

MANOR ROAD PRIMARY SCHOOL



SAFEGUARDING AND CHILD PROTECTION POLICY

February 2024





**MANOR ROAD PRIMARY SCHOOL
SAFEGUARDING AND CHILD PROTECTION POLICY**

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Names staff/personnel with specific responsibility for Child Protection

| Academic Year | Designated Senior Lead & Deputy DSL | Nominated Governor |
|---------------|--|--------------------|
| 2023 – 2024 | Karen Marshall – DSL Kellie Foulds – DDSL | Karen Haydock |

Training for Designated Staff in School (DSLs should refresh their training every two years, KCSIE 2022)

| Name of Staff Member/Governor | Date when last attended CP training | Provided by Whom (e.g. LCC, Governor Services) |
|-------------------------------|-------------------------------------|---|
| Karen Marshall | 23 rd January 2024 | P. Threlfall Safeguarding Ltd |
| Kellie Foulds | 23 rd January 2024 | P. Threlfall Safeguarding Ltd |
| Karen Haydock | 23 rd March 2022 | NGA |

Whole School Safeguarding Training (All staff should receive appropriate safeguarding and child protection training (including online safety) at induction. The training should be regularly updated. In addition, all staff should receive safeguarding and child protection updates...as required, but at least annually..." KSCIE 2023

| Who attended (e.g. all teaching and welfare/support | Date | Training Delivered by |
|---|---------------------------------|-----------------------|
| Teaching Staff | 16 th September 2022 | Karen Marshall |
| Support Staff | 16 th September 2022 | Karen Marshall |
| Welfare | 16 th September 2022 | Karen Marshall |

Prevent Training

| Prevent Lead | Date when last attended Prevent/WRAP training | Training Delivered by |
|------------------|---|-----------------------|
| Karen Marshall | January 2023 | Schools Safeguarding |
| Nick Hodson | November 2022 | Governor Services |
| Caroline Burnell | November 2022 | Governor Services |
| All Staff | May / June 2023 | Gov.uk Online |

Safer Recruitment Training. In line with KCSiE 2023 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 last attended Safer Recruitment training | Provided by Whom (e.g. LCC, Governor Services) |
|-------------------------------|--|---|
| Karen Marshall | February 2023 | LCC |
| Julie Davis | June 2022 | NSPCC |
| Nick Hodson | February 2022 | Governor Services |
| Caroline Burnell | November 2021 | Governor Services |

CONTEXT AND RATIONALE

The purpose of this safeguarding policy is to ensure every child who is a pupil at Manor Road Primary School is safe and protected from harm. The Department for Education (DfE) 'Keeping Children Safe in Education' (September 2023), states safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- Protecting children from maltreatment;
- Preventing the impairment of our children's mental and physical health or development;
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
- Taking action to enable children to have the best outcomes.

This policy will give clear direction to staff, volunteers, visitors and parents about expectations and our legal responsibility to safeguard and promote the welfare of all children at our school.

Manor Road Primary School fully recognises the contribution we can make to protect children from harm and to support and promote the welfare of all children who are registered pupils at our school.

This policy applies to all stakeholders; this includes pupils, staff, parents, governors, volunteers, placement students and visitors.

Manor Road Primary school is committed to safeguarding and promoting the physical, mental and emotional welfare of every pupil. We implement a whole-school preventative approach to managing safeguarding concerns, ensuring that the wellbeing of pupils is at the forefront of all action taken. We recognise that **no single professional can have a full picture** of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

The Children's Acts 1989 and 2004, state a child is anyone who has not reached their 18th birthday. The commitment to safeguarding and promoting the welfare of children however will extend to all children who visit Manor Road Primary School as well of pupils of school.

This policy sets out a clear and consistent framework for delivering this promise, in line with safeguarding legislation and statutory guidance. It will be achieved by:

- Ensuring that members of the Governing Body, the Headteacher, staff and all stakeholders understand their responsibilities under safeguarding legislation and statutory guidance, are alert to the signs of child abuse, and know to refer concerns to the DSL. In addition, to ensure that staff are aware that ANYONE can make a referral and understand professional challenge.
- Teaching pupils how to keep safe and recognise behaviour that is unacceptable.
- Identifying and making provision for any pupil that has been subject to, or is at risk of, abuse, neglect, or exploitation.
- Creating a culture of safer recruitment by adopting procedures that help deter, reject or identify people who might pose a risk to children

- Endeavour to provide a safe and welcoming environment where children are respected and valued; where the voice of the child is listened to and is paramount
- Where it is believed that a child is at risk of or is suffering significant harm, the school will follow the procedures set out by our local Safeguarding Children Partnership arrangements. https://panlancashirescb.proceduresonline.com/chapters/contents.html#ind_cases

LAW AND GUIDANCE

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to:

- **Education Act 2002**:: Section 175 of the Education Act 2002 requires local education authorities and the governors of maintained schools and further education (FE) colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. Section 157 of the same act and the Education (Independent Schools Standards) (England) Regulations 2003 require proprietors of independent schools (including academies) to have arrangements to safeguard and promote the welfare of children.
- **Working Together to Safeguard Children 2023** guides education establishments of their role within inter-agency working to safeguard and promote the welfare of children. This is the **government's statutory guidance for all organisations and agencies** who work with, or carry out work related to, children in the United Kingdom.
- **Keeping Children Safe in Education 2023**: The Department for Education (DfE) has updated the statutory safeguarding and child protection guidance for schools and colleges in England, Keeping Children Safe in Education. This guidance sets out what schools and colleges in England must do to safeguard and promote the welfare of children and young people under the age of 18.
- **Guidance for Safer Working Practice 2022**
- **The Children Act 1989 & 2004**
- **The Prevent Duty** The Prevent duty is **the duty in the Counter-Terrorism and Security Act 2015** that sets out guidance for the LA and its partners to have due regard to the need to prevent people from being drawn into terrorism.
- **Female Genital Mutilation Act 2003** as inserted by the Serious Crime Act 2015.
- **Sexual Offences Act 2003**
- **Equality Act 2010**
- **Counter-Terrorism and Security Act 2015**

- **Domestic Abuse Act 2021**
- **Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) Regulations 2018**
- **PACE Code C 2019**
- **Data Protection Act 2018**
- **Marriage and Civil Partnership Act 2022**

Relevant Non-statutory guidance

- DfE (2015) 'What to do if you're worried a child is being abused'
- DfE (2018) 'Information sharing'
- DfE (2020) 'Governance handbook'
- DfE (2017) 'Child sexual exploitation'
- DfE (2022) 'Recruit teachers from overseas'
- UKCIS (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'
- DfE (2022) 'Working together to improve school attendance'
- DfE (2023) 'Meeting digital and technology standards in schools and colleges'
- DfE (2022) 'Searching, Screening and Confiscation'

This policy operates in conjunction with the following school policies:

- Allegations of Abuse Against Staff (Management and Procedures)
- Anti-Bullying Policy
- Attendance
- Relationship and Behaviour Policy
- Child-on-Child Abuse Policy
- Data Protection Policy
- Handling of Complaints Policy
- Low Level Concerns Policy
- Missing Child Policy (including Children Missing Education Procedures)
- Mobile Devices & Smart Watch Policy
- Online Safety Policy
- Prevent Duty Statement
- Relationships Policy
- Staff, Student and Volunteer Code of Conduct
- Supporting Children with Medical Conditions Policy
- Whistleblowing Policy

ROLES AND RESPONSIBILITIES

Manor Road Primary School is committed to providing the relevant personnel with clear and explicit roles and responsibilities to ensure accountability when safeguarding children. We therefore ensure that:

All adults, including students and volunteers, working in or on behalf of the school have a responsibility to:

- Consider, at all times, what is in the best interests of the pupil with a **child-centred approach**
- Contribute to, and maintain a **high safeguarding ethos** within the setting, with safeguarding pupils at the forefront of practice at all times
- Ensure ALL children have opportunities to communicate and know that they are **listened to and understood**
- Contribute to **providing a curriculum** which will equip all children with the skills to keep themselves safe and develop an attitude which will enable them to enter adulthood successfully and reach their full potential
- Establish effective, supportive, and **positive relationships** with parents, carers, pupils and other professionals
- Maintain an attitude of **'it could happen here'** where safeguarding is concerned
- Be proactive to provide a **safe and secure environment** in which pupils can learn
- Be prepared to **identify** pupils or families who may benefit from **early help**
- Be aware of the **school's individual procedures** that support safeguarding, including all policies, internal reporting procedures, information and engage with training provided
- Be aware of the role and **identity of the DSL** and deputy DSLs and seek them for advice if required
- Undertake **safeguarding training**, including online safety training, during induction and subsequently on a regular basis (at least annually), (which, amongst other things, includes an understanding of the expectations and responsibilities **relating to filtering and monitoring**) including receiving bulletins, emails and briefings. Staff should undertake **Prevent awareness training** at least bi-annually
- Be aware of the **local early help process** and understand their role in it.
- Be aware of, and understand, the process for making referrals to Children's Social Care, understanding that **anyone can make a referral (See Appendices 1, 2 and 3)**
- Understand how to make a referral to CSC and/or the police immediately, if at any point there is **a risk of immediate serious harm to a child**
- Be aware of and **understand the procedure to follow** in the event that a child confides they are being abused, exploited or neglected, in a timely manner
- Maintain appropriate **levels of confidentiality** when dealing with individual cases
- **Reassure victims** that they are being taken seriously, that they will be supported, and that they will be kept safe (see Appendix 4)
- Be aware of **safeguarding issues** that can put pupils at risk of harm.
- **Be aware of behaviours linked to issues** such as drug-taking, alcohol misuse, deliberately missing education, sharing indecent images, extremist behaviours and other signs that pupils may be at risk of harm

- Be fully aware of the importance of **mental health in relation to safeguarding** and that all staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
- Be aware that **a pupil may not feel ready** or know how to tell someone that they are being abused, exploited or neglected, and/or may not recognise their experiences as harmful.
- Understand the process for reporting **concerns over professional adults**.

Teachers, including the Headteacher, have a responsibility to:

- Safeguard pupils' wellbeing and maintain public trust in the teaching profession as part of their professional duties, as outlined in the '**Teachers' Standards**'.
- Report, by law, any disclosures of FGM to the police.

The Governing Body has a duty to:

- Take **strategic leadership responsibility** for the school's safeguarding arrangements
- Ensure that the school **complies with its duties** under the above child protection and safeguarding legislation
- Ensure that the school **complies with its duties** under the above child protection and safeguarding legislation
- Ensure that all governors receive **appropriate safeguarding and child protection training** upon their induction and that this training is updated regularly
- Ensure that staff **read, understand and follow** part one of KCSIE September 2023
- Ensure a **named Governor takes leadership responsibility** for safeguarding arrangements and receives appropriate training in the management of safeguarding
- Attend **Prevent training** at least every two years.
- Appoint an appropriate member of staff from the SLT to the **role of DSL** and one or more deputy DSLs to provide support, and ensure that they are trained to the same standard as the DSL ensuring that the roles are explicit in their job description(s). Ensure the provision of appropriate support, funding, training, resources, and time to carry out their role
- Support and monitor a **whole-school approach to safeguarding**; this includes ensuring that safeguarding and child protection are at the forefront and **ethos** remains consistently high
- Ensure **systems are in place so that children to confidently report abuse**, knowing that their concerns will be treated seriously, and they can safely express their views and give feedback; these systems will be well-promoted, easily understood, and easily accessible. Ensure that the **voice of the child** is heard and acted upon.
- Ensure **effective and appropriate policies** and procedures in place
- Make sure that **pupils are taught about safeguarding**, that safeguarding is embedded within the curriculum, including protection against dangers online (including when they are online at home), through teaching and learning opportunities, as part of providing a broad and balanced curriculum

- Adhere to statutory responsibilities by conducting **pre-employment checks on staff** who work with children
- Ensure the school has **clear systems and processes in place for identifying possible mental health problems in pupils**, including clear routes to escalate concerns and clear referral and accountability systems
- Ensure that at least one person on any recruitment panel has undertaken **safer recruitment training**
- Ensure that **all staff receive relevant safeguarding and child protection training** updates, including online safety and expectations and responsibilities relating to filtering and monitoring systems e.g. emails, as required, but at least annually, including a thorough induction
- Confirm that there are transparent procedures in place to handle **allegations against staff**, supply staff, volunteers and contractors, including when the school premises are let out to a third party
- Confirm that there are **procedures in place to make a referral to the DBS** and the Teaching Regulation Agency (TRA), where appropriate, if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned
- Ensure that appropriate disciplinary procedures are in place, as well as **policies pertaining to the behaviour of pupils and staff**
- Ensure that **procedures are in place to eliminate unlawful discrimination**, harassment and victimisation, including those in relation to child-on-child abuse.
- Appoint a **designated teacher to promote the educational achievement of CLA** and ensure that this person has undergone appropriate training
- Ensure that the **appropriate level of check** is completed on Governors
- Create a culture where **staff are confident to challenge** senior leaders over any safeguarding concerns
- Understand that online safeguarding is an interrelated and running theme through safeguarding practice. Ensure that **children are safe online** by ensuring that **appropriate filters and monitoring systems are in place** and regularly review their effectiveness, understanding those children that are potentially at greater risk of harm, along with the proportionality of costs versus safeguarding risks.
- Put in place appropriate safeguarding responses for pupils who become absent from education, particularly on repeat occasions and/or for prolonged periods, to help identify any risk of abuse, neglect or exploitation and prevent the risk of escalation in the future
- Ensure staff in school are aware of, and policies are personalised to reflect, an understanding of specific issues such as **child-on-child abuse** and safeguarding children with disabilities and special educational needs
- Partake and complete the **S175/175 audit tool** on a two yearly cycle (at least) as directed by the Local Authority
- Be aware of their obligations under the **Human Rights Act 1998**, the Equality Act 2010 (including the Public Sector Equality Duty), and the local multi-agency safeguarding arrangements.
- Ensure that all practice and procedures operate with the best interests of the child at the centre with a **firm child centred approach**.

The DSLs have a duty to:

- Take **lead responsibility for safeguarding** and child protection (including online safety and understanding the filtering and monitoring systems and processes in place, ensure their effectiveness) whilst creating and maintaining a culture of safeguarding throughout the setting, continually raising the profile
- Provide **advice, support and expertise to other staff** on child welfare, safeguarding and child protection matters.
- **Take part in strategy discussions**, inter-agency meetings and Child Protection Conferences and/or support other staff to do so.
- **Contribute to the** assessment of children, and/or support other staff to do so
- Ensure that all staff receive **appropriate safeguarding training** at induction, including online safety and expectations and responsibilities relating to filtering and monitoring. This updated regularly, at least annually
- **Be available** during school hours for staff to discuss any safeguarding concerns
- Arrange, alongside the school, adequate and **appropriate cover** for any activities outside of school hours or terms.
- Refer cases:
 - To CSC where abuse and neglect are suspected, and support staff who make referrals CSC
 - To the Channel programme where radicalisation concerns arise, and support staff who make referrals to the Channel programme
 - To the DBS where a person is dismissed or has left due to harm, or risk of harm, to a child.
 - To the police where a crime may have been committed, in line with the National Police Chiefs' Council (NPCC) guidance
 - And to any other appropriate identified agency or partner.
- Act as a **point of contact** with the multi-agency partners
- Ensure **effective communication** and information sharing (when appropriate) between Deputy DSL's/ Pastoral Team/ SLT/Governance/ Head teacher.
- Liaise with staff when deciding whether to make a referral by **liaising with relevant agencies** so that children's needs are considered holistically
- Liaise with the **Senior Mental Health Lead** and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health.
- Promote **supportive engagement with parents** in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- Work with relevant staff, **taking lead responsibility for promoting educational outcomes** for children, by understanding the lasting impact that adversity and trauma can have on children's behaviour, mental health and wellbeing, knowing the safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on their attendance, engagement and achievement at school. This includes:
 - Ensuring that the school knows which pupils have or had a social worker
 - Understanding the academic progress and attainment of these pupils
 - Maintaining a culture of high aspirations for these pupils
 - Supporting teachers to provide additional academic support or reasonable adjustments to help these pupils reach their potential

- Ensure that **child protection files are kept updated** and secure, monitoring the quality and accuracy of logs
- Ensure that a pupil's child protection **file is transferred** as soon as possible, and within five days, when transferring to a new school, and consider any additional information that should be shared to support a child's journey
- Ensure **all stakeholders understand the Child Protection Policy**, Keeping Children Safe in Education 2023 statutory guidance and internal procedures to report any concerns are transparent and understood by all. Ensure this information is given in **induction** and at regular intervals/ training
- Work with the governing board to ensure the school's Child Protection and **Safeguarding Policy is reviewed annually**, and the procedures are updated and reviewed regularly
- Ensure the school's **Child Protection and Safeguarding Policy is available publicly**, ensure that parents are aware of schools' responsibilities regarding safeguarding and child protection
- Undergo **DSL initial training**, and update this training with refresher training at least every two years to remain compliant
- Ensure opportunities for **further training** and opportunities for upskilling are taken
- Have due regard to the **PACE Code C 2019** in regards to the role of an appropriate adult
- Encourage a culture of listening to children promoting **the voice of the child**
- **Recognise the importance of information sharing**, including within school, with other schools and with the safeguarding partners and other agencies by understanding relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK GDPR
- Undertake **Prevent** awareness training (at least) every two years
- Be provided with appropriate support and **supervision** in order to carry out the role safely and effectively
- Liaise with the Local Authority Personal Advisors for any Care Leavers.
- Have due regard to Appendix C of Keeping Children Safe in Education 2023 – 'The Role of the Designated Safeguarding Lead'

Manor Road Primary School recognises that Deputy DSLs must be trained to the same standard as DSLs

The designated teacher has a responsibility for promoting the educational achievement of CLA and previously CLA (PLAC), and for children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales. In our setting, this is Karen Marshall, Headteacher.

TRAINING AND INDUCTION

Manor Road Primary School recognises the importance of ongoing staff training and development to keep staff aware of emerging issues and keeping the ethos of safeguarding high. Everybody has a role to play in safeguarding our children and we strive to ensure all staff are well informed and know what to do if they have any concerns. Staff members, governors, students and volunteers will undergo safeguarding and child protection training at induction, which will be updated on a regular basis and/or whenever there is a change in legislation.

The induction training will cover:

- The Safeguarding & Child Protection Policy
- The Child-on-Child Abuse and procedures.
- The Staff, Student and Volunteer Codes of Conduct
- Mobile Phone, Device and Smart Watch Policy
- Part one of 'Keeping children safe in education' (KCSIE) (or Annex A, if appropriate).
- The Relationship and Behaviour Policy.
- The Missing Child Policy and The Attendance Policy, including the safeguarding response to children who have unexplained absences or go missing from education.
- Appropriate child protection and safeguarding training, including online safety training.
- Information about the role and identity of the DSL and deputy DSL(s)
- How to record concerns in our setting. At Manor Road, this is done via CPOMS

At Manor Road, records are kept of all inductions.

Following induction, Manor Road Primary School recognises the need to ensure continual, effective training to staff and other stakeholders. We will ensure that :-

- ALL staff, governors and volunteers will receive Safeguarding Training (at least) annually
- The DSL/s will provide ALL staff, volunteers and governors with regular safeguarding updates
- ALL staff, volunteers and governors will read and show an understanding of any updates that are provided
- DSLs will attend DSL training every 2 years and update their knowledge, skills and understanding of relevant safeguarding issues on a regular basis
- The DSL, along with Governors and all staff will undertake Prevent awareness training (at least) every two years
- At least one person on any recruitment panel has undertaken Safer Recruitment Training.
- ALL staff, volunteers and governors will undertake any additional specialised training on matters such as Child Sexual Exploitation, Prevent, Child-on-Child abuse, Online Safety, FGM etc as is deemed necessary by the SLT/DSL and that is particularly relevant to the context and needs of the setting
- Any staff member will discuss any specific training requirements or gaps in knowledge or understanding with the DSL/s
- Staff will receive opportunities to contribute towards and inform the safeguarding arrangements in the school
- Detailed records will be held of staff safeguarding training and ensure that no training becomes out of date.

CONFIDENTIALITY

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

The basic principles of information sharing are the 7 Golden Rules of Information sharing (Data Protection Act 1998 (2008))

Staff will be reminded on a regular basis of the 7 Golden Rules (see Appendix 5) and within Safeguarding training will be informed that they must never promise to keep secrets, that if a child asks them to keep a secret they will tell them that they cannot keep secrets and that any information that indicates that they or another child or adult is being harmed or is at risk of being harmed will be shared with DSL's/backup DSL's named within this policy.

See also Appendix 4 'Talking and Listening to Children'

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

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

MULTI-AGENCY WORKING

The school contributes to multi-agency working as part of its statutory duty. The school is aware of and will follow the local safeguarding arrangements. Further details on www.safeguardingpartnership.org.uk

The school will be fully engaged, involved, and share information with local safeguarding arrangements. Once the school is named as a relevant agency by local safeguarding partners, it will follow its statutory duty to co-operate with the published arrangements in the same way as other relevant agencies.

The school will work with Children & Family Wellbeing Team, CSC, the Police, Health services and other relevant partners and agencies for the benefit of families and children ensuring contribution to multi-agency plans to provide additional support.

Where a need for early help is identified, the school will allow access for CSC from the host LA and, where appropriate, a placing LA, for that LA to conduct (or consider whether to conduct) a section 17 or 47 assessment.

Manor Road Primary School also recognises the particular importance of inter-agency working in identifying and preventing CSE and CCE.

Information sharing

The school recognises the importance of proactive information sharing between professionals and local agencies in order to effectively meet pupils' needs and identify any need for early help.

Considering the above, staff will be aware that whilst the UK GDPR and the Data Protection Act 2018 place a duty on schools to process personal information fairly and lawfully, they also allow for information to be stored and shared for safeguarding purposes – data protection regulations do not act as a barrier to sharing information where failure to do so would result in the pupil being placed at risk of harm.

Staff members will ensure that fear of sharing information does not stand in the way of their responsibility to promote the welfare and safety of pupils. If staff members are in doubt about sharing information, they will speak to the DSL or deputy DSL(s).

CHILD PROTECTION

Manor Road Primary School is committed to PREVENTING abuse, PROTECTING children from abuse and SUPPORTING those involved in cases of abuse. We therefore ensure that:

- ALL staff and volunteers understand the importance of teaching children how to keep themselves safe from all types of abuse
- ALL staff and volunteers seek out opportunities that are relevant to their role, to teach children the skills to keep themselves safe
- ALL staff and volunteers make and maintain positive and supportive relationships with children which enable children to feel safe and valued
- Safeguarding has a high status throughout school by being on the agenda at staff meetings/briefings, governor meetings, information being readily available on notice boards, regular updates
- ALL staff feel confident in approaching DSLs to raise concerns
- ALL staff and volunteers have an understanding of the four categories of abuse; NEGLECT, EMOTIONAL ABUSE, SEXUAL ABUSE, PHYSICAL ABUSE.
- We will use Lancashire's Neglect Strategy 2019 and accompanying toolkit to identify and assess children whose developmental needs are being insufficiently met at an early stage, placing them at risk of achieving poor educational, emotional and social outcomes.
- **Lancashire Multi-Agency Neglect Strategy , Neglect Toolkit**
- ALL staff and volunteers understand that there are other ways in which children can be abused such as; Online, Child Criminal Exploitation, Child Sexual Exploitation, Female Genital Mutilation, Honour Based Violence, Radicalisation, Trafficking, Slavery, Peer Abuse, Forced Marriage and others
- ALL staff and volunteers have the knowledge, skills and expertise to recognise the signs and symptoms of all types of abuse. See Appendix 6 'Possible Indicators of Abuse'
- All staff are aware that, if they have concerns, these should be acted on immediately and they should always speak to the DSL or Deputy DSL, early information sharing being vital in keeping children safe. Additionally, all staff are aware that, in exceptional circumstances, they should consider speaking to a member of the SLT or Children's

Social Care to discuss safeguarding concerns if the DSL or Deputy DSL is not immediately available.

- DSLs keep up to date with emerging and specific safeguarding issues and update training
- DSLs update staff and volunteers' knowledge and understanding of such issues in order for them to be able to identify children who are at risk of such specific safeguarding issues
- ALL staff and volunteers will maintain and demonstrate an attitude of "it can happen here"
- ALL staff and volunteers are child-centred in their practice and act in the best interests of the child at all times
- ALL staff recognise and understand that behaviour can be a child's way of communicating distress and changes to behaviour may be an indicator of abuse
- ALL staff and volunteers have the skills to respond appropriately and sensitively to disclosures or allegations of abuse
- ALL staff and volunteers report cases of suspected abuse to the DSL. This will be done as soon as possible using CPOMS
- Where a child is at risk of immediate harm, ALL staff understand that they must refer to the Police or Children's Social Care, see Appendix 2.
- ALL staff and visitors know how to refer to Children's Social Care, see Appendix 2 and 3
- DSLs will make a Section 47 referral to Children's Social Care where a child is in need of protection, has been significantly harmed or is at risk of significant harm, using **Lancashire Continuum of Need and Thresholds Guidance** to determine whether this threshold has been met
- This referral will be done by telephone and followed with a **CSC Referral Form** as soon as possible
- Consent from parents/carers and child (if age appropriate) will be sought prior to this referral, except where this will cause delay or place anyone at risk
- Where consent is not given, parents and carers are informed that a referral will still be made, except where this will cause delay or place anyone at risk
- DSLs adhere to policy, procedures and guidance from Lancashire Children's Safeguarding Assurance Partnership (formally Lancashire Safeguarding Children's Board) with regard to sharing information
- DSLs contribute to Strategy Discussions, Strategy Meetings, Initial and Review Child Protection Conferences, Core Group Meetings and other CP meetings
- DSLs, or another appropriate member of staff, will attend CP meetings, produce and present reports, liaise with staff, work with parents, work with other agencies and ensure the voice of the child is evidenced throughout these processes
- DSLs meet regularly to ensure that decisions made about children who are subjects of CP Plans are agreed and a clear rationale for the decision is documented
- A copy of the child's CP Plan is included in the child's individual safeguarding file
- ALL staff and volunteers will support victims of abuse in a capacity that is relevant to their role. This will be determined by the DSL
- DSLs will determine what information staff members need to know in order to safeguard and support children. This may be different information for different staff
- Staff are offered appropriate support and/or supervision that is relevant to their role or involvement in particular cases

- Communication and work with parents and carers will always be undertaken in a supportive manner and in the best interests of the child
- ALL staff understand that children who perpetrate abuse or display harmful behaviour should be treated as victims first and foremost and supported in the same way a victim of abuse would be supported
- Specific programmes of work and support are offered to children and families who are vulnerable
- Risk Assessments will be undertaken where a child's behaviour poses a risk to others, themselves or the environment

CHILD IN NEED

Manor Road Primary School is committed to ensuring the appropriate level of support is offered to a "Child in Need" and their family. We therefore ensure that:

- DSLs will make a Section 17 referral to Children's Social Care where Early Help has not been successful in reducing risk and meeting unmet needs using **Lancashire Continuum of Need and Thresholds Guidance** and **CSC referral form**
- DSLs will make a Section 17 referral to Children's Social Care where there is evidence that the Level 3 threshold has been met on the Continuum of Need
- This will be determined and assessed by the DSL using the using **Lancashire Continuum of Need and Thresholds Guidance** and **Risk Management Toolkit**
- DSLs will obtain parental consent for the referral and for information to be shared, prior to contacting Children's Social Care
- When consent is not given, DSLs will continue to offer Early Help with consent, gather evidence of engagement or lack thereof, disguised compliance, impact on the child, increase in risk or level of unmet need, improvements or deteriorations
- DSLs will review such cases regularly and assess whether there is evidence that meets Level 4 threshold on the Continuum of Need. In such cases Child Protection Procedures will be followed
- DSLs, or other appropriate member of staff, will contribute to Child in Need Meetings and Reviews
- DSLs, or other appropriate member of staff, will attend CiN meetings, produce and present reports, liaise with staff, work with parents, work with other agencies and ensure the voice of the child is evidenced throughout these processes
- DSLs will meet regularly to ensure that decisions made about children who are subjects of CiN Plans are agreed and a clear rationale for the decision is documented
- A copy of the child's CiN Plan is included in the child's individual safeguarding file when supplied by Children's Social Care.

EARLY HELP

Early help means providing support as soon as the need emerges, at any point in a child's life. Staff at Manor Road Primary School recognise that any professional can provide early help.

Any pupil or family may benefit from early help, but staff will be alert to the potential need specifically for early help for pupils who:

- Are disabled, have certain health conditions, or have specific additional needs
- Have SEND, regardless of whether they have a statutory EHC plan
- Have mental health needs
- Are young carers.
- Show signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- Are frequently missing or going missing from care or from home
- Are at risk of modern slavery, trafficking, or sexual or criminal exploitation
- Are at risk of being radicalised
- Is misusing drugs or alcohol
- Have family members in prison, or are affected by parental offending
- Are in a family circumstance presenting challenges for them, such as drug and alcohol misuse, adult mental health problems, or domestic abuse
- Have returned home to their family from care
- Are at risk of HBA, such as FGM or forced marriage.
- Are privately fostered.
- Are displaying harmful sexual behaviours which may pose a risk to other children and themselves
- Are persistently absent from education, including persistent absences for part of the school day
- Show any other early signs of abuse, neglect any other identified reason not listed above that requires extra support or intervention to improve outcomes for families and children.

The DSL will take the lead where early help is appropriate and consent has been gained. This includes liaising with other agencies and setting up an inter-agency assessment as appropriate. The local early help process will be followed as required to help provide the right, effective support at the right time.

[Early Help Assessment - information for professionals - Lancashire County Council](#)

Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. Any such cases will be kept under constant review assessing the impact of the support.

Manor Road Primary School is committed to providing our families with the right help at the right time. We therefore ensure that:

- All staff and volunteers can identify the risk factors that indicate a family or pupil may benefit from Early Help and can follow school procedures to share this with the DSL
- ALL staff and volunteers will use CPOMS for letting the DSL know about Early Help requirements
- DSLs (or other appropriate school staff) will undertake a Family Early Help Assessment, when appropriate, to identify what Early Help is required
- DSLs will signpost and refer to appropriate support agencies
- DSLs will lead on TAF meetings where is it appropriate for them to do so
- DSLs will follow the local safeguarding processes and refer to [Working Well with Children and Families in Lancashire](#) guidance using the Continuum of Need

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 support¹.

Manor Road Primary 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)²;
- (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.

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 and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs; and communication barriers and difficulties in overcoming these barriers

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

DEFINITIONS

The terms “**children**” and “**child**” refer to anyone under the age of 18.

Children can abuse other children. This is generally referred to as **child on child abuse** and can take many forms. This can include (but is not limited to) bullying (including cyberbullying, prejudice-based and discriminatory bullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; upskirting; initiating/hazing type violence and rituals; abuse in intimate personal relationships between children; consensual or non-consensual sharing of nudes or semi-nude images or videos, or causing someone to engage in sexual activity without consent.

For the purposes of this policy, “**sexual violence**” refers to the following offences as defined under the Sexual Offences Act 2003:

- **Rape:** A person (A) commits an offence of rape if they intentionally penetrate the vagina, anus or mouth of another person (B) with their penis, B does not consent to the penetration, and A does not reasonably believe that B consents.
- **Assault by penetration:** A person (A) commits an offence if they intentionally penetrate the vagina or anus of another person (B) with a part of their body or anything else, the penetration is sexual, B does not consent to the penetration, and A does not reasonably believe that B consents.
- **Sexual assault:** A person (A) commits an offence of sexual assault if they intentionally touch another person (B), the touching is sexual, B does not consent to the touching, and A does not reasonably believe that B consents.
- **Causing someone to engage in sexual activity without consent:** A person (A) commits an offence if they intentionally cause another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.

For the purposes of this policy, “**sexual harassment**” refers to unwanted conduct of a sexual nature that occurs online or offline, inside or outside of school. Sexual harassment is likely to violate a pupil’s dignity, make them feel intimidated, degraded or humiliated, and create a hostile, offensive, or sexualised environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence. Sexual harassment can include, but is not limited to:

- Sexual comments, such as sexual stories, lewd comments, sexual remarks about clothes and appearance, and sexualised name-calling.
- Sexual “jokes” and taunting.
- Physical behaviour, such as deliberately brushing against someone, interfering with someone’s clothes, and displaying images of a sexual nature.
- Online sexual harassment, which may be standalone or part of a wider pattern of sexual harassment and/or sexual violence. This includes:
 - The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
 - Sharing unwanted explicit content.
 - Upskirting.
 - Sexualised online bullying.

- Unwanted sexual comments and messages, including on social media.
- Sexual exploitation, coercion, and threats.

Upskirting refers to the act, as identified in the Voyeurism (Offences) Act 2019, of taking a picture or video under another person's clothing, without their knowledge or consent, with the intention of viewing that person's genitals or buttocks, with or without clothing, to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Upskirting is a criminal offence. Anyone, including pupils and staff, of any gender can be a victim of upskirting.

Consensual and non-consensual sharing of nude and semi-nude images and/or videos, colloquially known as "**sexting**" and "**youth produced imagery**", is defined as the sharing between pupils of sexually explicit content, including indecent imagery. **Indecent imagery** is defined as an image which meets one or more of the following criteria:

- Nude or semi-nude sexual posing
- A child touching themselves in a sexual way
- Any sexual activity involving a child
- Someone hurting a child sexually
- Sexual activity that involves animals

Consent is defined as having the freedom and capacity to choose to engage in sexual activity. Consent may be given to one sort of sexual activity but not another and can be withdrawn at any time during sexual activity and each time activity occurs. A person only consents to a sexual activity if they agree by choice to that activity and has the freedom and capacity to make that choice. Children under the age of 13 can never consent to any sexual activity. The age of consent is 16.

Abuse is defined as a form of maltreatment of a child which involves inflicting harm or failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing the ill treatment of others – this can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family, institutional or community setting by those known to them or by others, e.g. via the internet. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by one or multiple adults or other children.

Physical abuse is defined as a form of abuse which may involve actions such as hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical abuse can also be caused when a parent fabricates the symptoms of, or deliberately induces, illness in a child. Staff are aware of Female Genital Mutilation, a form of Physical abuse.

Emotional abuse is defined as the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. This may involve conveying to a child that they are worthless, unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child the opportunities to express their views, deliberately silencing them, 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children, such as interactions that are beyond their developmental capability, overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. **It may involve seeing or hearing the ill-treatment of another.** It may involve serious bullying, including cyberbullying, causing the child to frequently 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, but it may also occur alone.

Sexual abuse is defined as abuse that involves forcing or enticing a child to take part in sexual activities, not necessarily involving violence, and regardless of whether the child is aware of what is happening. This may involve physical contact, including assault by penetration, or non-penetrative acts, such as masturbation, kissing, rubbing, and touching outside of clothing. It may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can be perpetrated by people of any gender and age.

At Manor Road, the Brook Traffic Light Tool is used to determine when sexual behaviours reflect safe and healthy sexual development in children; when the behaviours have the potential to be outside of safe and healthy behaviour or whether they are outside of safe and healthy behaviour. See Appendix 8.

Neglect is defined as the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of a child's health or development. This may involve a parent or carer failing to provide a child with adequate food, clothing or shelter (including exclusion from home or abandonment); failing to protect a child from physical or emotional harm or danger; failing to ensure adequate supervision (including through the use of inappropriate caregivers); or failing to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

All staff will be aware of the indicators of abuse (see Appendix 5) and neglect and be vigilant and always raise concerns with the DSL. All staff, especially the DSL and deputy DSL(s), will be aware that safeguarding incidents and/or behaviours can be associated with contextual factors outside the school and/or can occur between children outside of these environments; this includes being aware that pupils can be at risk of abuse or exploitation in situations outside their families (extra-familial harms.)

All staff will be aware that technology is a significant component in many safeguarding and wellbeing issues, including online abuse, cyberbullying, radicalisation and the sharing of indecent images.

All staff understand that children who perpetrate abuse or display harmful behaviour should be treated as victims first and foremost and supported in the same way a victim of abuse would be supported - Risk Assessments will be undertaken where a child's behaviour poses a risk to others, themselves or the environment.

All staff and volunteers understand that there are specific and emerging ways in which children can be abused and are aware of these specific issues, reporting any concerns, in the appropriate manner to the DSL.

Specific issues include (but are not limited to):

Domestic Abuse

In line with the Domestic Abuse Act 2021, **domestic abuse** is defined as abusive behaviour of a person towards another person where both are aged 16 or over and are personally connected. **Abusive behaviour** includes physical or sexual abuse, violent or threatening behaviour, controlling or coercive behaviour, economic abuse, psychological or emotional abuse, or another form of abuse.

The school will recognise the serious, long lasting emotional impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of domestic abuse. All staff will be aware of the signs of domestic abuse and follow the appropriate safeguarding procedures where concerns arise.

Manor Road Primary School has commitment to Operation Encompass and informing all stakeholders of the initiative. The lead person for Operation Encompass is Karen Marshall, Headteacher. www.operationencompass.org

Homelessness

The DSL and deputy DSL(s) are aware of the contact details and referral routes into the Local Housing Authority so that concerns and support over homelessness can be raised as early as possible. Indicators that a family may be at risk of homelessness include:

- Household debt
- Rent arrears
- Domestic abuse
- Anti-social behaviour
- Any mention of a family moving home because “they have to” or frequent moves.

Referrals to the Local Housing Authority do not replace referrals to CSC where a child is being harmed or at risk of harm. For 16- and 17-year-olds, homelessness may not be family-based and referrals to CSC will be made as necessary where concerns are raised.

Children absent from school

Staff will be aware a child being absent from school is a potential indicator of abuse or neglect and, as such, these children are particularly at risk of being victims of harm, sexual and criminal exploitation, forced marriage, female genital mutilation or radicalisation.

Staff will monitor pupils that are absent from the school, particularly on repeat occasions, and report them to the DSL following normal safeguarding procedures, in accordance with the Whole School Attendance Policy. The school will inform the LA of any pupil who fails to attend regularly or has been absent without the school’s permission for a continuous period of 10 school days or more, in accordance with LA protocol.

Where reasonably possible schools and colleges **will hold more than one emergency contact number for their pupils and students.**

Manor Road Primary School will follow local guidance when children go missing from home <https://www.safeguardingpartnership.org.uk/missing-from-home-protocol-trigger-plan/>

At Manor Road

- ALL staff and volunteers follow school procedures when a child is absent, particularly on repeat occasions to help identify the risk of abuse and neglect. These are detailed in the Attendance Policy.
- The school **Attendance Policy** is up to date, reviewed annually and includes reference to CME and procedures followed in the case of children missing or who have attendance concerns
- There is an admissions policy and an attendance register
- The Local Authority is informed of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more
- Where reasonably possible, we hold more than one emergency contact number for children
- All staff are aware that children going missing from education can be a warning sign of safeguarding considerations and act on these in line with the policy

Children attending an approved educational activity

An approved educational activity is where a pupil is attending another school at which they are registered or taking part in off-site activity such as field trips, educational visits, work experience or unregistered alternative provision.

Pupils can only be recorded as attending an off-site activity if it is approved by the school, of an educational nature and supervised by someone authorised by the school. Ultimately, school are responsible for the safeguarding and welfare of pupils taking part in an off-site educational activity so it would be reasonable to expect that the school would only authorise someone who was answerable to the school to supervise an activity. Such activities include:

- Dual registered at another school
- Participating in a supervised sporting activity
- Educational visit or trip
- Work experience.

All relevant school policies continue to apply throughout any approved educational activity. Any activity which is approved will be risk assessed (where relevant) and school will ensure that attendance at any activity is monitored and robust communication is agreed with the provider/accompanying adults.

Child criminal exploitation (CCE)

Child criminal exploitation is defined as a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in criminal activity, for any of the following reasons:

- In exchange for something the victim needs or wants
- For the financial advantage or other advantage of the perpetrator or facilitator

- Through violence or the threat of violence (this could be online or through technology)

Specific forms of CCE can include:

- Being forced or manipulated into transporting drugs or money through county lines.
- Working in cannabis factories.
- Shoplifting or pickpocketing.
- Committing vehicle crime.
- Committing, or threatening to commit, serious violence to others.

The school will recognise that pupils involved in CCE are victims themselves, regardless of whether they have committed crimes, and even if the criminal activity appears consensual. The school will also recognise that pupils of **any gender** are at risk of CCE.

School staff will be aware of the indicators that a pupil is the victim of CCE, including:

- Associating with other children involved in exploitation
- Suffering from changes in emotional wellbeing
- Misusing drugs or alcohol
- Going missing for periods of time or regularly coming home late
- Regularly missing school or education
- Appearing with unexplained gifts, money or new possessions.

Criminal exploitation of children can include **County Lines**. This is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or criminal networks / gangs groom and exploit children and young people to carry drugs and money into one or more areas. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the [National Referral Mechanism](#) should be considered in addition to normal safeguarding procedures.

As well as the general indicators for CCE, school staff will be aware of the specific indicators that a pupil may be involved in county lines, including:

- Going missing and subsequently being found in areas away from their home.
- Having been the victim or perpetrator of serious violence, e.g. knife crime.
- Receiving requests for drugs via a phone line, moving drugs, collecting money
- Being found in accommodation they have no connection
- Owing a 'debt bond' to their exploiters
- Having their bank account used to facilitate drug dealing.

Child sexual exploitation (CSE)

Child sexual exploitation is defined as a form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity, for any of the following reasons:

- In exchange for something the victim needs or wants

- For the financial advantage, increased status or other advantage of the perpetrator or facilitator
- Through violence or the threat of violence, this could be online or through technology.

The school will recognise that CSE can occur over time or be a one-off occurrence, and may happen without the pupil's immediate knowledge, e.g. through others sharing videos or images of them on social media. The school will recognise that CSE can affect any pupil who has been coerced into engaging in sexual activities, even if the activity appears consensual; this includes pupils aged 16 and above who can legally consent to sexual activity. The school will also recognise that pupils may not realise they are being exploited and they believe they are in a genuine romantic relationship.

School staff will be aware of the key indicators that a pupil is the victim of CSE, including:

- Appearing with unexplained gifts, money or new possessions.
- Associating with other children involved in exploitation.
- Suffering from changes in emotional wellbeing.
- Misusing drugs or alcohol.
- Going missing for periods of time or regularly coming home late.
- Regularly missing school or education or not taking part.
- Having older boyfriends or girlfriends.
- Suffering from sexually transmitted infections.
- Displaying sexual behaviours beyond expected sexual development.
- Becoming pregnant.

All staff will consider the language and terms used when raising concerns and providing ongoing support to pupils who have experienced abuse through exploitation to ensure victims are not unintentionally blamed or seen as active participants in their own abuse.

Where CSE, or the risk of it, is suspected, staff will discuss the case with the DSL. If after discussion a concern remains, local safeguarding procedures will be triggered.

Concealed and Denied Pregnancy

A concealed pregnancy is when a woman knows she is pregnant but does not tell anyone; or when she tells a professional but conceals the fact that she is not accessing antenatal care; or when she tells another person or persons and together they conceal the fact from all agencies. A denied pregnancy is when an expectant mother is unaware of or unable to accept the existence of her pregnancy. Physical changes to the body may not be present or be misconstrued; they may be intellectually aware of the pregnancy but continue to think, feel and behave as though they were not pregnant. There may be a number of reasons why a pregnancy is concealed or denied, including, but not limited to; fear of stigma or shame, in cases of rape, sexual or domestic abuse, forced or sham marriage, in cases of rape, sexual or domestic abuse, forced or sham marriage, fear of a child being removed or asylum seekers and illegal immigrants who may be reluctant to come to the attention of authorities. In some cases the woman may be truly unaware that she is pregnant. In some cases an expectant mother may be in denial of her pregnancy.

Where there is a suspicion of a concealed or denied pregnancy, the school will follow the procedures set out by our local Safeguarding Children Partnership arrangements.

Further training is available for staff regarding concealed or denied pregnancy

[Concealed-and-Denied-Pregnancy-2020-7MB.pdf \(lancshiresafeguarding.org.uk\)](http://lancshiresafeguarding.org.uk)

Modern Slavery

Modern slavery encompasses human trafficking and slavery, servitude, and forced or compulsory labour. This can include CCE, CSE, and other forms of exploitation.

All staff will be aware of and alert to the signs that a pupil may be the victim of modern slavery. Staff will also be aware of the support available to victims of modern slavery and how to refer them to the National Referral Mechanism. (From The Modern Slavery Act 2015, Section 52) 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':

Female Genital Mutilation

FGM is defined as all procedures involving the partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

All staff will be alert to the possibility of a pupil being at risk of FGM, or already having suffered FGM. If staff are worried about someone who is at risk of FGM or who has been a victim of FGM, they are required to share this information with CSC and/or the police. The school's procedures relating to managing cases of FGM and protecting pupils will reflect multi-agency working arrangements.

As outlined in Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015), teachers are **legally required** to report to the police any discovery, whether through disclosure by the victim or visual evidence, of FGM on a pupil under the age of 18. Teachers failing to report such cases may face disciplinary action. Teachers will not examine pupils, and so it is rare that they will see any visual evidence, but they must personally report to the police where an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also consider and discuss any such case with the DSL and involve CSC as appropriate. **NB:** This does not apply to any suspected or at-risk cases, nor if the individual is over the age of 18. In such cases, local safeguarding procedures will be followed.

All staff will be aware of the indicators that pupils may be at risk of FGM. While some individual indicators they may not indicate risk, the presence of two or more indicators could signal a risk to the pupil. It is important to note that the pupil may not yet be aware of the practice or that it may be conducted on them, so staff will be sensitive when broaching the subject.

Indicators that a pupil may be at heightened risk of undergoing FGM include:

- The socio-economic position of the family and their level of integration into UK society

- The pupil coming from a community known to adopt FGM
- Any girl with a mother or sister who has been subjected to FGM
- Any girl withdrawn from PSHE
- Travel abroad or a long holiday with relatives to a country known to practise FSM.

FGM is included in the definition of **honour-based' abuse (HBA)** which involves crimes that have been committed to defend the honour of the family and/or community. All forms of HBA are forms of abuse and will be treated and escalated as such. Staff will be alert to the signs of HBA, including concerns that a child is at risk of HBA, or has already suffered from HBA, and will consult with the DSL who will activate local safeguarding procedures if concerns arise.

Forced Marriage

Forced marriage is defined as a marriage that is entered into without the full and free consent of one or both parties, and where violence, threats or any other form of coercion is used to cause a person to enter into the marriage. Threats can be physical, emotional, or psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent, e.g. due to some forms of SEND. Forced marriage is a crime in the UK and a form of HBA.

Staff who have any concerns regarding a pupil who may have undergone, is currently undergoing, or is at risk of forced marriage will speak to the DSL and local safeguarding procedures will be followed – this could include referral to CSC, the police or the Forced Marriage Unit. It will be made clear to staff members that they should not approach the pupil's family or those with influence in the community, without the express consent of the pupil, as this will alert them to the concerns and may place the pupil in further danger.

Honour Based Abuse:

Honour Based Abuse (HBA) is a collection of practices used to control behaviour within families in order to protect perceived cultural and religious beliefs and/or **honour**. **Violence or abuse** can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their **honour** code.

EXTREMISM AND RADICALISATION

Extremism refers to the vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty, and the mutual respect and tolerance of different faiths and beliefs. Extremism also includes calling for the death of members of the armed forces. **Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Terrorism refers to an action that endangers or causes serious violence to a person or people, serious damage to property, or seriously interferes with or disrupts an electronic system. The use or threat of these actions must be designed to influence the government or intimidate the public, and be made for the purpose of advancing a political, religious or ideological cause.

Protecting pupils from the risk of radicalisation is part of the school's wider safeguarding duties. The school will actively assess the risk of pupils being radicalised and drawn into extremism

and/or terrorism. Staff will be alert to changes in pupils' behaviour which could indicate that they may need help or protection. Staff will use their professional judgement to identify pupils who may be at risk of radicalisation and act appropriately, which may include contacting the DSL or making a Prevent referral. The school will work with local safeguarding arrangements as appropriate to ensure awareness of local and national incidents that may heighten the activity of extreme groups or cause increased curiosity of children.

The school will ensure that they engage with parents and families, as they are in a key position to spot signs of radicalisation. In doing so, the school will assist and advise family members who raise concerns and provide information for support mechanisms. Any concerns over radicalisation will be discussed with the pupil's parents, unless the school has reason to believe that the child would be placed at risk as a result.

The DSL will undertake Prevent awareness training to be able to provide advice and support to other staff on how to protect pupils against the risk of radicalisation and ensure that all staff and governors have received appropriate and up-to-date training. All members of staff will undertake training to ensure they are aware of the risk indicators and their duties regarding preventing radicalisation.

The Online Safety Policy will support the safeguarding of children by ensuring they cannot access terrorist and extremist material when using the internet and that suitable filtering and monitoring software and supervision is in place.

DSLs understand when it is appropriate to make a referral to the Channel Panel and are aware of how to do so. 'Notice. Check. Share.'

The Prevent Duty

Under section 26 of the Counter-Terrorism and Security Act 2015, all schools are subject to a duty to have "due regard to the need to prevent people from being drawn into terrorism", known as **the Prevent duty**, forming part of the school's wider safeguarding obligations.

The school's procedures for carrying out the Prevent duty, including how it will engage and implement the Channel programme, are outlined in the Prevent Duty Policy and in the Prevent audit and planning tool kit.

Manor Road Primary School will ensure that ALL Staff, Governors and volunteers are informed and have 'due regard to the need to prevent people from being drawn into terrorism', known as the 'Prevent Duty' and follow guidance from www.lancashirepreventpartnership.org.uk

| | |
|-------------------------|-----------------|
| Prevent Lead | Karen Marshall |
| Prevent Governor Lead | Jennie McDonald |
| Prevent Curriculum Lead | Karen Marshall |

PRIVATE FOSTERING

Where a period of UK homestay lasts 28 days or more for a child aged under 16, or under 18 for a child with SEND, this may amount to private fostering under the Children Act 1989. Where the

school becomes aware of a pupil being privately fostered, they will notify the LA as soon as possible to allow the LA to conduct any necessary checks.

PUPILS WITH FAMILY MEMBERS IN PRISON

Pupils with a family member in prison will be offered pastoral support as necessary. They will receive a copy of '[Are you a young person with a family member in prison?](#)' from Action for Prisoners' Families where appropriate and allowed the opportunity to discuss questions and concerns.

CHILD-ON-CHILD ABUSE (including sexualised abuse)

Child-on-child abuse is defined as abuse between children under 18 years of age.

Manor Road Primary School has a **zero-tolerance approach to abuse**, including child-on-child abuse.

Manor Road Primary School will refer to specific guidance in Keeping Children Safe in Education Part five: Child on Child Sexual Violence and Sexual Harassment and Lancashire Procedures. [5.31 Peer Abuse \(proceduresonline.com\)](http://proceduresonline.com)

All staff will be aware that child-on-child abuse can occur between pupils of any age and gender, both inside and outside of school, as well as online. All staff will be aware of the indicators of child-on-child abuse, how to identify it, and how to respond to reports. All staff will also recognise that even if no cases have been reported, this is not an indicator that child-on-child abuse is not occurring. All staff will speak to the DSL if they have any concerns about child-on-child abuse.

All staff will understand the importance of challenge inappropriate behaviour between peers, and will not tolerate abuse as "banter" or "part of growing up".

Child-on-child abuse can be manifested in many different ways, including:

- Bullying, including cyberbullying and prejudice-based or discriminatory bullying.
- Abuse in intimate personal relationships between peers.
- Physical abuse – this may include an online element which facilitates, threatens and/or encourages physical abuse.
- Sexual violence – this may include an online element which facilitates, threatens and/or encourages sexual violence.
- Sexual harassment, including online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent.
- The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
- Upskirting.

- Initiation- and hazing-type violence and rituals, which can include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group, and may also include an online element.

All staff will be clear as to the school's policy and procedures regarding child-on-child abuse and the role they have to play in preventing it and responding where they believe a child may be at risk from it.

All staff will be made aware of the heightened vulnerability of pupils with SEND, who evidence suggests are more likely to be abused than their peers. Staff will not assume that possible indicators of abuse relate to the pupil's SEND and will always explore indicators further.

All staff will be made aware of the heightened vulnerability of LGBTQ+ pupils, who evidence suggests are also more likely to be targeted by their peers. In some cases, pupils who are perceived to be LGBTQ+, regardless of whether they are LGBTQ+, can be just as vulnerable to abuse as LGBTQ+ pupils. The school's response to sexual violence and sexual harassment between pupils of the same sex will be equally as robust as it is for incidents between children of the opposite sex.

Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or peers. Pupils will also be reassured that they will be taken seriously, be supported, and kept safe. This process will be continually reviewed by the DSL / SLT.

The school's procedures for managing allegations of child-on-child abuse are outlined in the Child-on-Child Abuse Policy. Staff will follow these procedures, as well as the procedures outlined in the school's Anti-Bullying Policy where relevant.

Manor Road Primary School will consider:

- the wishes of the victim in terms of how they want to proceed
- the nature of the alleged incident
- the ages of the children involved
- the development stages of the children involved
- any power imbalance between the children
- is the incident a one-off or a sustained pattern of abuse
- are there ongoing risks to the victim, other children, school or college staff
- contextual safeguarding issues.

Following a report of sexual violence, the designated safeguarding lead (or deputy) will make an immediate risk and needs assessment, considering:

- the victim
- the alleged perpetrator
- all other children (and if appropriate adult students and staff).
- Risk assessments (if required) will be recorded and kept under review as a minimum termly.
- Refer to Guidance in Keeping Children Safe in Education Sept 2023, Part 5.

Examples of Risk Assessments and Guidance can be found on the Lancashire School Safeguarding Service website via Schools Portal.

(Further detailed guidance on Child on Child Sexual Violence and Sexual Harassment can be found in Keeping Children Safe in Education 2023, part 5).

At Manor Road, victims of peer abuse will be supported as they would be if they were the victim of any other form of abuse, in accordance with this policy. Staff follow the 'Taking Action Flowchart', Appendix 2.

SERIOUS VIOLENCE

Through training, all staff will be made aware of the indicators which may signal a pupil is at risk from, or is involved with, serious violent crime. These indicators include, but are not limited to:

- Increased absence from school.
- A change in friendships.
- Relationships with older individuals or groups.
- A significant decline in academic performance.
- Signs of self-harm.
- A significant change in wellbeing.
- Signs of assault.
- Unexplained injuries.
- Unexplained gifts or new possessions.

Staff will be made aware of some of the most significant risk factors that could increase a pupil's vulnerability to becoming involved in serious violence. These risk factors include, but are not limited to:

- Being male.
- Having been frequently absent from school.
- Having been permanently excluded from school.
- Having experienced child maltreatment or trauma.
- Having been involved in offending, such as theft or robbery.

Staff members who suspect a pupil may be vulnerable to, or involved in, serious violent crime will immediately report their concerns to the DSL.

ONLINE SAFETY AND PERSONAL ELECTRONIC DEVICES

Manor Road Primary School will adhere to the Online Safety Policy at all times and is committed to keeping children safe online. The school recognises that addressing online safety issues should form an integral part of the school's safeguarding arrangements.

As part of a broad and balanced curriculum, all pupils will be made aware of online risks and taught how to stay safe online.

The school will ensure that suitable filtering systems are in place on ICT equipment to prevent children accessing inappropriate material. This system will be monitored and reviewed with any inappropriate behaviours or searches being followed up appropriately.

Further information regarding the school's approach to online safety can be found in the Online Safety Policy.

When school become aware of an online safety issue that has occurred outside of school, it is managed in accordance with the school Online Safety Policy

Staff will be aware that ongoing in-person monitoring is required in addition to the software in place as it is vital staff don't rely solely on IT systems as this may leave some children vulnerable.

Staff will be aware of the filtering and monitoring systems in place and will know how to escalate concerns where they are identified. Staff will be made aware of their expectations and responsibilities relating to filtering and monitoring systems during their induction.

Personal electronic devices

The use of personal electronic devices, including mobile phones and cameras, by staff and pupils is closely monitored by the school, in accordance with the Mobile Phones, Devices and Smart Watches Policy and the Children's Use of Mobile Phones, Devices and Smart Watches Policy.

Where photographs and videos will involve pupils who are CLA, adopted pupils, or pupils for whom there are security concerns, the Headteacher will liaise with the DSL to determine the steps involved. The DSL will, in known cases of pupils who are CLA or who have been adopted, liaise with the pupils' social workers, carers or adoptive parents to assess the needs and risks associated with the pupils.

Staff will report any concerns about pupils' or other staff members' use of personal electronic devices to the DSL, following the appropriate procedures. Manor Road Primary School is committed to keeping pupils safe by ensuring that electronic devices such as cameras, phones and tablets are used in an appropriate manner.

School will therefore ensure that:

- informed parental consent is obtained to take and use photographs and/or videos of children, for use in school, to market the school or to share on social media / internet. At Manor Road Primary School, consent is sought from parents of all children for the use of photographs and videos; all staff are informed of children where consent has been withheld for whatever reason.
- staff, visitors, volunteers and students do not use their own mobile phones or devices to take or record any images of children.

Upskirting

Under the Voyeurism (Offences) Act 2019, it is an offence to operate equipment for the purpose of upskirting. “**Operating equipment**” includes enabling, or securing, activation by another person without that person’s knowledge, e.g. a motion-activated camera.

Upskirting will not be tolerated by the school. Any incidents of upskirting will be reported to the DSL, who will then decide on the next steps to take, which may include police involvement.

SHARING NUDE AND SEMI-NUDE IMAGES

Formerly referred to as ‘Sexting’, sharing nudes and semi-nudes is defined as *the sending or posting of nude or semi-nude images, videos or live streams online by young people under the age of 18. This could be via social media, gaming platforms, chat apps or forums.* (UKCIS, 2020)

UKCIS – Sharing nudes and semi-nudes: advice for education settings (UKCIS, 2020)
<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>

The school will ensure that staff are aware to treat the sharing of indecent images as a safeguarding concern.

Staff will receive appropriate training regarding child sexual development and will understand the difference between sexual behaviour that is considered normal and expected for the age of the pupil, and sexual behaviour that is inappropriate and harmful. Staff will receive appropriate training around how to deal with such instances in the school community, including understanding motivations, assessing risks posed to pupils depicted in the images, and how and when to report.

Staff will be aware that creating, possessing, and distributing indecent imagery of children is a criminal offence, regardless of whether the imagery is created, possessed, and distributed by the individual depicted; however, staff will ensure that pupils are not unnecessarily criminalised.

Where a member of staff becomes aware of an incidence of sharing nudes/semi-nudes that involves indecent images of a pupil, they will refer this to the DSL as soon as possible. Where a pupil confides in a staff member about the circulation of indecent imagery, depicting them or someone else, the staff member will:

- Refrain from viewing, copy, printing, sharing, storing or saving the imagery.
- Tell the DSL immediately if they accidentally view an indecent image and seek support.
- Explain to the pupil that the incident will need to be reported.
- Respond positively to the pupil without blaming or shaming anyone involved, and reassuring them that they can receive support from the DSL.
- Report the incident to the DSL.

The DSL will attempt to understand what the image contains **without viewing it** and the context surrounding its creation and distribution – they will categorise the incident into one of two categories:

- **Aggravated:** incidents which involve additional or abusive elements beyond the creation and distribution of nudes and semi-nudes, including where there is an adult involved, where there is an intent to harm the pupil, or where the images are used recklessly.
- **Experimental:** incidents involving the creation and distribution of nudes and semi-nudes with no adult involvement or no apparent intent to harm or reckless misuse.

Where it is necessary to view the imagery, e.g. if this is the only way to make a decision about whether to inform other agencies, the DSL should:

- Never copy, print, share, store or save them; this is illegal.
- Discuss this decision with the Headteacher or member of the SLT.
- Make sure viewing is undertaken by the DSL (or equivalent) or another member of the safeguarding team with delegated authority from the headteacher or a member of the senior leadership team
- Make sure viewing takes place with another member of staff present in the room, ideally the headteacher or a member of the senior leadership team.
- Wherever possible, make sure viewing takes place on the premises of the education setting, ideally in the headteacher or a member of the senior leadership team's office
- Make sure wherever possible that they are viewed by a staff member of the same sex as the child or young person in the images
- Record how and why the decision was made to view the imagery in the safeguarding or child protection records, including who was present, why the nudes or semi-nudes were viewed and any subsequent actions.
- If any devices need to be taken and passed onto the police, the device(s) should be confiscated and the police should be called.

The above summarised points are explained in further detail with important supporting guidance in the UKCIS guidance – Sharing nudes and semi-nudes: advice for education settings

<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>

CONTEXT OF SAFEGUARDING INCIDENTS

Safeguarding incidents can occur outside of school and can be associated with outside factors. All staff, particularly the DSL and deputy DSL(s), will always consider the context of safeguarding incidents. Assessment of pupils' behaviour will consider whether there are wider environmental factors that are a threat to their safety and/or welfare. The school will provide as much contextual information as possible when making referrals to CSC or external agencies.

PUPILS POTENTIALLY AT GREATER RISK OF HARM

Manor Road Primary School recognises that some groups of pupils can face additional safeguarding challenges, and understands that further barriers may exist when determining

abuse and neglect in these groups of pupils. Additional considerations for managing safeguarding concerns and incidents amongst these groups are outline below.

Pupils who need social workers

Pupils may need social workers due to safeguarding or welfare needs. These needs can leave pupils vulnerable to further harm and educational disadvantage.

As a matter of routine, the DSL within each school will hold and use information from their LA about whether a pupil has a social worker in order to make decisions in the best interests of the pupil's safety, welfare, and educational outcomes.

Where a pupil needs a social worker, this will inform decisions about safeguarding, e.g. responding to unauthorised absence, and promoting welfare and educational outcomes, e.g. considering the provision pastoral or academic support and support with behaviour.

Home-educated children

Parents may choose elective home education (EHE) for their children. In some cases, EHE can mean that children are less visible to the services needed to safeguard and support them.

In line with the Education (Pupil Registration) (England) Regulations 2006, Manor Road Primary School will ensure it informs their LA of all deletions from the admissions register when a pupil is taken off roll.

Where a parent has expressed their intention to remove a pupil from a school within the trust for EHE, the school and other key professionals, will co-ordinate a meeting with the parent, where possible, before the final decision has been made, particularly if the pupil has SEND, is vulnerable, and/or has a social worker.

Where children are removed from roll for Elective Home Education and there are safeguarding concerns, school will ensure that concerns are shared with the LA.

CLA

Children most commonly become looked after because of abuse and/or neglect. Because of this, they can be at potentially greater risk in relation to safeguarding. Previously CLA, also known as care leavers, can also remain vulnerable after leaving care.

The school will ensure that the appropriate staff have the information they need, such as:

- Looked after legal status, i.e. whether they are looked after under voluntary arrangements with consent of parents, or on an interim or full care order.
- Contact arrangements with parents or those with parental responsibility.
- Care arrangements and the levels of authority delegated to the carer by the authority looking after the pupil.

Pupils with SEND

When managing safeguarding in relation to pupils with SEND, staff at Manor Road will be aware of the following:

- Certain indicators of abuse, such as behaviour, mood and injury, may relate to the pupil's disability without further exploration; however, it should never be assumed that a pupil's indicators relate only to their disability
- Pupils with SEND can be disproportionately impacted by issues such as bullying, without outwardly showing any signs
- Communication barriers may exist, as well as difficulties in overcoming these barriers

When reporting concerns or making referrals for pupils with SEND, the above factors will always be taken into consideration. When managing a safeguarding issue relating to a pupil with SEND, the DSL will liaise with the pupil's parents where appropriate, to ensure that the pupil's needs are met effectively.

LGBTQ+ pupils

The fact that a pupil may be LGBTQ+ is not in itself an inherent risk factor for harm; however, staff will be aware that LGBTQ+ pupils can be targeted by other individuals. Staff will also be aware that, in some cases, a pupil who is perceived by others to be LGBTQ+ (whether they are or not) can be just as vulnerable as pupils who identify as LGBTQ+.

Staff will also be aware that the risks to these pupils can be compounded when they do not have a trusted adult with whom they can speak openly with. All staff will endeavour to reduce the additional barriers faced by these pupils and provide a safe space for them to speak out and share any concerns they have.

Adverse Childhood Experiences and trauma

We acknowledge that children who have experienced adverse childhood experiences and trauma may be at increased risk of developing health and social difficulties.

All staff will be made aware of the long lasting impact of experiencing adversity and the lasting effect trauma can have on a child's development.

Where a pupil is known to have experienced trauma, appropriate arrangements will be made to provide support based on the needs of the pupil and in line with all relevant guidance and policies. This may include close multi-agency working with external services.

EXTRA-CURRICULAR ACTIVITIES AND CLUBS AND USE OF SCHOOL PREMISES BY EXTERNAL ORGANISATIONS

Extra-curricular activities and clubs hosted by external bodies, e.g. charities or companies, will work in collaboration with the school to effectively safeguard pupils and adhere to local safeguarding arrangements.

Staff and volunteers running extracurricular activities and clubs are aware of their safeguarding responsibilities and promote the welfare of pupils. Paid and volunteer staff understand how they should respond to child protection concerns and how to make a referral to CSC or the police, if necessary.

Manor Road Primary School will always consider safeguarding arrangements when an extracurricular activity or club is arranged in view of DSL availability or ensuring that a transfer of control document has been completed for external agencies and the school is satisfied that the agency has appropriate safeguarding policies and procedures in place.

Where the governing board/body hires or rents out school facilities or the school premises to organisations or individuals, e.g. for providers to run community or extracurricular activities, it will ensure that appropriate safeguarding arrangements are in place to keep pupils safe. The school will refer to the 's guidance on keeping children safe in out-of-school settings in these circumstances.

Where the governing board provides the activities under the direct supervision or management of school staff, child protection arrangements will apply. Where activities are provided separately by another body, this may not be the case; therefore, the governing board will seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place, including inspecting these as needed. The governing board will also ensure that there are arrangements in place to liaise with the school on these matters where appropriate. The governing board will ensure safeguarding requirements are included in any transfer of control agreement, i.e. a lease or hire agreement, as a condition of use and occupation of the premises, and specify that failure to comply with this would lead to termination of the agreement.

ALTERNATIVE PROVISION

The school will remain responsible for a pupil's welfare during their time at an alternative provider. When placing a pupil with an alternative provider, the school will obtain written confirmation that the provider has conducted all relevant safeguarding checks on staff and have clear communication procedures in place in view of attendance.

MANAGING REFERRALS

All staff members, in particular the DSL, will be aware of the LA's arrangements in place for managing referrals; see Appendix 3 'Making a Referral to Children's Social Care'. The DSL will provide staff members with clarity and support where needed. When making a referral to CSC or other external agencies, information will be shared in line with confidentiality requirements and will only be shared where necessary to do so.

The DSL will work alongside external agencies, maintaining continuous liaison, including multi-agency liaison where appropriate, in order to ensure the wellbeing of the pupils involved. The DSL will work closely with the police to ensure the school does not jeopardise any criminal proceedings, and to obtain help and support as necessary.

Where a pupil has been harmed or is in immediate danger or at risk of harm, the referrer will be notified of the action that will be taken within one working day of a referral being made. Where this information is not forthcoming, the referrer will contact the assigned social worker for more information.

The school will not wait for the start or outcome of an investigation before protecting the victim and other pupils: this applies to criminal investigations as well as those made by CSC. Where CSC decide that a statutory investigation is not appropriate, the school will consider referring the incident again if it is believed that the pupil is at risk of harm. Where CSC decide that a statutory investigation is not appropriate and the school agrees with this decision, the school will consider the use of other support mechanisms, such as early help and pastoral support.

At all stages of the reporting and referral process, the pupil will be informed of the decisions made, actions taken and reasons for doing so. Discussions of concerns with parents will only take place where this would not put the pupil or others at potential risk of harm. The school will work closely with parents to ensure that the pupil, as well as their family, understands the arrangements in place, such as in-school interventions, is effectively supported, and knows where they can access additional support.

See Appendix 1 for Thresholds for Referral to Children's Social Care, including Lancashire Continuum of Need and CSC Responses and Timescales

If the school are dissatisfied, local escalation procedures will be followed. [8.1 Resolving Professional Disagreements \(Escalation and Conflict Resolution\) \(proceduresonline.com\)](http://proceduresonline.com)

TAKING ACTION TO ENSURE THAT CHILDREN ARE SAFE

All staff and volunteers follow the CSAP 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.

RECORDS AND MONITORING

Manor Road Primary School is committed to recording all matters relating to the welfare of children in a relevant format. We therefore ensure that:

- The DSL will create and maintain accurate safeguarding records
- There is an agreed format for reporting all matters relating to child wellbeing, from an early help requirement to a disclosure of abuse. At Manor Road, all concerns regarding children will be recorded on CPOMS and the DSL will be tagged.
- All staff use CPOMS for passing on concerns
- Any disclosure made will be recorded on CPOMS. This will be done as soon as possible and within 24 hours of the disclosure and the DSL will be tagged. The record must contain details of:
 - WHO is involved
 - WHAT is said to have happened

- WHERE it is said to have happened
- WHEN it is said to have happened
- WHO ELSE may have witness the incident and/or disclosure
- It is recognised that in some cases the initial reporting to the DSL will be verbal to enable a timely response to the concerns raised.
- Concerns should be factual and evidence based.
- Concerns should be passed directly to the DSL
- The DSL will collate concerns via CPOMS
- The DSL will then make a decision regarding any further action in accordance with the CSAP 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.
- ALL concern logs will be kept either in whole school safeguarding files or in an individual pupil safeguarding file or on CPOMS
- A pupil will have an individual safeguarding file when there has been a number of concerns, an offer of Early Help or the family is, or has been at Level 2 or above on the Continuum of Need
- DSLs will record all discussions, decisions and rationale behind decisions and sharing of information in the child's records on CPOMS
- DSLs will record evidence of child's wishes, professional challenge, offers of early help and multi-agency working on CPOMS
- When individual pupils are discussed during staff meetings, such as supervision, staff updates or risk assessments etc. pupil information should be anonymised or stored in a secure manner
- All safeguarding records will be stored securely in a locked room/cabinet or on CPOMS
- Only DSLs and other named staff will have access to safeguarding records
- The DSL/backup DSL will share information on a need to know basis.
- A pupil's safeguarding file will be transferred, in its entirety, to the educational establishment where the child moves to, unless there is ongoing legal action
- The safeguarding file will be hand delivered to the DSL at the receiving school. If this is not possible, the safeguarding file will be sent by recorded delivery
- A receipt will be obtained at time of transfer and the responsibility for the safeguarding records will pass to the receiving school
- The educational establishment where the pupil attends at statutory school leaving age (18) will securely retain the safeguarding records until the child's 25th birthday. Safeguarding records will then be destroyed securely
- Advice will be sought from legal services and/or Schools Safeguarding Officer if any staff are unclear about any aspects of safeguarding record keeping
- The Headteacher is responsible for record keeping to demonstrate compliance with the Prevent Duty

CONCERNS ABOUT STAFF AND SAFEGUARDING PRACTICES

If a staff member has concerns about another member of staff (including supply staff and volunteers and persons who use / hire the school premises), it will be raised with the Headteacher. If the concern is with regards to the Headteacher, it will be referred to the chair of governors.

Any concerns regarding the safeguarding practices at the school will be raised with the SLT, and the necessary whistleblowing procedures will be followed, as outlined in the Whistleblowing Policy. If a staff member feels unable to raise an issue with the SLT, they should access other whistleblowing channels such as the NSPCC whistleblowing helpline (0800 028 0285).

ALLEGATIONS OF ABUSE AGAINST STAFF AND LOW LEVEL CONCERNS

There are clear policies in line with those from the CSAP (Children's Safeguarding Assurance Partnership) for dealing with allegations against people who work with children.

All allegations against staff, supply staff, volunteers, contractors and any person who may use / hire the school premises will be managed in line with the school's Whistleblowing Policy – a copy of which will be provided to, and understood by, all staff at induction. The school will ensure all allegations against staff, including those who are not employees of the school, are dealt with appropriately and that the school liaises with the relevant parties.

When managing allegations against staff, the school will recognise the distinction between allegations that meet the harms threshold and allegations that do not, also known as "low-level concerns". Allegations that meet the harms threshold include instances where staff have:

- Behaved in a way that has harmed a child, or may have harmed a child.
- Committed or possibly committed a criminal offence against or related to a child.
- Behaved towards a child in a way that indicates they may pose a risk of harm to children.
- Behaved, or may have behaved, in a way that indicates they may not be suitable to work with children.

All staff at Manor Road are aware of these procedures and aware of the following expectations and protocol:-

- ALL staff and volunteers are aware that they must refer allegations or concerns around staff (including supply staff) conduct to the Headteacher
- ALL staff and volunteers are aware of the requirement to, and process of referring allegations or concerns around the Headteacher to the nominated Governor and how to contact them
- The Headteacher and/or Chair of Governors will discuss the allegation with the Local Authority Designated Officer (LADO)
- CSAP procedures for dealing with allegations against staff will be followed http://panlancashirescb.proceduresonline.com/chapters/p_allegations.html
- ALL staff and volunteers remember that the welfare of the child is paramount and that they have a duty to inform the Headteacher if any adult's conduct gives cause for concern
- All staff recognise the importance of sharing and reporting low-level concerns surrounding staff or any adult in a position of trust to the Headteacher.
- ALL staff are aware of the school's Whistle Blowing Policy which enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place

- Staff, volunteers and students are fully aware of Guidance for Safer Working Practice 2022 and Staff or Volunteer & Student Codes of Conduct and are aware of professional expectations of their own behaviour and conduct.
- Further information, LADO referral information and flowchart of how allegations are managed can be found in Appendix 7 and here:
https://my.apps.lancashire.gov.uk/w/webpage/request?form=management_of_allegations_notification

Manor Road Primary School recognises that children may make disclosures against someone who is in a position of trust / is working or volunteering with children not in the school setting. This may be an adult in a place of worship, a sports coach or a club leader. After ensuring that the child is safe, we recognise that we must refer to the LADO and share information.

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.

Low Level Concerns

Manor Road Primary School ensure that all staff are aware of how to recognise and report **low level concerns** around staff behaviour or conduct.

The term 'low-level' concern does not mean that it is insignificant. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the Staff Code of Conduct, including inappropriate conduct outside of work and
- does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to:

- being over friendly with children
- having favourites
- taking photographs of children on their mobile phone, contrary to school policy
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door, or
- humiliating pupils.

Manor Road Primary School will promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school or college (including supply teachers,

volunteers and contractors or those who have hire / let the premises) are dealt with promptly and appropriately. Manor Road Primary School will strive to embed a culture of openness, trust and transparency in which the school's values and expected behaviour set out in the staff code of conduct are lived, monitored and reinforced constantly by all staff.

Manor Road Primary School will ensure that staff are encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

All staff are clear on how to report low level concerns and will be empowered to do so. Staff must report their concerns to the Headteacher, Karen Marshall or, in her absence, the Deputy DSL, Kellie Foulds who will inform the Headteacher of a low level allegation in a timely manner. If concerns are surrounding the Head teacher, this must be referred to the Chair of Governors. Guidance from Keeping Children Safe in Education, September 2023 will be followed in view of recording and storage of such concerns.

If in doubt whether the concern is a low-level concern, the Headteacher will consult with LADO for guidance.

The governing body will ensure low-level concern procedures and staff behaviour expectations are clearly addressed within the Staff Code of Conduct, and procedures are implemented effectively, ensuring that appropriate action is taken in a timely manner to safeguard children and facilitate a whole school or college approach to dealing with any concerns.

SAFER RECRUITMENT

Manor Road Primary School is committed to keeping pupils safe by ensuring that adults who work or volunteer in school are safe to do so. We therefore ensure that:

- Keeping Children Safe in Education, September 2023, Part 3 guidance is adhered to, to ensure that there is a strong reference and commitment to safeguarding during advertisement, selection and recruitment of new staff

An enhanced DBS check with barred list information will be undertaken for all staff members engaged in regulated activity. A person will be considered to be in 'regulated activity' if, as a result of their work, they:

- Are responsible on a daily basis for teaching, training, instructing or the care or supervision of children.
- Regularly work in the school at times when children are on the premises.
- Regularly come into contact with children under 18 years of age.

(Regular is defined as; at least 3 times in a 30 day period.)

The governing board will conduct the appropriate pre-employment checks for all prospective employees.

School will ensure that:

- The appropriate DBS and suitability checks will be carried out for all governors, volunteers, and contractors. The DfE's [DBS Workforce Guides](#) will be consulted when determining whether a position fits the child workforce criteria.
- The original DBS certificate is seen for all appointees to the school, even where the on-line DBS system indicates that the check is clear
- There are sufficient staff/Governors who have undertaken appropriate Safer Recruitment training in the last 5 years and reached the required standard as verified by the course facilitators, to enable at least one person on every recruitment panel to be appropriately trained and there are at least 2 people on each selection panel
- Written assurances will be obtained from agencies and other employers that provide staff to work in school to confirm that appropriate checks have been undertaken in line with Keeping Children Safe in Education, September 2023.
- Individual identity checks will be undertaken on those staff detailed above to ensure they are employees of the named agency/employer
- They conduct an online search as part of our due diligence on shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online. Shortlisted candidates will be informed of this procedure.
- A transfer of control agreement will be used where other agencies/organisations use school premises and are not operating under school's safeguarding policies and procedures
- Adults who are involved in the management or provision of child care of children in Early Years, or in out of school provision for children up to 8 years old, will make a declaration that they are not disqualified under the Child Care Act 2006.
- With regard to Disqualification Under the Childcare Act we will adhere to Guidance from [Lancashire County Council Human Resources](#)
- It is good practice to ensure that this declaration is renewed annually for those staff working in a relevant setting and evidenced using the LCC staff confirmation form (May 2021). This form will be retained and stored securely. At Manor Road, all staff are required to complete an Annual Staff Confirmation form for this purpose. The form is issued via ParentMail and stored securely once submitted.
- When an issue is declared, advice will be sought from Ofsted about the need to apply for a waiver. If a waiver is necessary, a risk assessment will be carried out and proportionate measures put in place until a waiver has been issued or matters resolved. If it is not resolved, this must be reported:- disqualification@ofsted.gov.uk
- Advice will be sought from Human Resources, LADO and/or Schools Safeguarding Officers if any staff are unclear about any aspects of Safer Recruitment.

Referral to the DBS

There is a legal requirement for schools and colleges to make a referral to the DBS where they remove an individual from regulated activity (or would have removed an individual had they not left), and they believe the individual has:

- engaged in relevant conduct in relation to children and/or adults, and/or

- satisfied the harm test in relation to children and/or vulnerable adults, and/or
- been cautioned or convicted of a relevant (automatic barring either with or without the right to make representations) offence.

SINGLE CENTRAL RECORD (SCR)

The school keeps an SCR which records all staff, including agency, third-party supply staff, and teacher trainees on salaried routes, who work at the school, even if they work for one day.

The following information is recorded on the SCR:

- An identity check
- A barred list check
- An enhanced DBS check
- A prohibition from teaching check
- A check of professional qualifications, where required
- A check to determine the individual's right to work in the UK
- Additional checks for those who have lived or worked outside of the UK
- Any other information deemed relevant.

If any checks have been conducted for volunteers or Governors, these may also be recorded on the SCR. If risk assessments are conducted to assess whether a volunteer should be subject to an enhanced DBS check (with or without a barred list check, depending on whether they are in regulated activity), the risk assessment will be recorded.

The details of an individual will be removed from the SCR once they no longer work at the school.

REVIEW

Policy adopted from Lancashire Template for Schools: Child Protection Policy & Procedures Policy updated September 2023. See Appendix 9 for Review and Update details

This Policy is subject to ongoing review; however, will be reviewed no later than September 2024. All staff have received a copy of this policy. At Manor Road, this is issued via email.

KEY CONTACTS

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

| | | |
|---|--|--|
| Schools Safeguarding Officer | Victoria Wallace Mechelle Lewis Sarah Holyhead | 01772 531196 school.safeguarding@lancashire.gov.uk |
| Local Authority Designated Officer (LADO) | Tim Booth / Shane Penn / Donna Green | 01772 536694 LADO.admin@lancashire.gov.uk |
| MASH Education Officers | Matt Chipchase | 01254 220989 matt.chipchase@lancashire.gov.uk |
| | Martine Blokland | 01254 220914 martine.blockland@lancashire.gov.uk |
| Children and Family Wellbeing Service CON2 | | <p>The Children and Family Wellbeing Service (CFW) offers support to children, young people age 0-19+yrs (0 - 25yrs for SEND) and their families across Lancashire.</p> <p>Any agency can request access to this support for a family or individual child by making a <u>Request for Support</u>. Please note that an Early Help Assessment should be in place.</p> |
| Lancashire Children's Social Care / MASH CON 3 and 4 | | <p>Anyone can raise a concern about the safety and welfare of a child by calling 0300 123 6720 (or between 5.00pm - 8.00am on 0300 123 6722.)*</p> <p>Before you make contact with MASH you need to consider if the child or young person's needs can be met by services from within your own agency, or by other professionals already involved with the family, including consideration to initiating a CAF (Early Help Assessment)</p> <p>Where possible, share information with consent, and where possible, respect the wishes of those who do not consent to having their information shared. Under the GDPR and Data Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk. <u>7 golden rules</u></p> <p>Where the needs of the child meet Levels 3 and 4** of the Continuum of Need, professionals are advised to submit a <u>referral form</u> directly to Children's Social Care via the Multi Agency Safeguarding Hub cypreferrals@lancashire.gov.uk</p> <p>**Where there are immediate safeguarding</p> |

| | | |
|----------------|--|---|
| | | concerns about a child or young person (level 4 of the CON / child protection), you should make direct contact with MASH on the following number or the Police (999 in an emergency) - and complete the referral form once the immediate concerns have been addressed. If the child you are concerned about already has an allocated Social Worker go directly to this person by contacting 0300 123 6720: |
| Whistleblowing | | 01772 532500 WhistleblowingComplaints@lancashire.gov.uk |

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.

Thresholds for Referral to Children’s Social Care (CSC)

Where a Designated Safeguarding Lead 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 (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.

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

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

The Lancashire CoN provides 4 levels to describe family circumstances

- **LEVEL 1** – Children and young people who make good overall progress in most areas of development.
- **LEVEL 2** – Children and young people whose needs require some extra support.
- **LEVEL 3** – Vulnerable children and young people whose needs are complex in range, depth or significance.

- **LEVEL 4** – Children and young people whose needs are such that require intervention under the Children Act 1989.

Guidance on Levels

LEVEL 1 – Universal

Most children, young people and families will experience challenges in their lives that impact on their wellbeing. Most families will be able to weather these challenges and are resilient to them, either without help from services or with advice, guidance and support from universal services, including empathy and understanding.

May require single agency response, requires consent from those with parental responsibility.

LEVEL 2 – Universal plus

Some children, young people and families will need support from people who know them well and have established relationships with them to meet some challenges where advice and guidance has not been enough to help the family achieve change or where a child or young person needs additional support to help them to thrive.

May benefit from single agency response through Early Help assessment and plan. Should be co-ordinated by the service who knows the child or family best and requires consent from those with parental responsibility.

LEVEL 3 – Intensive Support

A small number of children, young people and families will experience significant difficulties and will need co-ordinated support from experts working with them to find sustainable solutions that reduce the impact of challenge on the wellbeing and development of children and young people.

May benefit from co-ordinated, multi-agency response through Early Help Assessment and plan. Led by Family Intensive Support Services and requires consent from those with parental responsibility.

LEVEL 4 – Specialist Support

In exceptional cases, families need specialist, statutory support that is designed to maintain or repair relationships and keep families together wherever possible. In some very specific circumstances, the needs are so great that children need to be away from their family to ensure that they are protected.

Where children require or may benefit from Children's Social Care assessment and planning. Intervention is led by Children's Social Care Lead Professional. Consent is not required if there are concerns about the child's safety that place them at risk of significant harm or if to seek consent would place the child at increased risk.

More details on Early Help can be found at:

<https://www.lancashire.gov.uk/practitioners/supporting-children-and-families/early-help-assessment/>

Continuum of Need



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

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

Early Help Assessment/TAF forms as well as relevant guidance documents can be found at:

www.lancashire.gov.uk/practitioners/supporting-children-and-families/early-help-assessment/

CSC Responses to Referrals and Timescales

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

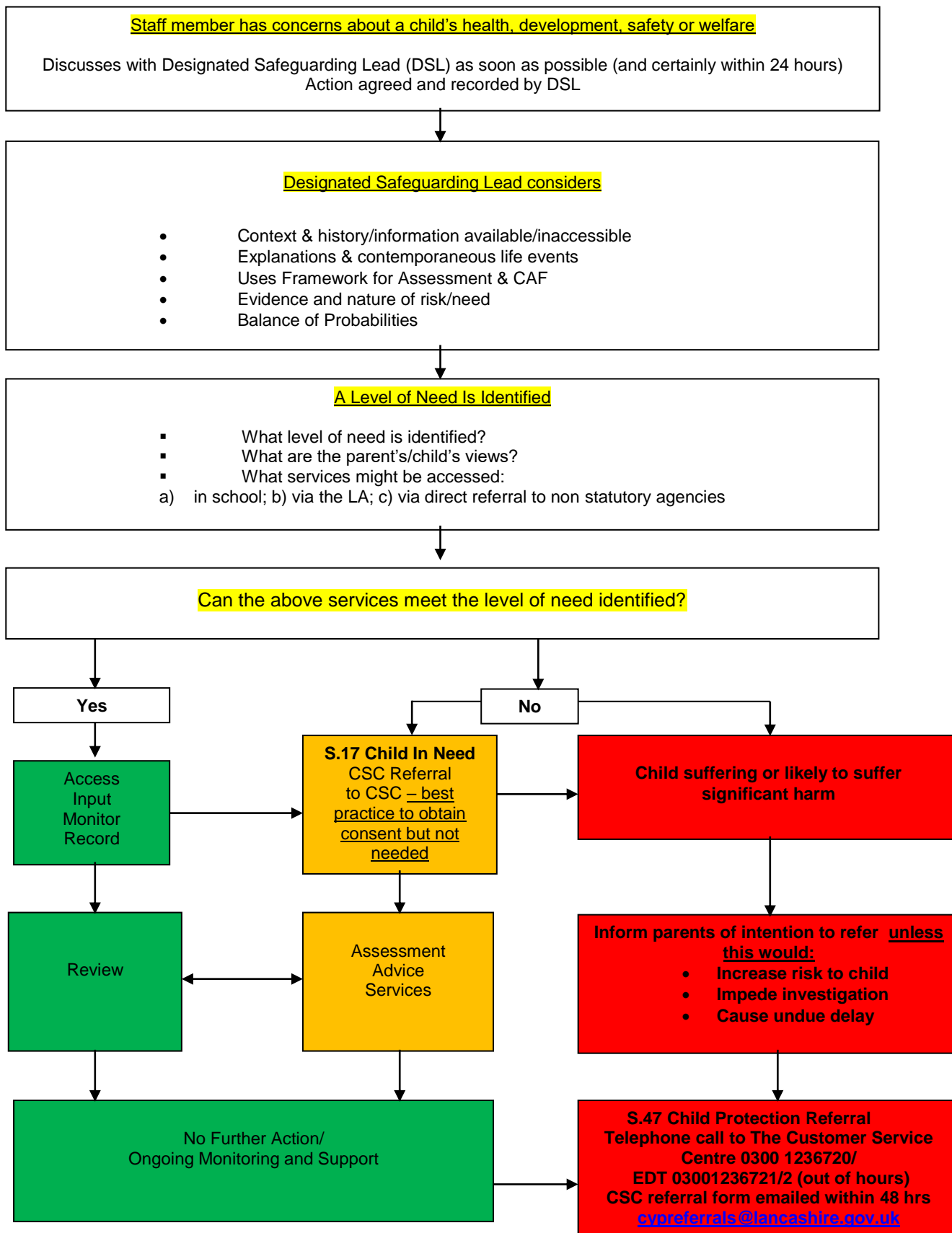
- Provide advice to the referrer and/or child/family;
- Refer on to another agency who can provide services;
- Convene a Strategy Meeting (within five working days);

- 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)
- Accommodate the child under Section 20 (with parental consent);
- Make an application to court for an Order;
- Take no further action.
- Step down to Wellbeing, Prevention and Early Help

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**.

Welfare Concerns: Taking Action Flowchart



Making a Referral to Children's Social Care (Level 4 - of the Continuum of Need)



Prior to referral:- call for advice ?

School Safeguarding Helpline – 01772 531196
E: mash.education@lancashire.gov.uk

Matt Chipchase | MASH Education Officer | 01254 220989
E: matt.chipchase@lancashire.gov.uk

Martine Blockland | MASH Education Officer | 01254 220914
E: martine.blockland@lancashire.gov.uk

Victoria Wallace | School Safeguarding Officer | Advice Line – 01772 531196
E: school.safeguarding@lancashire.gov.uk

Considerations:- 🧠

- Is there an Early Help Assessment in place? If not, why not?
- Have you obtained consent from the Family?
Referrals to CSC at Level 4 / Section 17 must be discussed with parents.
- Referred to the Continuum of Need?
- Considered the voice of the child and their lived experience?



Your Referral:- 📄

- Detail what support has already taken place and the impact of this
- Why are you referring now and what does the family want to happen?
- Always keep the impact of the child at the centre of your referral
- Be clear and concise.
- Have you considered and documented the protective factors and strengths?

Find up to date versions of Threshold Document / CON & Request for Support Forms here
<https://www.lancashire.gov.uk/practitioners/supporting-children-and-families/safeguarding-children/requesting-support-from-childrens-services/>



If this is an urgent referral at Level 4 / Section 47 and the child is at immediate risk or suffering significant harm. Phone **MASH** on **0300 123 6720** or **0300123 6722** for the out of hours duty team or the Police.

Can I refer to CSC without consent?

Is there chronic neglect and lack of engagement at other levels – refer to the Neglect Strategy and clearly identify all steps taken to engage in support, clearly list dates and action – phone, email, text, note through the door, home visits and police welfare checks, for example.

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 Person).

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 was present, time, date and place;
- Be written in ink and be signed by the recorder;
- Be passed to the DSL or Back up DSL immediately (certainly within 24 hours);
- 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;
- 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 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.
- 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.

The seven golden rules to sharing information

1. Remember that the General Data Protection Regulation (GDPR), Data Protection Act 2018 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.
2. Be open and honest with the individual (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 from other practitioners, or your information governance lead, if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
4. Where possible, share information with consent, and where possible, respect the wishes of those who do not consent to having their information shared. Under the GDPR and Data Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be clear of the basis upon which you are doing so. Where you do not have consent, be mindful that an individual might not expect information to be shared.
5. Consider safety and well-being: base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
6. Necessary, proportionate, relevant, adequate, 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 individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely (see principles).
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.

Possible indicators of Sexual Abuse

- Physical injuries
- Pregnancy/STI's/chronic genito-urinary infections
- Patterns/changes in behaviour
- Explicit age-inappropriate language/behaviour
- Self-harm
- Person/situation specific fears i.e. men, women, male/female relative, bathing, changing
- Indiscriminate affection
- Depression/anxiety
- Sexual language
- Inappropriate sexualised behaviour

Possible Indicators of Emotional Abuse

- Overly-affectionate towards strangers or people they haven't known for very long
- Lacking confidence or becoming wary or anxious
- Appearing not to have a close relationship with their parent, e.g. when being taken to or collected from nursery or school etc.
- Aggressive or nasty behavior towards other children and animals
- Use of language, acting in a way or know about things that you wouldn't expect them to know for their age
- Struggling to control strong emotions or have extreme outbursts
- They may seem isolated from their parents
- Lacking in social skills or have few, if any, friends

Possible Indicators of Neglect

- Poor appearance and hygiene – smelly, dirty, unwashed clothes, inadequate clothing, hungry...
- Health and development issues – untreated injuries, medical and dental issues, repeated accidental injuries caused by lack of supervision, recurring illnesses or infections, not been given appropriate medicines, missed medical appointments such as vaccinations, poor muscle tone or prominent joints, skin sores, rashes, flea bites, scabies or ringworm, thin or swollen tummy, anaemia, tiredness, faltering weight or growth and not reaching developmental milestones (known as failure to thrive), poor language, communication or social skills

- Housing and family issues - living in an unsuitable home environment for example dog mess being left or not having any heating, left alone for a long time, taking on the role of carer for other family members

Possible Indicators of Child Sexual Exploitation

Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education.

Procedure for Managing Allegations

Local Authority Designated Officer (LADO)

| Blackburn with Darwen | Blackpool | Lancashire |
|-----------------------|-----------------------|------------------------------|
| 01254 585 184 | 01253 477558 | 01772 536 694 |
| LADO@blackburn.gov.uk | lado@blackpool.gov.uk | LADO.Admin@lancashire.gov.uk |

As outlined in “Working Together to Safeguard Children” (2023), the LADO will be informed of all allegations against adults working with children and provides advice and guidance to Senior Managers on the progress of cases to ensure they are resolved as quickly as possible. Information relating to allegations is collated and presented to Blackburn with Darwen, Blackpool and Lancashire Children's Safeguarding Assurance Partnership (CSAP) to inform training, research, safer recruitment and awareness raising.

The LADO is located within Children’s Services and should be alerted to all cases in which it is alleged that a person who works with children has:

- Behaved in a way that has harmed, 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 they may pose a risk of harm to children
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children

The LADO role applies to the children's workforce (paid, self-employed and volunteers). The LADO is involved from the initial phase of the allegation through to the conclusion of the case.

The LADO will provide advice and guidance and help determine that the allegation sits within the scope of the procedures. Within the role the LADO helps co-ordinate information sharing. The LADO will also monitor and track any investigation with the expectation that it is resolved as quickly as possible.

These procedures may also be used where concerns arise about:

- The person's behaviour with regard to his/her own children
- The behaviour in the private or community life of a partner, member of the family or other household member
- A person's behaviour in their personal life, which may impact upon the safety of children to whom they owe a duty of care.

Local Authority Designated Officer

New LADO Referral Method

From Monday 5th February 2024, we are launching our new online referral form found by clicking [here](#).

Here you can complete a referral to LADO providing the key information which will be sent straight to our LADO team. The old referral form will no longer be accepted. You must ensure the form is fully completed and submitted otherwise it will not be received.

Is There an Allegation of Harm Relating to Someone Working with Children? Does it meet the following criteria:

- Behaved in a way that has harmed, or may harm a child
- Possibly committed a criminal offence against or related to a child
- Behaved towards a child/children in a way that indicates they may pose a risk of harm to children
- Behaved in a way which indicates they are unsuitable to work with children



If so, please make a referral to LADO using the above online form, but if you need to speak to someone please call: 01772 536 694.

For more information please visit the LADO Website:

<https://www.lancashire.gov.uk/practitioners/supporting-children-and-families/safeguarding-children/local-authority-designated-officer/>

Full address for the referral form:

https://my.apps.lancashire.gov.uk/w/webpage/request?form=management_of_allegations_notification

lancashire.gov.uk



Behaviours: age 0 to 5

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation, consensual activities and positive choices

What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

Green behaviours

- holding or playing with own genitals
- attempting to touch or curiosity about other children's genitals
- attempting to touch or curiosity about breasts, bottoms or genitals of adults
- games e.g. mummies and daddies, doctors and nurses
- enjoying nakedness
- interest in body parts and what they do
- curiosity about the differences between boys and girls

What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be:

- of potential concern due to age, or developmental differences
- of potential concern due to activity type, frequency, duration or context in which they occur

What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

Amber behaviours

- preoccupation with adult sexual behaviour
- pulling other children's pants down/skirts up/trousers down against their will
- talking about sex using adult slang
- preoccupation with touching the genitals of other people
- following others into toilets or changing rooms to look at them or touch them
- talking about sexual activities seen on TV/online

What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be:

- excessive, secretive, compulsive, coercive, degrading or threatening
- involving significant age, developmental, or power differences
- of concern due to the activity type, frequency, duration or the context in which they occur

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Red behaviours

- persistently touching the genitals of other children
- persistent attempts to touch the genitals of adults
- simulation of sexual activity in play
- sexual behaviour between young children involving penetration with objects
- forcing other children to engage in sexual play

Print date: 29/10/2014 - Brook has taken every care to ensure that the information contained in this publication is accurate and up-to-date at the time of being published. As information and knowledge is constantly changing, readers are strongly advised to use this information for up to one month from print date. Brook accepts no responsibility for difficulties that may arise as a result of an individual acting on the advice and recommendations it contains.

Brook sexual behaviours traffic light tool adapted from Family Planning Queensland. (2012). Traffic Lights guide to sexual behaviours. Brisbane: Family Planning Queensland, Australia.

Behaviours: age 5 to 9

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation, consensual activities and positive choices

What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

Green behaviours

- feeling and touching own genitals
- curiosity about other children's genitals
- curiosity about sex and relationships, e.g. differences between boys and girls, how sex happens, where babies come from, same-sex relationships
- sense of privacy about bodies
- telling stories or asking questions using swear and slang words for parts of the body

What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be:

- of potential concern due to age, or developmental differences
- of potential concern due to activity type, frequency, duration or context in which they occur

What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

Amber behaviours

- questions about sexual activity which persist or are repeated frequently, despite an answer having been given
- sexual bullying face to face or through texts or online messaging
- engaging in mutual masturbation
- persistent sexual images and ideas in talk, play and art
- use of adult slang language to discuss sex

What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be:

- excessive, secretive, compulsive, coercive, degrading or threatening
- involving significant age, developmental, or power differences
- of concern due to the activity type, frequency, duration or the context in which they occur

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Red behaviours

- frequent masturbation in front of others
- sexual behaviour engaging significantly younger or less able children
- forcing other children to take part in sexual activities
- simulation of oral or penetrative sex
- sourcing pornographic material online

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Brook sexual behaviours traffic light tool adapted from Family Planning Queensland. (2012). Traffic Lights guide to sexual behaviours. Brisbane: Family Planning Queensland, Australia.

Behaviours: age 9 to 13

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation, consensual activities and positive choices

What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

Green behaviours

- solitary masturbation
- use of sexual language including swear and slang words
- having girl/boyfriends who are of the same, opposite or any gender
- interest in popular culture, e.g. fashion, music, media, online games, chatting online
- need for privacy
- consensual kissing, hugging, holding hands with peers

What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be:

- of potential concern due to age, or developmental differences
- of potential concern due to activity type, frequency, duration or context in which they occur

What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

Amber behaviours

- uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress, withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing
- verbal, physical or cyber/virtual sexual bullying involving sexual aggression
- LGBT (lesbian, gay, bisexual, transgender) targeted bullying
- exhibitionism, e.g. flashing or mooning
- giving out contact details online
- viewing pornographic material
- worrying about being pregnant or having STIs

What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be:

- excessive, secretive, compulsive, coercive, degrading or threatening
- involving significant age, developmental, or power differences
- of concern due to the activity type, frequency, duration or the context in which they occur

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Red behaviours

- exposing genitals or masturbating in public
- distributing naked or sexually provocative images of self or others
- sexually explicit talk with younger children
- sexual harassment
- arranging to meet with an online acquaintance in secret
- genital injury to self or others
- forcing other children of same age, younger or less able to take part in sexual activities
- sexual activity e.g. oral sex or intercourse
- presence of sexually transmitted infection (STI)
- evidence of pregnancy

Print date: 29/10/2014 - Brook has taken every care to ensure that the information contained in this publication is accurate and up-to-date at the time of being published. As information and knowledge is constantly changing, readers are strongly advised to use this information for up to one month from print date. Brook accepts no responsibility for difficulties that may arise as a result of an individual acting on the advice and recommendations it contains.

Brook sexual behaviours traffic light tool adapted from Family Planning Queensland. (2012). Traffic Lights guide to sexual behaviours. Brisbane: Family Planning Queensland, Australia.

Review dates for this policy (annual review required KCSIE 2022)

| Review Date | Changes made | By whom |
|----------------|---|---------|
| Feb 2011 | DDSP change Training Update | KM |
| May 2011 | Changes made in line with Updated Template for Schools issued by Lancashire Safeguarding Children's Board in April 2011 | KM |
| July 2011 | Change of Nominated Governor | KM |
| Oct 2012 | Amended CP Policy in light of LA recommendations | KM |
| May 2013 | Updated DS training details | KM |
| November 2013 | Amended CP Policy in line with Updated Template for Schools issued by Lancashire Safeguarding Children's Board in November 2013 | KM |
| January 2014 | Updated DS training details | KM |
| April 2014 | Amended CP Policy in line with Updated Template for Schools issued by Lancashire Safeguarding Children's Board in April 2014 | KM |
| April 2015 | Amended CP Policy in line with Updated Template for Schools issued by Lancashire Safeguarding Children's Board in April 2015. Updated DSL and DDSL training details Updated TA training details | KM |
| May 2015 | Updated Teaching, Welfare and Admin staff training details | KM |
| June 2015 | Updated LSCB web addresses | KM |
| September 2015 | Amended CP Policy in line with Updated Template for Schools issued by Lancashire Safeguarding Children's Board in September 2015 | KM |
| December 2015 | Amended CP Policy in line with Updated Template for Schools issued by Lancashire Safeguarding Children's Board in November 2015 | KM |
| January 2016 | Updated Safer Recruitment Training details for LN | |
| September 2016 | Amended CP Policy in line with Updated Template for Schools issued by Lancashire Safeguarding Children's Board in September 2016 | |
| October 2016 | Amended CP Policy in line with Updated Template for Schools issued by Lancashire Safeguarding Children's Board in October 2016 | |
| January 2017 | Updated Safer Recruitment Training details for KM | |
| September 2017 | Updated CP Policy in line with Updated | |

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| | <p>Template for Whole School Policy for Safeguarding & Child Protection issued by Lancashire Safeguarding Children's Board in July 2017.</p> <p>Updated BDSL details and staff training details</p> | |
| September 2018 | <p>Updated in line with Updated Template for Whole School Policy for Safeguarding & Child Protection issued by Lancashire Safeguarding Children's Board in September 2018</p> <p>Training details updated</p> | |
| April 2018 | <p>Updated to include DSL responsibilities in regard to Operation Encompass</p> | |
| May 2019 | <p>Updated in line with Updated Template for Whole School Policy for Safeguarding & Child Protection issued by Lancashire Safeguarding Children's Board in May 2019</p> <p>Training details updated</p> | |
| May 2020 | <p>Addendum to Child Protection Policy, COVID-19 school reopening arrangements for Safeguarding and Child Protection, 28th May 2020</p> | |
| September 2020 | <p>Updated in line with Updated Template for Whole School Policy for Safeguarding & Child Protection issued by Lancashire Safeguarding Children's Board in September 2020</p> | |
| September 2021 | <p>Updated in line with Updated Template for Whole School Policy for Safeguarding & Child Protection issued by Lancashire Safeguarding Children's Board in September 2021</p> | |
| September 2022 | <p>Updated in line with Updated Template for Whole School Policy for Safeguarding & Child Protection issued by Lancashire Safeguarding Children's Board in September 2022</p> | |
| February 2023 | <p>Update to Safer Recruitment Training details for Headteacher</p> | |
| September 2023 | <p>Updated in line with Updated Template for Whole School Policy for Safeguarding & Child Protection 2023-2024 Ver 3, issued by Lancashire Safeguarding Children's Board in August 2023</p> | |
| January 2024 | <p>Updated training information for DSL and Deputy DSL</p> <p>Updated Safeguarding Governor details.</p> <p>Updated LADO Referral process as per LCC notification</p> | |

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| February 2024 | Updated Working Together to Safeguarding Children reference to 2023 as per LCC updated policy | |
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