

St Bede's Catholic High School



Child Protection and Safeguarding Policy

Date policy last reviewed: _____

Signed by:

_____ Headteacher

Date: _____

_____ Chair of governors

Date: _____

Safeguarding and Child Protection Policy

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

Academic Year	Designated Safeguarding Lead and Back up Safeguarding Lead	Nominated Governors
2020/2021	Debra Harris DSL Philip Denton Back up DSL Dan Morgan Back up DSL	Mr Stephen Marston Mr Paul Jackson

B. Training for Designated Safeguarding Leads in School

Name of Staff Member / Governor	Date when last attended CP Training	Provider (e.g. LCC, Governor Services)
Debra Harris	July 2020	Lancashire Safeguarding Partnership
Philip Denton	Nov 2019	LCC
Dan Morgan	May 2021	LCC

C. Whole School Safeguarding / Child Protection Training – as required by Department for Education (DfE) – Keeping Children Safe In Education (KCSIE) September 2020 and alongside our Lancashire Safeguarding Partnership Good practice recommendations of updates.

Who attended (e.g. all teaching and welfare / support staff, Governors, volunteers)	Date	Training Delivered by
All Staff – Child Protection Training (Level 1)	7 th June 2021	LCC Safeguarding Team and Deb Harris DSL
All Staff Safeguarding Updates KCSIE 2020 Part 1, WTTSC 2018 and Trauma Informed Practice	2 nd September 2020	Debra Harris DSL
All Staff – Safeguarding Updates KCSIE 2020	3 rd September 2020	Debra Harris DSL
All Staff – face to face Safeguarding and CP training / Medical Safeguarding	14 th November 2018	Debra Harris DSL Jane Taylor – NHS
All Staff –face to face training KCSIE July 2018 / WTTSC July 2018/ ACEs	September 2018	Debra Harris DSL
All Staff – Safeguarding updates	September 2018	Debra Harris DSL
All Staff – face-to-face training KCSIE July 2016 part 1	September 2016	Debra Harris DSL

D. Safer Recruitment Training in line with KCSIE 2020 at least one person on any recruitment and selection panel has to have undertaken Safer Recruitment training (LCC recommends this is updated every 5 years)

Name of Staff Member / Governor	Date when attended	Provider (e.g. LCC, Governor Services, on line training)
John Riley	September 2016	Governor Services
Stephen Marston	September 2016	Governor Services
Philip Denton	October 2020	LCC Safeguarding
Annette Southworth	June 2020	LCC Safeguarding

E. Review dates for this policy (annual review required KCSIE 2020)

Review Date	Changes made	By
September 2016	Updates in line with KCSIE 2016 and Working Together to Safeguard Children	LCC /D Harris
September 2018	No Changes to KCSIE 2018	Notified by LCC /DfE
September 2018	Safeguarding Updates – KCSIE 2018 and WTTSC 2018	LCC / D Harris
November 2018	Whole Staff CP and Safeguarding training November 2018	D Harris /J Taylor
June 2020	Additional reference to Peer to Peer Abuse and Safeguarding Vulnerable Children	D Harris
September 2020	Updates in line with KCSIE 2020 and DSL Training	D Harris

1. PURPOSE OF A CHILD PROTECTION POLICY

At St. Bede’s Catholic High School, we offer a whole school child protection policy that provides clear direction to staff and others about expected codes of behaviour in dealing with safeguarding and 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 that prioritise the needs of the child.

2. INTRODUCTION

This policy has been adapted from guidance of the Lancashire Safeguarding Partnership

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 2011 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 is supported by the following documentation (National):

- Safeguarding Partnership 'Safeguarding Children Procedures' (July 2019)
- <http://panlancashirescb.proceduresonline.com/index.htm>
- Keeping Children Safe in Education (KCSIE 2020)
<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 2018);
<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 2016)
[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>

St. Bede's Catholic High School fully recognises the contribution it can make to protect 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 offers children to have opportunities to have a voice and that their wishes and feelings are listened to and considered.
- (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 safeguarding concerns.
- (c) **Offer Support and Referrals:**

To pupils, families and school staff who may be in need of Safeguarding support

This policy applies to all adults, including volunteers, working in or on behalf of the school and extends to Educational Visits whether residential or non-residential

3. SCHOOL COMMITMENT

At St. Bede's Catholic High School, we recognise that high self-esteem, confidence, peer support and clear lines of communication with trusted adults help 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 talk, and are listened to. That they have opportunities to talk and their wishes and feelings are sought, listened to and placed at the centre of professional judgement
- (b) Ensure that children know that there are adults in the school who they can approach if they are worried or are in difficulty. Children with SEND have the same right to be safeguarded and may need support from SENCo alongside the DSL (At St. Bede's the DSL is also the SENCo)
- (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 is made to establish effective working relationships with parents and colleagues from other agencies.

4. FRAMEWORK

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 so early intervention can be signposted.
- All professionals who come into contact with children and families are able to manage 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 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.
- Professionals are able to use their 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 and outcomes.

Child protection is the responsibility of *all* adults and especially those working with children. The development of appropriate procedures and the monitoring of good practice are the responsibilities of the Safeguarding Team in school.

5. ROLES AND RESPONSIBILITIES

The Governing Body/proprietor should ensure that:

- there is a clear accountability for the commissioning and / or provision of services designed to safeguard and promote the welfare of children
- there is a senior board level lead to take leadership responsibility for the school's safeguarding arrangements (e.g. nominated governor)
- the school has a safeguarding and child protection policy which is provided to and read by all staff – including temporary staff and volunteers. Staff induction ensures that safeguarding procedures are shared effectively and the DSL is aware of new staff within school
- all staff read part one of DfE KCSIE 2020
- all staff undertake appropriate child protection training
a senior member of the school's leadership team is designated to take lead responsibility for child protection (DSL). This is explicit in the DSL's job description (Annex B KCSIE 2020) and there is always available cover and alongside this Back up DSL's
- the DSL has the appropriate authority and the time, funding, training, resources and support to provide advice and support to other staff on safeguarding and child protection matters
- there is a designated teacher to promote the educational achievement of Looked After Children (LAC) and Ever Looked After Children (ELAC) and to ensure that this person has appropriate training.
- the school has a staff behaviour policy (code of conduct) provided to all staff – including temporary staff and volunteers, on induction.
- the school has written recruitment and selection policies and procedures in place at least one person on any appointment panel has undertaken safer recruitment training.
- the school operates safe recruitment procedures and makes sure that it adheres to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required; and ensures volunteers are appropriately supervised.
- the school has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures
- a governor is nominated to be responsible for liaising with the LA and/or partner agencies in the event of allegations of abuse being made against the head teacher
- there are procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have

been had they not resigned.

- it considers how children may be taught about safeguarding, including online safety, through teaching and learning opportunities, alongside providing a broad and balanced curriculum. It is a requirement to teach and support issues through personal, social health and economic education. (PSHE), and/or through sex and relationship education (SRE)
- there are procedures in place to handle allegations of peer to peer abuse
- where services or activities are provided on the school premises by another body, the body concerned has appropriate policies and procedures in place about safeguarding children and child protection and liaises with the school on these matters where appropriate.
- there is an annual review of policies and procedures/safeguarding arrangements and this is presented to the governing body
- without delay, any deficiencies or weaknesses regarding safeguarding and child protection arrangements are remedied.

The Headteacher should ensure that:

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

The Designated Safeguarding Lead is expected to:

- refer cases of suspected neglect and/ or 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 or principal to inform him or her of issues especially on-going enquiries under section 47 of the Children Act 1989 and police investigations
- as required, liaise with the “case manager” and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member)
- liaise with staff on matters of 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
- be 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
- 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’s safeguarding and 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 safeguarding and child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse and/or neglect may be made and the role of the school in this
- link with the local Safeguarding Partnership to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- always be available (during school) 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.

Who is available within the Local Authority to offer advice and support to the school?

Matt Chipchase Jenny Ashton	Schools Safeguarding Officers	01772 531196
School Safeguarding Team		admin@schoolsafeguarding.com
Tim Booth	LADO	01772 536694

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 and alongside NSPCC support as per guidance in KCSIE 2020

6. PROCEDURES

Where it is believed that a child is suffering from, or is at risk of significant harm, the school will follow the procedures set out in the document produced by Safeguarding Partnership (2018) 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 publicly available via the school's website or by other means as requested.
- 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 relevant policies for Safeguarding and child protection
- All staff via staff meetings will be advised of changes to policy and procedures including when the Safeguarding and Child Protection policy has been updated.

7. CONFIDENTIALITY

Confidentiality is an issue that 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 (Data Protection Act 2018)

Staff will be reminded on a regular basis of Safeguarding and Child Protection training and the need for sensitive Information and Sharing (IAS). If a child or an adult asks them to keep information confidential, they will tell them that they cannot guarantee this and that any information that indicates that they or another child or adult is being abused or is at risk of being abused then the information will be shared with DSL's/backup DSL's 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. Consent from families to share on information can also support referrals unless it would increase the risk of harm.

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.

All concerns regarding children and any disclosures made will be recorded on the schools agreed procedure. As from September 2018, all Safeguarding concerns at any level are reported online by secure access to the DSL. This will be done as soon as possible and within 24 hours of the disclosure and then submitted to the DSL via the online system. It is recognised that in some cases the initial reporting to the DSL could be verbal to enable a timely response to the concerns raised.

The DSL will then decide about any further action in accordance with the Safeguarding Partnership 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.

The child protection files will be stored under lock and key in a central place and only those who are DSL trained will have open access to them. The DSL/backup DSL will share information on a need to know basis.

Where children leave St. Bede's Catholic High School the DSL will ensure their child protection file is transferred to the new school or college as soon as possible and in accordance with Safeguarding Partnership best practice guidance, this will be within 15 working days of the child going off role. 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

St. Bede's Catholic High School recognises that children who are abused or who witness abuse 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)¹;
- (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 that 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.

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

We recognise that, statistically, children with behavioural difficulties and disabilities are particularly vulnerable to abuse. School staff who work, in any capacity, with children with Special Educational Needs and disabilities, and/or emotional and behaviour problems will need to be particularly sensitive to signs of abuse and be aware that additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

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

Definitions

As in the Children Acts of 1989 and 2004 and KCSIE 2020, a **child** is anyone who has not yet reached their 18th 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 (e.g. via the internet). 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 abuse, 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.

Specific safeguarding issues

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger. The awareness and impact of social media with children has raised the concern of safeguarding issues connected to emotional abuse

Peer on Peer Abuse

All staff should be aware that safeguarding issues could manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual abuse and sexual harassment
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type abuse and rituals

Managing Allegations against other Pupils (peer on peer abuse)

We believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other pupils. We recognise that some pupils will sometimes negatively affect the learning and wellbeing of others and their behaviour will generally be dealt with under the School's Whole School Behaviour Policy. It is not enough to respond to incidents as they arise and we strive to create an environment that actively discourages abuse and challenges the attitudes that underlie it. The school manages incidents of bullying, and sexual and racial harassment.

All staff are made aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender-based abuse/sexual assaults and sexting.

Our school recognise that children can abuse their peers. There are different forms of peer on peer abuse, but we recognise that abuse is abuse and will never be tolerated or passed off as "banter" or "part of growing up". We will not dismiss abusive behaviour between children as 'normal' and our thresholds for investigating claims and allegations are the same as for any other type of abuse

Mental Health and Wellbeing

All staff need to be aware of the signs and symptoms and refer as they would any other safeguarding concern. We are medically qualified but knowing how to access support and signpost could improve the outcomes for the child and family concerned. At St. Bede's we are this year supported by Lancashire Mind, Southport Samaritans and Barnardo's to help with such cases. We have a Pastoral Manager and School Chaplain who are in close liaison with the Pastoral Leaders to safeguard children and

families with concerns and can support with issues of Bereavement, Attachment and Anxiety. We use a capture on Provision map over seen by the DSL.

Contextual Safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college. All staff, but especially the designated safeguarding lead (and deputies) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.

11. TAKING ACTION TO ENSURE THAT CHILDREN ARE SAFE.

All staff and volunteers follow the SAFEGUARDING PARTNERSHIP Child Protection Procedures

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 abuse, child sexual exploitation, criminal 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 Safeguarding Partnership procedures.

Keeping Children Safe in Education in Part 1, lists a range of specific safeguarding issues, these are encompassed in the Safeguarding Partnership Procedures

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

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

In addition:

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

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

See Flowchart in Appendix 1 for procedure

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.

KCSIE 2020, lists a range of specific safeguarding issues, these are encompassed in Safeguarding Partnership Procedures, within section 5 (Children in Specific Circumstances)

Further Specific Issues:

Radicalisation:

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

Staff will be alert to changes in children's behaviour that 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 Safeguarding Partnership procedures. <http://panlancashirescb.proceduresonline.com/index.htm>. This will include making referrals to the Channel programme as appropriate.

Prevent Duty Guidance:

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

Female Genital Mutilation:

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

Indicators:

FGM: multi agency practice guidelines:

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

Pages 16 -17 - indicators

Pages 42 - the role of schools and colleges.

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

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

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

Via the curriculum, staff will raise awareness around positive healthy relationships and where appropriate specifically raise awareness of CSE and the grooming process. Any concerns re CSE will be reported to the DSL who will follow the Safeguarding Partnership procedures

Children missing from education (CME)

A child going missing from education is a potential indicator of abuse or neglect. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, Female Genital Mutilation and forced marriage.

The Local Authority's procedures for CME are currently being updated in line with national guidance. Contact Lancashire CME for further advice on

<http://www.lancashire.gov.uk/practitioners/supporting-children-and-families/education/children-missing-education.aspx>

Upskirting

As referenced in KCSIE 2019 part 1 and in KCSIE 2020 part 1, the act of any person – child or adult - using a mobile phone or camera to record images of another person from under their clothing and specifically in the pubic area of their body, is now a criminal offence.

In the event of such a disclosure or event, the police should be contacted immediately.

Serious Abuse

As per KCSIE 2020 part 1, we as a school are aware that any child may be drawn into areas of society that puts them at risk of significant harm. We will offer support and intervention for areas of this concern and liaise with the police. The link below is a supportive document
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/698009/serious-abuse-strategy.pdf

In Particular, we support the following:

Law enforcement is a very important part of the Serious Abuse Strategy, but it also looks at the root causes of the problem and how to support young people to lead productive lives away from abuse. Action in the strategy is centred on four main themes:

- tackling [county lines](#) and misuse of drugs
- early intervention and prevention
- supporting communities and local partnerships
- law enforcement and the criminal justice response

Operation Encompass

Our school is part of Operation Encompass. This is a police and education early intervention safeguarding partnership that supports children and young people who experience Domestic Abuse.

Operation Encompass means that the police will share information about Domestic Abuse incidents with our school PRIOR to the start of the next school day when they have been called to a domestic incident.

Our parents have been informed that we are an Operation Encompass school. The Operation Encompass information is stored in line with all other confidential safeguarding and child protection information.

The DSL has also led training for all school staff and Governors about Operation Encompass, the prevalence of Domestic Abuse and the impact of this abuse on children. We have also discussed how we can support our children following the Operation Encompass notification.

We are aware that we must do nothing that puts the child/ren or the non-abusing adult at risk. The DSL will report on Operation Encompass in the termly report to Governors. All information is anonymised for these reports.

For all Safeguarding issues:

a) Staff must immediately report:

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

b) Responding to Disclosure

Disclosures or information may be received from pupils, parents or other members of the public. School recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly, all staff will handle disclosures with sensitivity. Any child who has communication difficulties will be given access to express themselves to a member of staff with the appropriate skills.

Such information cannot remain confidential and staff will immediately communicate what they have been told to the DSL and make a contemporaneous record using the school procedures and protocol.

Appendix 2 offers advice about talking and listening to children

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 2020, 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.

In line with part four of KCSIE 2020, governing bodies and proprietors will ensure there are procedures in place to handle allegations against members of staff (Permanent, temporary, cover /supply and volunteering staff. Such allegations should be referred to the LADO at the local authority. There must also 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. All supply staff and volunteers are issued with a pocket size Safeguarding Leaflet from the main reception.

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](#).

A section 128 direction prohibits or restricts a person from taking part in the management of an independent school, including academies and free schools. The grounds on which a section 128 direction may be made by the Secretary of State are found in the relevant regulations.

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.

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

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

Parents or carers of a child or children involved should be told about the allegation as soon as possible, if they do not already know. However, there will be some cases that require a strategy discussion with CSC and/or the police and it will be within the strategy discussion that decisions are made as to what information can be disclosed to parents or carers. (KCSIE 2020)

Confidentiality in relation to allegations.

In the event of an allegation being made, St. Bede's Catholic High School 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 e.g. Facebook, Twitter etc. and if breached this could lead to prosecution. If parents or carers wish to apply to the court to have reporting restrictions removed, they will be advised to seek legal advice.

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 2020)

On induction, all staff and volunteers, will be given the LCC Induction Pack and included in this is the Guidance for Safer Working Practice for Staff who work in Education Settings (September 2020). They will sign to say that they have had this document and will work within it.

13. USE OF MOBILE PHONES AND CAMERAS

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.

Procedures

- Under the Data Protection Act 2018, the school must seek parental consent to take photographs and use video recorders. Photographs can be stored on SIMS and also on the School Network that are both password protected and monitored by the Network Manager. All staff have individual passwords for the School Network and SIMS. Each year the administration team generates a list of children whose parents do not wish for their children to appear on the internet, school publications and photographs around school e.g. wall displays*
- The school's digital camera/s or memory cards **must not** leave the school setting unless on an official school trip and must be signed out from school premises. Photos are printed/uploaded in the school setting by the network manager and once done images are then immediately removed from the camera's memory.

*It is acknowledged that often photographs may contain other children in the background and we will check for their permissions

On admission to St. Bede's Catholic High School, parents will be asked to sign the consent for photographs to be taken in school or to be used by the media for use in relation to promoting/publishing the school. This consent will last for a maximum of 5 years only. This does not cover any other agency and if any other agency requests to take photographs of any child then separate consent before photographs are taken will be sought. Furthermore, upon reaching the age of 12 further privacy notices must be signed by the children themselves.

Mobile cameras and mobile phones are prohibited in all toilet areas for staff and pupils and it is worthy of note the main pupil toilets are monitored by CCT

14. RELATED SCHOOL SAFEGUARDING POLICIES

School policies include

- Attendance, admissions & exclusions
- Accessibility Plan and Policy
- Anti-bullying
- Behaviour
- Complaints Policy
- CCTV Use in School
- Discipline
- Educational Visits Policy

- Equal opportunities
- Online Safety Inc. Acceptable Use Policy (AUP) Use of photographs / videos / imagery
- Extended Services/ before and after school
- Equality
- First Aid (Inc. medicines, intimate personal care etc.)
- Health and Safety
- Home School Agreements
- ICT Policy
- Induction
- Intimate Personal Care
- Managing Allegations
- PSHE Inc. Sex and Relationships Education
- Restrictive Physical Intervention
- Recruitment and Selection
- Safe use of Mobile Phones
- Social Networking and Media Site policy
- Special Needs and SEND policy (2020)
- Staff Professional Code of Conduct
- Whistle blowing

SCHOOL SAFEGUARDING AND CHILD PROTECTION PROCEDURES

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

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

Education professionals who are concerned about a child's welfare or who believe that a child is or may be at risk of abuse should pass any information to the Designated Safeguarding Lead (**DSL**) in school; this should *always* occur as soon as possible and certainly within 24 hours (see Flowchart at Appendix 1):

The safeguarding Team are responsible for taking action where the welfare or safety of children 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, and 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 or 3 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 needing 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, and 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 Safeguarding Lead**

Rules of confidentiality dictate that it may not always be possible or appropriate for the Designated Safeguarding Lead to feedback to staff who report concerns to them. Designated Safeguarding Lead 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 DSL or back up DSL 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 (s.17(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.

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

The Lancashire CoN provides 4 levels to described family circumstances

- **LEVEL 1** Universal – thriving
- **LEVEL 2** Evidence of Support Needs and Low Risk– Targeted Service provision via CAF
- **LEVEL 3** Higher level of Unmet Needs – Medium Risk – CIN S.17 Children's Act – CAF and CSC Support and Intervention
- **LEVEL 4** Significant Unmet Needs and High Risk – s.47 Child Protection and Looked After Children

<http://www.lancshiresafeguarding.org.uk/media/45811/LSCB-Thresholds-Guidance-Final-Oct-2018.pdf>

5. CSC Responses to Referrals and Timescales for level 3/4 Con of Need*

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)
- 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

***Contacts for referrals in Lancashire are located in Appendix 3**

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 contact 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'

We use Lancashire Safeguarding partnership – Risk Sensible Framework – which is a toolkit designed to help the DSL and her team think about risk and need when undertaking a referral or work with a family.

<http://www.lancshiresafeguarding.org.uk/media/34101/multi-agency-risk-sensible-framework-web-.pdf>

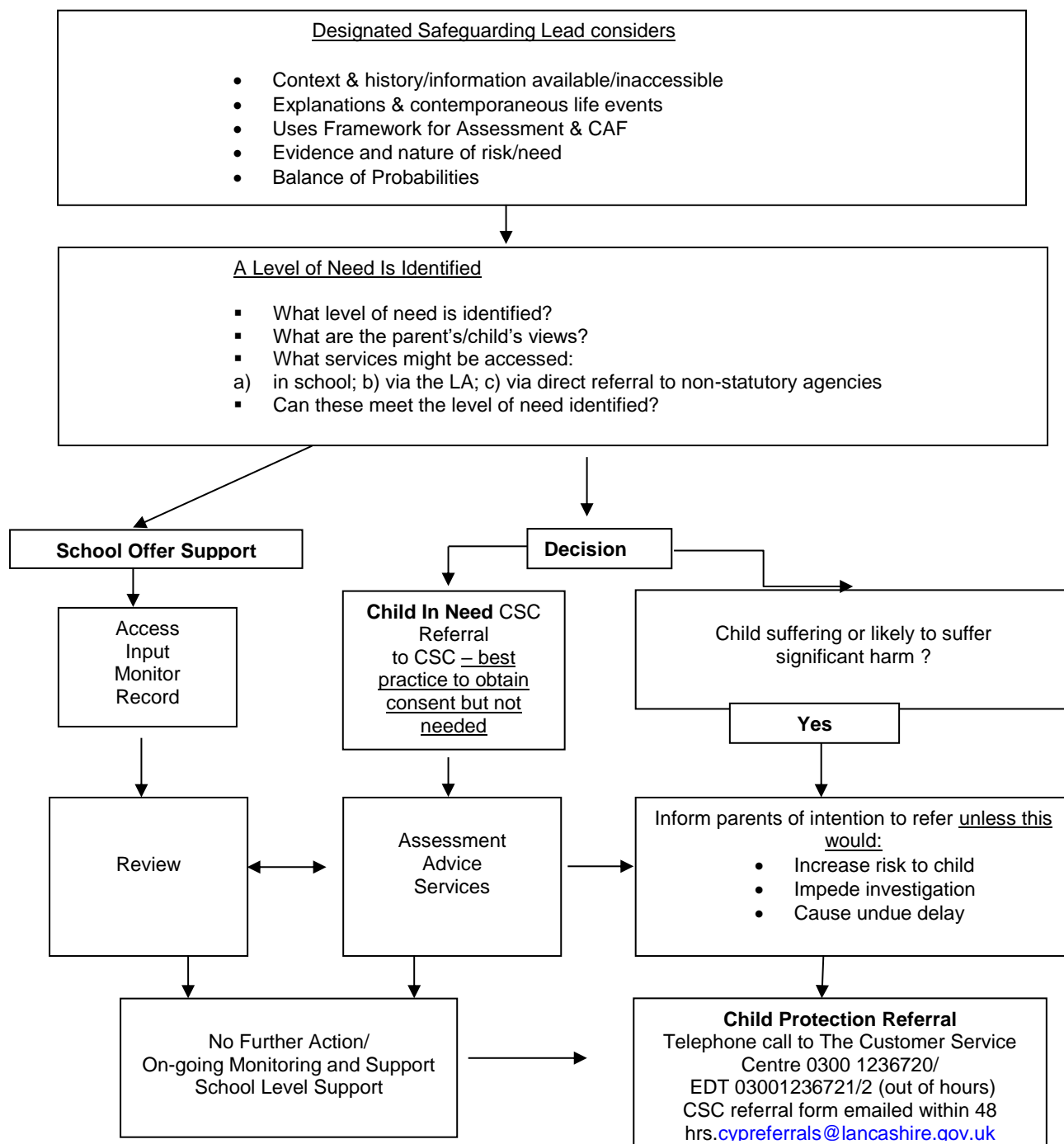
APPENDIX 1: TAKING ACTION ON CHILD WELFARE/PROTECTION CONCERNS IN SCHOOL

Staff member has concerns about a child's health, development, safety or welfare

Disclosure /concern reported to Designated Safeguarding Lead (DSL) as soon as possible (and certainly within 24 hours)

Action agreed and recorded by DSL





The Designated Safeguarding Lead [DSL] telephone contact in School is:

Debra Harris Tel 103

Room: Office

The Backup DSL telephone school in School are:

Mr P Denton Tel 128

Room: Headteachers office

Mr D Morgan Tel 195

Room: Deputy Head teachers Office

APPENDIX 2: 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 submit this information on to the correct person (the Designated Safeguarding Lead).

Children with communication difficulties

- 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 protection procedures;
- 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).

Recordings should

- State who was present, time, date and place;
- If handwritten in ink and be signed by the recorder; Log Online via School System
- Be passed to the DSL or backup immediately (certainly 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 are not sure, record and pass on immediately to the Designated Safeguarding Lead /Head Teacher/line manager.

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

- **Never** asked closed questions i.e. ones which children can answer yes or no to e.g. Did he 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 3: Children's Social Care

Referrals

Lancashire

The Customer Service Centre	0300 1236720
email address for referrals	cypreferrals@lancashire.gov.uk
Emergency Duty Team (Out of Hours)	0300 123 6721/3

Customer Service Contact Numbers in neighbouring Local Authorities:-

Blackburn with Darwen 01254 666400 EDT 01254 587547

Blackpool 01254 477299

Cumbria 0333 2401727

North Yorkshire 01609536993 EDT 0845 0349417

St Helens 01744 676600 or 0300 6500 148 EDT 0845 0500 148

Wirral 0151 606 2008 EDT 0151 604 63501

Sefton 0845 140 0845 EDT 0151 9208234

Rochdale 0300 303 0440 EDT 0300 303 8875

Bradford 01274 437500 EDT 01274 431010

Wigan 01942 828300 EDT 0161 834 2436

Adopted on:

19th October 2018

Updated 5th September 2018 to reflect updated Statutory Documentation 2018

Updated 9th January 2019 to reflect updated training and guidance 2018

Updated 6th June 2019 as requested by Chair of Governors – Mr Stephen Marston

Reviewed 24th September 2020 in line with KCSIE 2020 and Annual Review

Reviewed 11th May 2021

Signed:

Chair of Governors