf and disabled children. There can be a failure to recognise or to act on concerns that would not be tolerated with non-disabled children. For Black and minority deaf and disabled children additional risks and barriers to recognition and action can exist. Barriers to recognition often relate to attitudes, assumptions, communication and a reluctance to challenge parents, carers or other professionals.

### **Vulnerability**

Many factors can make a disabled child more vulnerable to abuse. Safeguarding disabled children demands a greater awareness of their vulnerability, individuality and particular needs. Disabled children may be especially vulnerable to abuse for a number of reasons. For example, some of them may:

- Have fewer outside contacts than other children;
- Receive intimate care possible from a number of carers, which may increase the risk of exposure to abusive behaviour and make it more difficult to set and maintain physical boundaries;
- Have an impaired capacity to resist or avoid abuse;
- Have communication difficulties that may make it difficult to tell others what is happening;
- Be inhibited about complaining for fear of losing services;
- Be especially vulnerable to bullying and intimidation;
- Be more vulnerable than other children to abuse by their peers

In addition:

- The child's dependence on carers could result in them having a problem in recognising what is abuse. Contributory factors might include privacy, a poor body image or low self-esteem;
- Carers and staff may lack the ability to communicate adequately with the child and / or professionals;
- A lack of continuity in care can lead to an increased risk that behavioural changes may go unnoticed;
- There may be a lack of access to 'keep safe' strategies;
- Disabled children living away from home in poorly managed settings are particularly vulnerable. For example, serious case reviews often refer to poor administration of medication, poor diet, intimate care arrangements, issues around behaviour management including the use of reasonable force, lack of stimulation and emotional support, financial abuse etc;
- Parents'/carers' own needs and ways of coping may conflict with the needs of the child;
- Some adult abusers may target disabled children in the belief that they are less likely to be detected;
- Signs and indicators can be inappropriately attributed to disability;

- Disabled children are less likely to be consulted in matters affecting them and as a result may feel they have no choice about whether to accept or reject sexual advances.

### **Indicators of Abuse and / or Neglect**

It is imperative that staff are sensitive to what might be very subtle indicators, especially where children have multiple disabilities, and that regular consultation occurs between staff and DSLs wherever any issues or concerns arise. In addition to what might be termed 'universal' indicators of abuse/neglect the following abusive behaviours must also be considered:

- Force feeding;
- Unjustified or excessive physical restraint;
- Rough handling;
- Extreme behaviour modification including the deprivation liquid, medication, food or clothing;
- Misuse of medication, sedation, heavy tranquillisation;
- Invasive procedures against the child's will;
- Deliberate failure to follow medically recommended regimes;
- Non compliance with programmes or regimes;
- Failure to address ill-fitting equipment e.g. callipers, sleep boards which may cause injury or pain, inappropriate splinting;
- Misappropriation/misuse of a child's finances

It is essential that indicators are not assumed to be the result of the child's learning difficulty, physical disability, impairment or cultural and religious beliefs and practices. The right attitude and approach is crucial for avoiding possible misinterpretation and for ensuring that appropriate questions are asked and explanations sought. An explicit commitment to safeguarding from all individuals involved should make it easier to ask pertinent questions.

### **Communication**

Safeguarding and promoting the welfare of all children has at its heart effective communication; this is no different for disabled children! There are a number of imperatives to maximise disabled children's opportunities to communicate; these are important for all disabled children and particularly for those with speech, language and communication needs, including deaf children and those who use non-verbal means of communication.

It is especially important that the communication needs of individual children are responded to quickly and appropriately within any assessment or enquiry and [trained] professionals from investigative agencies should know how to take full advantage of the measures made possible by the implementation of Achieving Best Evidence (ABE), including the use of intermediaries. ABE makes it clear that for some children it is not yet possible to proscribe techniques for communicating about possible abusive experiences in ways which are reliable and evidentially safe. Spontaneous disclosures are rare from disabled children, especially those who communicate via alternative or augmentative communication systems, and abuse is more likely to be identified via physical signs, behavioural responses and /or emotional presentation / changes.

In order to safeguard children with more complex needs, staff in school will work especially hard to develop the skills they need to give them a 'voice'. In practice, three essential questions always need to be asked:

- 1. What is expected of this child? - developmentally, behaviourally etc;**
- 2. Do I / we understand how any condition, disability, impairment or other factor e.g. culture impacts?**
- 3. How well can I / we understand and communicate with this child?**

Safeguards for disabled children are essentially the same as all other children. Particular attention should be paid to promoting a high level of awareness of the risks of harm and to high standards of practice, and strengthening the ability of children and families to help themselves.

Measures should:

- Make it common practice to enable disabled children to make their wishes and feelings known;
- Ensure that they receive appropriate personal, health and social education
- Make sure that they know how to raise concerns and give them access to a range of adults with whom they can communicate. This could mean using interpreters and facilitators who are skilled in using the child's preferred method of communication;
- Ensure that there is an explicit commitment to and understanding of disabled children's safety and welfare among all providers of services used by them;
- Develop the safe support services that families want, and a culture of openness and joint working with parents and carers;
- Provide guidelines and training for staff on good practice in:
  - intimate care;
  - working with children of the opposite sex;
  - managing behaviour that challenges families and services;
  - issues around consent to treatment;
  - anti-bullying and inclusion strategies;
  - sexuality and safe sexual behaviour among young people;
  - monitoring and challenging placement arrangements for young people living away from home.

## **Definitions**

### **THE FOUR CATEGORIES OF CHILD ABUSE - POSSIBLE SIGNS AND SYMPTOMS AND THE RECOGNITION OF ABUSE**

#### **WHAT RESEARCH TELLS US ABOUT ABUSE**

Child maltreatment is multiply determined, by a variety of factors, operating via transactional processes at various levels of analysis, in the broad ecology of parent-child relations. Causal factors are "multiple, cumulative and interactive." (MacDonald, 2001). The family is the arena within which children are most likely to be maltreated and it is the balance of intra-familial stressors and supports which determines whether maltreatment takes place. When stressors outweigh supports, where potentiating factors are not balanced by compensatory factors, the probability of maltreatment increases. Child abuse is not caused merely by dysfunctional parenting, abusive

incidents are interactional events, occurring at moments of heightened stress in the lives of adults who are caring for vulnerable children.

### **CATEGORIES OF ABUSE AND POSSIBLE SIGNS AND SYMPTOMS**

When making difficult judgements around possible signs and symptoms of abuse and neglect it is crucial that we consider the available information and presenting injuries or behaviours **in context**.

**It will be Designated Senior Leaders (DSL) who make judgements about referrals, speaking to parents and what, if any, action is to be taken in respect of concerns.**

What follows must not be considered to be a comprehensive or definitive 'checklist'; children may behave strangely or appear unhappy or distressed for a number of reasons as they move through the stages of development, and as their family circumstances and experiences change. Neither does the presence of one or more of the following 'prove' that a child has been or is being abused. We need to be absolutely clear that our role is not to investigate or prove abuse but to observe, gather and share information where we have concerns.

Professionals should remember that all children, regardless of age, sex, ethnicity, disability, race or culture, are entitled to the same level of protection.

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

Abuse and neglect are forms 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. They may be abused by an adult or adults, or another child or children.

**Physical abuse:** may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

**Emotional abuse:** is 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 children 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 and how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the 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.

**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.

**Neglect:** is 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 caregivers)
- ensure access to appropriate medical care or treatment

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

## **11. TAKING ACTION TO ENSURE THAT CHILDREN ARE SAFE.**

All staff and volunteers follow the LSCB Child Protection Procedures

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

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.

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 point 24)**

All non-mobile children who are observed with injuries / bruises must be considered as possible subjects of non-accidental injury and practitioners will follow single-agency safeguarding procedures that will consider the need for referral to Children's Social Care in line with local Section 47 enquiry processes. NICE research indicates that in cases where babies that are non-mobile, or children with developmental delays affecting their mobility, who present with bruises or injuries, practitioners should suspect

non-accidental reasons as a possible cause and their guidance recommends investigation and referral to Children's Social Care

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, information for schools and colleges can be found on the [TES](#), [MindEd](#) and the [NSPCC](#) websites.

Keeping Children Safe in Education 2016, 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**

**There is also further information regarding some of these issues:**

### **Radicalisation (The Prevent Duty):**

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. We recognise that, due to the learning difficulties of our pupils alongside vulnerabilities linked to decreased access to social interaction, there are increased associated risks.

All staff will undertake Prevent training and 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 5.31 of the LSCB procedures:

[http://panlancashirescb.proceduresonline.com/chapters/p\\_radicalisation.html#channel](http://panlancashirescb.proceduresonline.com/chapters/p_radicalisation.html#channel)

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

### **Modern Slavery**

The Modern Slavery Act 2015 places a new statutory duty on public authorities, including schools, to notify the National Crime Agency (NCA) (section 52 of the Act) on observing signs or receiving intelligence relating to modern slavery, e.g. human trafficking, slavery, sexual and criminal exploitation, forced labour and domestic servitude. The public authority (including schools) bears this obligation where it has 'reasonable grounds to believe that a person may be a victim of slavery or human trafficking'.

Currently, victims of human trafficking who are identified by a 'first responder', including local authorities, can be referred to the NCA via the NRM (National Referral Mechanism) however this is on a voluntary basis and with the adult victim's consent. Children do not need to give their consent to be referred to the NCA.

### **Female Genital Mutilation:**

Female Genital Mutilation 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. (Like breast ironing / flattening - see over - FGM can come to be seen as a natural and beneficial practice carried out by a loving family, which places barriers in the way of [potential] victims coming forward to raise concerns or talk openly. Equally, staff should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them). UNICEF (2016) indicates that 125 million women and girls in 29 countries in Africa and the Middle East have experienced FGM or Cutting.

FGM risk factors include:

- low level of integration into UK society;
- mother or a sister who has undergone FGM;
- mention of a 'party', 'celebration', 'becoming a woman';
- visiting female elders from the country of origin;
- being taken on an extended holiday to the country of origin;
- talk about a 'special' procedure to become a woman

### **FGM & the Law - including mandatory reporting**

FGM has been illegal in the UK since 1985. Changes to the law in 2003 criminalised the carrying out of FGM on UK citizens overseas. More recently, the Serious Crime Act 2015 strengthened the law still further by introducing:

- the right to anonymity for victims;
- the offence of failing to protect a girl aged under 16 from the risk of FGM;
- the provision of preventative, Female Genital Mutilation Protection Orders (FGMPO); and
- a mandatory reporting duty (from July 2015) for teachers and regulated health and social care professionals to notify police when they discover that FGM appears to have been carried out on a girl under 18.

Any suspicion that a child might be at risk of FGM or has undergone FGM must be discussed with the Designated Safeguarding Lead.

If a disclosure of FGM is made or it is discovered by a teacher THEY must report this to police, personally, and notify the DSL, in line with Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015)

### **Child Sexual Exploitation:**

Any concerns relating to CSE will be reported to the DSL who will follow the procedures laid-out here and the LSCB procedures:

[Lancs CSE Standard Operating Protocol](#)

**DfE Definition:** *Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce,*

*manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.*

Consent cannot be given by victims of sexual abuse, including CSE, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Children can be groomed by peers and / or exploited as part of gang-related activity.

CSE happens to children from all walks of life and research estimates that around a third of victims are boys. Looked after children might be especially vulnerable to CSE, as might those with learning disabilities. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

[Children Who go Missing Protocol 2014](#)

[Statutory CME guidance for LAs Sept. 2016](#)

[DfE Child sexual exploitation: Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation \(February 2017\)](#)

There are a number of things that we can do to prevent CSE and / or help other agencies to disrupt the activities of those engaging or intent on engaging in it:

- Via the curriculum and through engagement with parents and carers, we will raise awareness around healthy relationships and, where appropriate, CSE and grooming processes, including how this can happen online;
- Information sharing is vital in identifying and tackling all forms of abuse and especially child sexual exploitation. Staff will be vigilant, seek advice, monitor attendance, keep robust registers, share information and contribute effectively to multi-agency processes designed to prevent, disrupt and / or prosecute perpetrators of CSE;
- We are also mindful of our contribution to processes designed to protect children who have been victims of CSE:

(i) Physically - Making it as hard as possible for perpetrators to gain access to young people; face-to-face but also via phones, online etc

(ii) Relationally - By ensuring that young people experience safe, stable relationships which counteract the abuse and, for Looked After Children, provide stability in terms of education and placements;

(iii) Psychologically - Helping young people to find a source of [positive] identity outside of abusive relationships.

**Peer on Peer Abuse:**  
[DfE - Preventing and tackling bullying \(July 2017\)](#)

We recognise that children are capable of abusing their peers. Any incidents of alleged or suspected abuse by children or young people will be taken seriously and reported to the DSL immediately. Staff must also be alert to the possibility that a child or young person who has harmed another may also be a victim and, as such, they may have significant unmet needs themselves. Peer abuse might take various forms; for example (and the following list is not exhaustive):

- Sexual bullying
- Racial, homophobic, gender or culture-related bullying or abuse
- Via the use of ICT e.g. sexting, 'revenge pornography' - staff should be particularly mindful of the potential for the misuse of information technology for bullying and abusive purposes;
- Grooming by peers as part of child sexual exploitation;
- Abuse linked to gang-related activity;

We know that peer abuse might manifest differently for boys and girls e.g. girls being touched inappropriately or coerced into sexual activity, boys being initiated into gangs etc. Such abuse may also be indicative of a previous or ongoing abusive experience for a perpetrator and / or victim and research indicates that children with SEN, additional or complex needs are particularly vulnerable.

Staff should be mindful of the added vulnerability of children and young people who have been the victims of violent crime, including the risk that they may respond to this by abusing younger or weaker children. The alleged perpetrator is likely to have considerable unmet needs, as well as posing a significant risk of harm to other children.

Evidence suggests that such children may have suffered considerable disruption in their lives, may have witnessed or been subjected to physical or sexual abuse, may have problems in their educational development and may have committed other offences. They may, therefore, be suffering, or at risk of suffering, significant harm and be in need of protection. Consequently, any plan to reduce and / or manage risk posed by a child who is alleged to have abused another must also address their needs and [multi-agency] responses should not be about criminalising children unnecessarily.

We recognise that is not enough 'just' to respond to incidents should they arise.

Therefore, we will minimise the possibility of peer abuse by:

- Creating and maintaining an environment which is safe, caring, respectful and stimulating, and which seeks to promote the social, physical and moral development of our pupils;
- Ensuring that core safeguarding and child protection policies and procedures link to, are understood and implemented in conjunction with other, related policies and procedures in school;
- Actively discouraging and challenging all unacceptable behaviour, including all forms of bullying and abuse. We will also challenge the attitudes and behaviours which underpin it;
- Having in place clear strategies for promoting positive behaviour, including an individualised system of rewards and sanctions that is clear to staff, pupils and parents / carers alike;

- Maximising opportunities within the curriculum, via PSHE, assemblies and focused weeks to deliver key keeping safe and associated behavioural, spiritual, moral, social and cultural messages - including the use of external resources and expertise e.g. Kidsafe or the NSPCC's 'Pants / Underwear Rule' guidance and drawing upon the expertise of external speakers and groups ;
- Striking appropriate balances between pupil's right to privacy and the need for proportionate supervision to keep them safe in and around school;
- Ensuring that all adults associated with our school understand their role and responsibilities as role models;
- Ensuring that staff and any volunteers are trained to look for and respond appropriately to any potential indicators of peer abuse ;
- Seeking appropriate and timely advice where uncertainty exists and / or concerns arise i.e. from Children's Social Care;
- Ensuring that children, and parents, know how to raise any worries or concerns with adults / staff in school and by signposting them to appropriate sources of advice and support outside school.

## **Sexting**

### [How to respond to an incident](#)

Sexting is when someone sends or receives a sexually explicit text, image or video. This includes sending 'nude pics', 'rude pics' or 'nude selfies'. Pressuring someone into sending a nude picture can happen in any relationship and to anyone, whatever their age, gender or sexual preference.

However, once the image is taken and sent, the sender has lost control of the image and these images could end up anywhere. By having in their possession, or distributing, indecent images of a person under 18 on to someone else, young people are not even aware that they could be breaking the law as stated as these are offences under the Sexual Offences Act 2003.

Guidance on how to deal with sexting can be found at:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/551575/6\\_2439\\_KG\\_NCA\\_Sexting\\_in\\_Schools\\_WEB\\_1\\_.PDF](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/551575/6_2439_KG_NCA_Sexting_in_Schools_WEB_1_.PDF)

## **Initiation/Hazing**

Hazing is a form of initiation ceremony which is used to induct newcomers into an organisation such as a private school, sports team etc. There are a number of different forms, from relatively mild rituals to severe and sometimes violent ceremonies. Our pupils are particularly vulnerable to hazing within the community, however they may not recognise it in these terms. Within school we will use terminology pupils/students understand and will, through PSHE promote healthy relationships and encourage them to understand 'yucky' feelings and how to recognise situations that may trigger these feelings and thus how to avoid them and/or disclose if they have occurred

The idea behind this practice is that it welcomes newcomers by subjecting them to a series of trials which promote a bond between them. After the hazing is over, the newcomers also have something in common with older members of the organisation, because they all experienced it as part of a rite of passage. Many rituals involve humiliation, embarrassment, abuse, and harassment.

## **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.

## **12. SAFER SCHOOLS, SAFER STAFF**

The School Staffing Regulations require governing bodies of maintained schools to ensure that at least one person on any appointment panel has undertaken safer recruitment training.

In line with part three of KCSiE (2016), governing bodies and proprietors will take steps to prevent people who pose a risk of harm from working with children by adhering 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 ensuring volunteers are appropriately supervised. The school or college should have written recruitment and selection policies and procedures in place. (See flowchart Appendix 5) A person who is prohibited from teaching must not be appointed to work as a teacher in such a setting. A check of any prohibition can be carried out using the [Teacher Services' system](#).

Governors in maintained schools are required to have an enhanced criminal records certificate from the DBS.

**There is a legal requirement for employers to make a referral to the DBS where they think that an individual has engaged in conduct that harmed (or is likely to harm) a child; or if a person otherwise poses a risk of harm to a child.**

It is essential that any allegation of abuse made against a teacher or other member of staff or volunteer in a school is dealt with very quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation. As an employer, The Loyne Specialist School has a duty of care to its employees.

Therefore, the school will ensure that effective support is provided for anyone facing an allegation. Suspension is not an automatic response to an allegation and will respond proportionately to them in order to manage risk and provide appropriate support.

Anyone, including parents or carers, who is concerned about the conduct of a member of school staff or volunteer should report the matter to the Head Teacher. An allegation against the Head Teacher should be reported to the Chair of Governors.

Keeping Children Safe in Education (Part four) defines an allegation as follows:

*"... all cases in which it is alleged that a teacher or member of staff (including volunteers) in a school or college that provides education for children under 18 years of age has:*

- *behaved in a way that has harmed a child, or may have harmed a child;*
- *possibly committed a criminal offence against or related to a child; or*

- *behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children.*

The person to whom the allegation is made or who observes a worrying incident, conduct or behaviour from an adult in school should report this immediately to the Head Teacher (or the Chair of Governors if the concern is about the Head Teacher).

The Head Teacher / Chair of Governors then becomes the 'case manager'. They should establish the basic facts which underpin the concern that has been reported to them, without interviewing staff or children, and decide whether there is the possibility that an allegation has been made.

Where uncertainty remains, the case manager may liaise with and seek advice from the following:

- HR / Browne Jacobsen: 0161 300 8023
- The local authority's Designated Officer: Tim Booth Tel: 01772 536694  
Tim.Booth@lancashire.gov.uk

If Tim Booth is unavailable and LADO advice is needed the case manager should contact School's Safeguarding: 01772 531196 / 532723  
andrea.glynn@lancashire.gov.uk (School's Safeguarding Officer)  
ben.gibson@lancashire.gov.uk (Business Support Officer)

These discussions and any agreed and further actions must be recorded by the case manager. The procedure to be followed is detailed within Keeping Children Safe in Education (Part Four) and the LSCB Procedures.

[http://panlancashirescb.proceduresonline.com/chapters/p\\_allegations.html?zoom\\_highlight=managing+allegations](http://panlancashirescb.proceduresonline.com/chapters/p_allegations.html?zoom_highlight=managing+allegations)

Any in-school processes will be held in abeyance pending the outcome of any external enquiries by police and / or children's social care.

### **Confidentiality in relation to allegations.**

In the event of an allegation being made, our school/college will make every effort to maintain confidentiality and guard against unwanted publicity. Parents and carers will be made aware that under s141F of the Education Act 2011, there is a prohibition on reporting or publishing allegations about teachers, this includes via social media eg 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.

**For further information - <http://panlancashirescb.proceduresonline.com/index.htm> and click on contents and go to Chapter 6 – Safer Workforce**

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 July 2016).

All relevant staff who work within early years or provide child care to children in extended years will be checked in accordance with the requirements of the statutory guidance Disqualification under the Childcare Act 2006 (February 2015).. Disqualification by association disclosure reminders will be given annually to existing staff and at the point of conditional job offer for new staff. A record of all checks will be entered onto the Single Central Record and disclosure forms will be held on staff personnel files.

On induction, all staff and will be given the Loyne Child Protection Policy and included in this is the Guidance for Safer Working Practice for Staff who work in Education Settings March 2009. They will sign to say that they have had this document and will work within it.

### **13. USE OF MOBILE PHONES AND CAMERAS**

Children have their photographs taken to provide evidence of their achievements for developmental records (Early Years Foundation Stage, EYFS 2014).

Staff, visitors, volunteers and students are not permitted to use their own mobile phones to take or record any images of children for their own records during any point in the school day or extended school day including trips and residential.

#### **Procedures**

Pupils have their photographs taken to provide evidence of their achievements for developmental records. Staff, visitors, volunteers and students are **not** permitted to use personal mobile phones/tablet devices to take or record any images of pupils. Images taken on school equipment must be used for school purposes only. Pupils full names must not be used on the school website or other on-line space, including social media, particularly in association with photographs.

Staff are not permitted to use their mobile phones during the school day, including when they are offsite with pupils, other than at break times. Mobile phones must be switched off or silenced and kept with personal belongings or in lockers. Should a staff member need to have a mobile phone on them for emergency contact reasons a member of the Senior Management Team must be made aware. The phone must be kept on silence/vibrate so that it does not disrupt pupils/staff. Students are not allowed a mobile phone in school unless they are an independent traveller, for their own safeguarding purposes. The phone must be stored securely in their locker and only accessed when they leave the premises.

**Cameras and mobile phones are strictly prohibited in all toilet and changing areas.**

### **14. ONLINE SAFETY**

[DfE - Cyberbullying: Advice for headteachers and school staff \(2014\)](#)

[LSCB – Online safety](#)

[KCSIE – Annex C](#)

As schools and colleges increasingly work online it is essential that children are safeguarded from potentially harmful and inappropriate online material. Children are 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), tutorials (in FE) and/or– through sex and relationship education (SRE), small group work or individuals and families who need a more bespoke approach.

Mobile phones, computers and other digital devices can be a source of fun, entertainment, communication and education. However, we know that some adults and young people will use these technologies to harm children. The harm may include sending hurtful or abusive texts and emails; enticing children to engage in sexually harmful conversations online; inappropriate/indecent webcam filming and photography or face-to-face meetings.

The school's Online Safety policy, ICT security policy and Staff Communication policy explain how we try to keep pupils safe in school when using the internet and mobile technology. Guidance for parents and carers will also be available on the school website, in response to those issued and updated by LSCB:

<http://www.lancshiresafeguarding.org.uk/online-safeguarding/schools-the-childrens-workforce.aspx>

## **PROCEDURES**

Under the Data Protection Act 1998, the school must seek parental consent to take photographs and video footage of pupils. Photographs will be stored on the P Drive on the school server accessible to school staff only. After 2 years photos are moved by the ICT Technician to a secure external hard drive. This is password protected and accessible to the ICT Technician and School Business Manger only. In the event of emergency, back up instructions on how to access the external hard drive are located in an email folder under the Technicians log in.

The schools digital camera/s or memory cards must not leave the school setting unless on an official school trip. Photos are printed/uploaded in the setting by staff and once done images are then immediately removed from the cameras memory.

Printed photos of children may be displayed around school, in the school newsletter, school prospectus, photobooks, website and Facebook and in the press where parents/carers have given permission. Staff must never publish photos of pupils where parents/carers have not given permission and must be alert to the fact that sometimes children, other than the intended subject, may appear in the background. Photos must be carefully checked before being printed/published. If staff are unsure whether a parent/carer has given permission for their child to be photographed/recorded they must check with the school office.

## **SCHOOL PRODUCTIONS**

The school writes to parents/ carers each year to advise them that the Christmas Production (and any other productions that may be put on) will be photographed/recorded by other parents and video recorded professionally by school. This gives parent/carers the opportunity to withdraw their child from the production if they wish.

## **15. RELATED SCHOOL SAFEGUARDING POLICIES**

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

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

and relates to:

- pupils' health and safety
- the use of reasonable force
- meeting the needs of pupils with medical conditions
- providing first aid
- educational visits and work experience
- intimate care
- internet or online safety
- appropriate arrangements to ensure school security, taking into account the local context.
- rigour with which absence is followed up
- decision-making process involved in taking pupils off roll
- 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:

- Child sexual exploitation
- Bullying including cyberbullying
- Domestic abuse
- Drugs and/or alcohol
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation
- Forced marriage and honour based violence
- Gangs and youth violence
- Gender based violence/violence against women and girls
- Mental health
- Private fostering
- preventing radicalisation
- Sexting
- Teenage relationship abuse
- Trafficking/ Cuckooing.

Go to <http://panlancashirescb.proceduresonline.com/index.htm> and click on contents and go to **CHILDREN IN SPECIFIC CIRCUMSTANCES**

Related school policies include:

- Attendance, Admissions and Exclusions
- Sex, Relationship Education Policy
- Behaviour Management Policy
- Anti –Bullying Policy
- Online Safety and Acceptable Behaviour Policy
- Health and Safety
- Care and Control
- Intimate Care
- Whistle blowing
- Complaints
- Single Equality Policy
- Home School Agreements
- Intimate Personal Care
- Staff Handbook
- Staff Communication and Social Media

Reviewed against LCC October 2017 policy

Susan Campbell (Headteacher), Anna Lazenbury (School Business Manager) and Kathryn Veevers (Assistant Headteacher)

Date of next review: October 2018 or as and when changes occur.

Interim Review May 2018 – Change of telephone number

## SCHOOL CHILD PROTECTION PROCEDURES

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

The Designated Safeguarding Lead will ensure that the school Child Protection policy is made publically available and that parents/carers 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.

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 Senior Leader (DSL) in school; this should *always* occur as soon as possible and certainly within 24 hours (see Flowchart at **Appendix 2**):

**The Designated Senior Leader is: Susan Campbell (Headteacher)**

**The Back-up Designated Senior Leaders are: Julie McGrath (Deputy Headteacher) and Kathryn Veevers (Assistant Headteacher), Clare Bennett (Senior Teacher)**

**The Prevent Lead is: Kathryn Veevers**

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 their DSL/back up 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.

#### **What should the DSL consider right 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 CAF/TAF without referral to Children's Social Care 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 3 on the 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 CoN)**
- What information is available to me: Child, 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 531196)
- If I am not going to refer, then what action am I going to take? (e.g. CAF, time-limited monitoring plan, discussion with parents or other professionals, recording etc)

## 2. **Feedback to Staff Who Report Concerns to the Designated Senior Leader**

Rules of confidentiality dictate that it may not always be possible or appropriate for the Designated Senior Leader to feedback to staff who report concerns to them. Such information will be shared on a 'need to know' basis only and the Designated Senior Leader 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 Senior Leader or back up considers that a referral to CSC may be required, there are two thresholds for (and their criteria) and types of referral that need to be carefully considered:

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

Under section 17 (s17(10)) of the Children Act 1989, a child is in need if:

- (a) He 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 health or development is likely to be impaired, or further impaired, without the provision of such services;
- (c) He 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 Senior Leader will make judgements around 'significant harm', levels of 'need' and 'risk' when to refer.**

#### **4. Making Referrals to CSC (Guidance for the Designated Senior Leader)**

The Lancashire [CoN](#) provides 4 levels to describe family circumstances:

- **LEVEL 1** – needs and risks are met through Universal Services or simple specific agency response
- **LEVEL 2** – evidence of some unmet needs and low risk. Targeted Service Provision via CAF/TAF
- **LEVEL 3** – higher levels of unmet needs and medium risk. Child in Need (CIN)
- **LEVEL 4** – Significant unmet needs and high risk. Child Protection (CP) and Looked After Children.

**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](http://www.lancashirechildrenstrust.org.uk/) > Resources

#### **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 a 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 - Procedure
- 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'**

### **Underlying Risk Factors**

Those elements that are often present in risk situations but which do not, of themselves, constitute a risk:

- Poverty;
- Poor housing;
- Lack of support network/isolation (e.g. previous LAC, Care Leaver);
- Experiences of poor parenting (e.g. Adverse Childhood Experiences);
- Low educational disability (adult/child);
- Physical/learning disability (adult/child);
- Mental health difficulties (adult/child);
- Drug and alcohol use/misuse;
- Victimisation from abuse/neglect;
- Disordered/discordant relationships (e.g. domestic abuse, attachment issues);
- Previous history of offending;
- Rejecting/antagonistic to professional support;
- Behavioural/emotional difficulties in child;
- Young, inexperienced parent (e.g. teenage pregnancy);
- Physical ill health (adult/child);
- Unresolved loss or grief.

### **High Risk Indicators**

Those elements which, by their presence, do constitute a risk, therefore consideration must be given to undertaking a section 47 referral to Childrens Social Care:

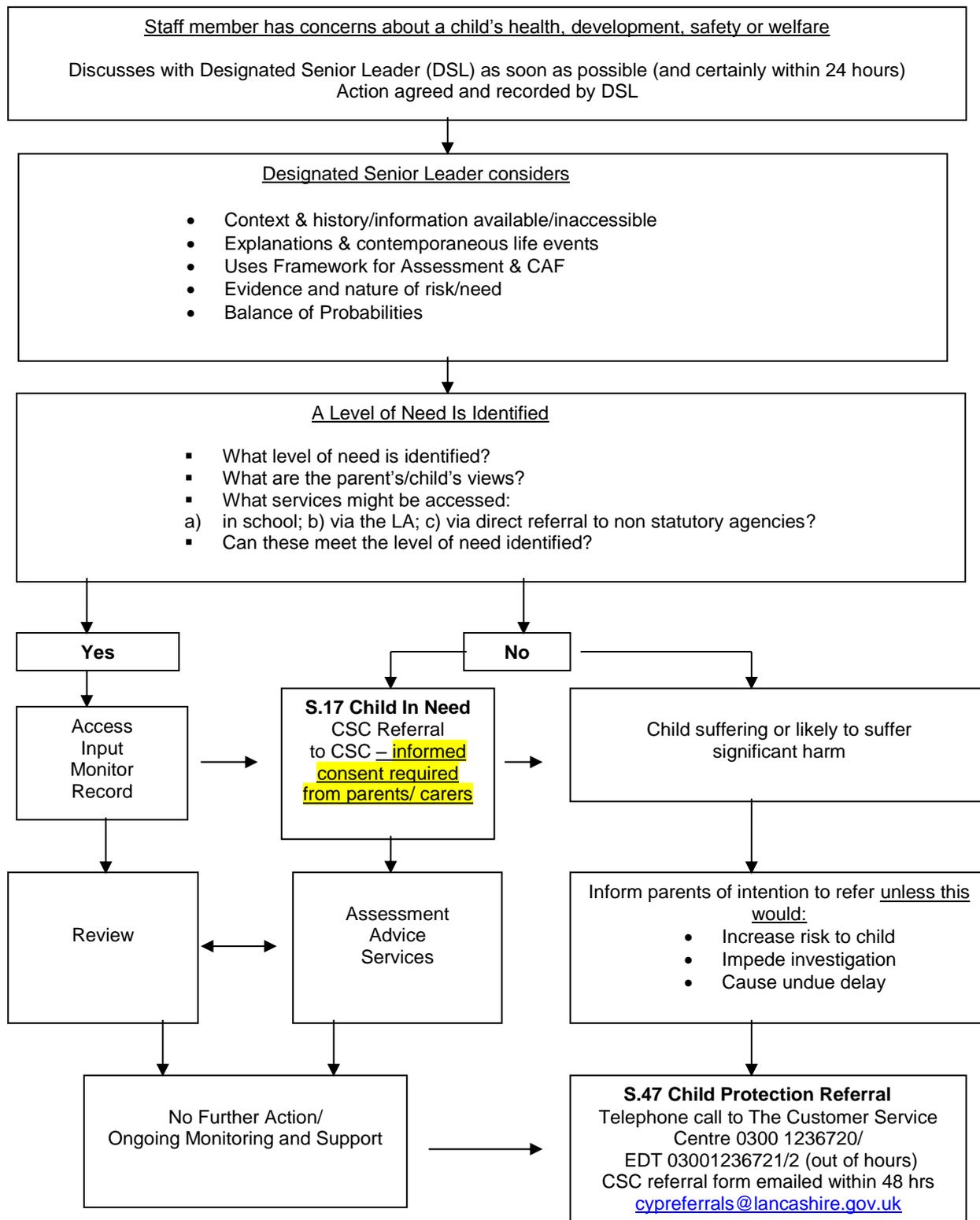
- Previous involvement in child physical and sexual abuse/neglect;
- History of being significantly harmed through neglect as a child;
- Seriousness of abuse (and impact on the child);
- Age of the child (particularly if less than three years old);
- Incidence of abuse (how much and over how long a period of time);
- Record of previous violent/sexual offending (against both children and adults);
- Evidence of disorganised attachment in the adult;
- Older child removed or relinquished;
- Unexplained bruising (particularly in pre mobile children);
- Uncontrolled mental health difficulties (including periods of hospitalisation);
- Personality disorders;
- Chaotic drug/alcohol misuse;
- Denial/failure to accept responsibility for abuse/neglect;
- Unwillingness/inability to put child's needs first and take protective action;
- Cognitive distortions about the use of violence and appropriate sexual behaviour;
- Inability to keep self-safe;
- Unrealistic, age inappropriate expectations of the child;
- Evidence of Domestic Abuse, so called Honour Based Violence, Female Genital Mutilation and Forced Marriage.

## APPENDIX 1: SEVEN GOLDEN RULES FOR INFORMATION SHARING

# 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.

## APPENDIX 2: TAKING ACTION ON CHILD WELFARE/PROTECTION CONCERNS IN SCHOOL



## APPENDIX 3: TALKING AND LISTENING TO CHILDREN

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

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

### You should **NEVER**

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

### 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

- State who were present, time, date and place;
- Be recorded on CPOMS as soon after the event/concern was raised as possible
- Responded to by one of the DSL's within 24 hours;
- Use the child's words wherever possible;
- Be factual/state exactly what was said;
- Differentiate clearly between fact, opinion, interpretation, observation and/or allegation.

### What information do you need to obtain?

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

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

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

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

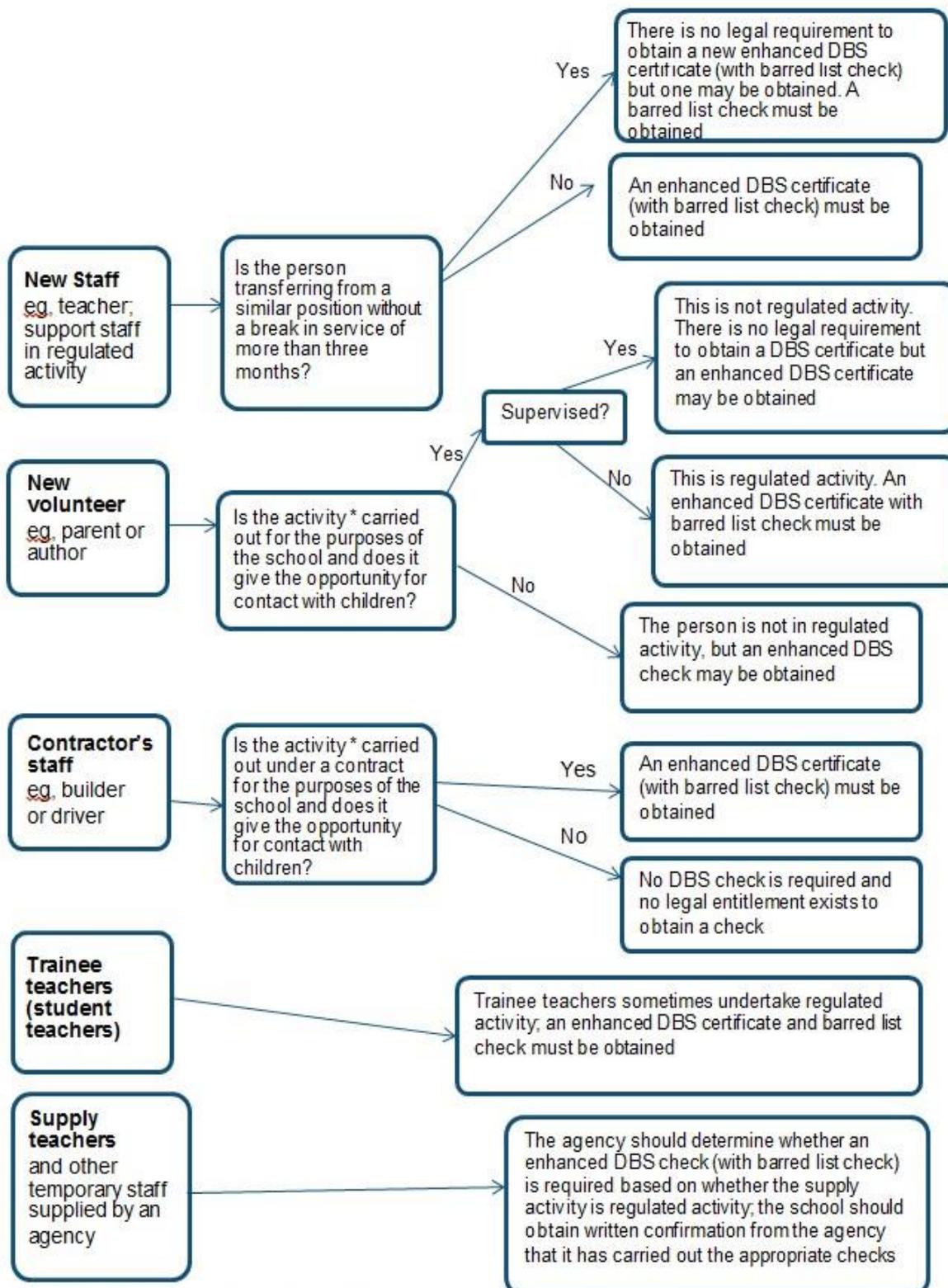
#### **What else should we think about in relation to disclosure?**

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

#### APPENDIX 4: SAFEGUARDING CONTACTS AND NUMBERS

<b>DSL</b>	Susan Campbell
<b>Back-up / Deputy DSLs</b>	Julie McGrath Kathryn Veevers Clare Bennett
<b>Chair of Governors</b>	Ann-Marie Houghton
<b>Safeguarding Governor</b>	Ann-Marie Houghton
<b>HR &amp; Legal Advice</b>	
<b>School's Safeguarding</b>	<b>Andrea Glynne</b> 01772 531196 / 532723
<b>Children's Social Care EDT / out of Hours</b>	<b>0300 123 6720</b> cypreferrals@lancashire.gov.uk <b>0300 123 6721/3</b>
<b>Local Authority Designated Officer</b>	<b>Tim Booth</b> 01772536694 Tim.booth@lancashire.gov.uk
<b>Children Missing Education Contact</b>	01257 517333 cme@lancashire.gov.uk
<b>Child Sexual Exploitation Team</b>	<b>Operation Awaken</b> Blackpool, Fylde, Lancaster, Morecambe and Wyre <b>01253 477 261</b>
<b>Prevent / Channel Contact / referrals</b>	<b>101</b> <b>Anti-Terrorism Hotline 0800 789 321</b> <b>Preston, Lancaster, Skelmersdale, Blackpool etc</b> Telephone: 01772 209733 / 830, or Central Safeguarding Team, Hutton HQ: 01772 413029 concern@lancashire.pnn.police.uk
<b>Virtual School Head</b>	<b>01772531853</b> Elac.team@lancashire.gov.uk
<b>LCC Employee Welfare &amp; Counselling Service</b>	<b>08000 214 154</b> www.youreap.co.uk
<b>NSPCC Whistle-blowing helpline</b>	<b>0800 028 0285</b>
<b>Online Safety Helpline</b>	For professionals <b>0844 381 4772</b>
<b>National Domestic Abuse Helpline</b>	<b>0808 2000 247</b>
<b>Child Line</b>	<b>0800 11 11</b>
<b>NSPCC Helpline</b> Adults inc. parents	Tel: <b>0808 800 5000</b> or text: <b>88858</b> help@nspcc.org.uk
<b>SWGFL Professionals Online Safety Helpline</b>	<b>0844 381 4772</b>

## APPENDIX 5: DBS Check Flowchart



\* Activities listed under the guidance's definition of regulated activity and which are carried out 'frequently'