

MANOR ROAD PRIMARY SCHOOL



SAFEGUARDING AND CHILD PROTECTION POLICY

May 2019



MANOR ROAD PRIMARY SCHOOL SAFEGUARDING AND CHILD PROTECTION POLICY

Names staff/personnel with specific responsibility for Child Protection

Academic Year	Designated Senior Lead & Deputy DSL	Nominated Governor
2018 - 2019	Karen Marshall – DSL Kellie Foulds – BDSL	Nick Hodson

Training for Designated Staff in School (DSLs should refresh their training every two years, KCSIE 2016)

Name of Staff Member/Governor	Date when last attended CP training	Provided by Whom (e.g. LCC, Governor Services)
Karen Marshall	22 nd February 2018	P. Threlfall Safeguarding Ltd
Kellie Foulds	22 nd February 2018	P. Threlfall Safeguarding Ltd
Nick Hodson	June 2018	Governor Services

Whole School Safeguarding Training (all staff members should receive appropriate safeguarding and child protection training which is regularly updated. In addition all staff members should receive safeguarding and child protection updates...as required, but at least annually..." KSCIE 2016

Who attended (e.g. all teaching and welfare/support)	Date	Training Delivered by
Teaching Staff	October 2018	DSL
Support Staff	October 2018	DSL
Welfare	October 2018	DSL

Prevent Training

Prevent Lead	Date when last attended Prevent/WRAP training	Training Delivered by
Karen Marshall	21 st January 2016	Lancashire Constabulary

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

Name of Staff Member/Governor	Date when last attended Safer Recruitment training	Provided by Whom (e.g. LCC, Governor Services)
Karen Marshall	January 2017	LCC
Lee Nelson	January 2016	Governor Services

Review dates for this policy (annual review required KCSIE 2016)

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 Template for Whole School Policy for Safeguarding & Child Protection issued by Lancashire Safeguarding Children's Board in July 2017. Updated BDSL details and staff training details	
September 2018	Updated in line with Updated Template for Whole School Policy for Safeguarding & Child Protection issued by Lancashire Safeguarding Children's Board in September 2018 Training details updated	
April 2018	Updated to include DSL responsibilities in regard to Operation Encompass	

PURPOSE

The purpose of this safeguarding policy is to ensure every child who is a registered pupil at our school is safe and protected from harm. This means we will always work to:

- Protect children and young people at our school from maltreatment;
- Prevent impairment of our children's and young people's health or development;
- Ensure that children and young people at our school grow up in circumstances consistent with the provision of safe and effective care;
- Undertake that role so as to enable children at our school 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.

Our school fully recognises the contribution it 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 pupils, staff, parents, governors, volunteers and visitors.

This policy should be read in conjunction with the School's Safeguarding Portfolio (see Appendix 10).

STATUTORY GUIDANCE

- **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 and city technology colleges) to have arrangements to safeguard and promote the welfare of children who are pupils at the school.
- **Working Together to Safeguard Children 2018** sets out organisational responsibilities for schools and colleges and this applies to maintained, independent, academies, free schools and alternative non provision academies
- **Keeping children safe in education 2018:** Statutory guidance for schools and colleges 2016 was issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) Regulations 2014 and the Education (Non-Maintained Special Schools) (England) Regulations 2011. This contains information on what schools and colleges **should** do and sets out the legal duties with which schools **must** comply
 - **What to do if you are worried a child is being abused**
 - **Guidance for Safer Working Practice**
 - **The Children Act 1989**
 - **The Children Act 2004**

ETHOS

Manor Road Primary School recognises that high self-esteem, confidence, peer support and clear lines of communication with trusted adults helps all children, especially those at risk of, or suffering abuse. We therefore ensure that:

- ALL staff, volunteers and governors contribute to an ethos where children feel secure and safe
- ALL children have opportunities to communicate and know that they are listened to
- ALL children's wishes, feelings and views will be taken into account when decisions are being made about how to keep them safe
- ALL children know that they can communicate with any adult in school if they are worried or in difficulty
- ALL staff and volunteers will contribute to providing a curriculum which will equip children with the skills they need to stay safe and be able to communicate when they do not feel safe

- ALL staff and volunteers will contribute to providing a curriculum which will help children develop an attitude which will enable them to enter adulthood successfully and reach their full potential
- ALL staff, volunteers and governors will establish effective, supportive and positive relationships with parents, carers, pupils and professionals

This policy applies to all adults, including volunteers, working in or on behalf of the school. This policy applies both on school premises and at any other time or location where adults, including volunteers, are directly responsible for our children.

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 volunteers, working in or on behalf of the school will:

- Demonstrate an understanding that safeguarding is everyone's responsibility
- Maintain and demonstrate a mind set of "it could happen here"
- Do all they can within the capacity of their role, to ensure that children are protected from harm
- Do all they can within the capacity of their role, to ensure that children grow up in circumstances consistent with safe and effective care
- Do all they can within the capacity of their role, to ensure that children have the best outcomes
- Report cases of suspected abuse to the DSL. This will be done as soon as possible using the school's agreed format
- Report lower level concerns to the DSL using the school's agreed format
- Monitor all pupils, particularly those that are deemed vulnerable
- Report any concerns regarding adults conduct to the DSL or Headteacher
- All staff should be 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. In exceptional circumstances, staff 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.
- All staff should be aware of the process for making referrals to Children's Social Care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments. (See Appendix 1 and 6)

The Governing Body will:

- Ensure that the policies, procedures and training in Manor Road Primary School are effective and comply with the law at all times
- Ensure that safeguarding policies and procedures are followed by all staff

- Put in place safeguarding responses in cases where children go missing from education
- Appoint a DSL and back-ups and ensure that they are provided with appropriate support, funding, resources and time to carry out their role
- Ensure the school or college contributes to inter-agency working in line with statutory guidance **Working together to safeguard children 2018**
- Ensure that safeguarding procedures take into account local guidance including **Risk Management Toolkit** and **Lancashire Continuum of Need and Thresholds Guidance**
- Ensure that staff members undergo safeguarding training at induction
- Ensure that DSLs and all staff, volunteers and Governors are trained and updated regularly in compliance with **Keeping Children Safe in Education 2018**
- Ensure that children are safe online by ensuring that appropriate filters and monitoring systems are in place
- Ensure that children are taught about safeguarding
- Prevent people who pose a risk of harm from working with children
- Ensure there are procedures in place to handle allegations against teachers, headteachers, principals, volunteers and other staff
- Ensure staff in school are aware of, and policies reflect, an understanding of specific issues such as peer on peer abuse and safeguarding children with disabilities and special educational needs
- Ensure that all practice and procedures operate with the **best** interests of the child at their heart
- Appoint a designated teacher to promote the education of CLA
- Ensure that all staff are aware of safeguarding issues and vulnerabilities associated with CLA

The DSLs will:

- Take **lead responsibility** for safeguarding and child protection
- Manage referrals to Children's Social Care, Police and other agencies
- Work with others in order to improve outcomes for children
- Attend DSL training every 2 years
- Undertake Prevent awareness training
- Update their skills and knowledge on a regular basis, but at least annually
- Raise awareness of safeguarding throughout school
- Ensure that this policy is reviewed annually and is available publicly. At Manor Road this policy is published on the school website. A paper copy is available on request from the school office.
- Maintain, update and amend the school's safeguarding portfolio regularly
- Ensure that parents are aware of schools responsibilities regarding safeguarding and child protection. At Manor Road this is via a statement in the Prospectus.
- Maintain accurate safeguarding records that are stored securely
- Be available during school hours
- Arrange cover of DSL role for any out of hours/out of term activities
- Represent school in multi-agency meetings
- Be provided with appropriate support and supervision in order to carry out the role safely and effectively

- Regularly promote safeguarding information to parents through newsletters and on our website.
- Take a holistic view to ensure wider environmental factors are considered which may be a threat to safety and welfare of children (Contextual Safeguarding).
- Consider, when a child is moving school, if it would be appropriate to share information in advance of the pupil moving.
- Have details and liaise with the Local Authority Personal Advisors for any Care Leavers.
- Ensure that the school has suitably trained Key Adult/s in order to fulfil its obligations under Operation Encompass.
- Ensure that the school's commitment to Operation Encompass is known throughout the school community via the means of staff training, parental letters, posters and the school website.

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

Schools Safeguarding Officer	Tammy Tywang	01772 531196 CYPsafeeduc@lancashire.gov.uk
Local Authority Designated Officer (LADO)	Tim Booth / Shane Penn / Donna Green	01772 536694 LADO.admin@lancashire.gov.uk
Education Early Support Co-ordinator	Jenny Ashton	01772 531643 jennifer.ashton@lancashire.gov.uk
Education Early Support Co-ordinator	Matt Chipchase	01254 220989 matt.chipchase@lancashire.gov.uk
Lancashire Children's Social Care		0300 123 6720 cypreferrals@lancashire.gov.uk
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 www.yourap.co.uk

INDUCTION, TRAINING AND UPDATES

Manor Road Primary School is committed to providing staff and volunteers with the skills and knowledge needed to safeguard children. We therefore ensure that:

- ALL staff and volunteers will receive Level 1 & 2 Safeguarding Training on induction using **LCC Safeguarding Induction Pack** which includes **Keeping Children Safe in Education (Part One), Guidance for Safer Working Practice, Code of Conduct** and **Whistleblowing Policy**.
- Staff induction must include Safeguarding and Child Protection Policy, Staff Code of Conduct Policy, Role of the DSL and Deputy DSL, Behaviour Policy and safeguarding response to children who go missing from education.
- ALL staff and volunteers will receive Level 1 & 2 Safeguarding Training 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 through discussions at meetings
- DSLs will attend DSL training every 2 years
- DSLs will update their knowledge, skills and understanding of relevant safeguarding issues on a regular basis
- The main DSL will undertake Prevent awareness training
- At least one member of staff and one governor will attend Safer Recruitment Training. This will be renewed at least every 5 years
- ALL staff, volunteers and governors will undertake any additional training on matters such as Child Sexual Exploitation, Prevent, Peer on Peer abuse, Online Safety etc as is deemed necessary by the SLT
- Any staff member will discuss any specific training requirements or gaps in knowledge or understanding with the DSL/s

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 7) and within Safeguarding training will be informed that they must never promise to keep secrets, that if a child ask them to keep a secret they will tell them that they cannot keep secrets and that any information that indicates that they or another child or adult is being harmed or is at risk of being harmed will be shared with DSL's/backup DSL's named within this policy.

See Appendix 2 of the attached Procedures template

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.

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.
- ALL staff and volunteers understand that there are other ways in which children can be abused such as; Online, 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
- 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 and the School's Safeguarding Portfolio accordingly, see Appendix 11.
- 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 1.
- ALL staff and visitors know how to refer to Children's Social Care, see Appendix 1 and 6, and 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 and Risk Management Toolkit 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 the LSCB 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 **Lancashire Continuum of Need and Thresholds Guidance** and the **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

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, see Appendix 5
- ALL staff and volunteers will use CPOMS for letting the DSL know about Early Help requirements
- DSLs will undertake a CAF assessment, when appropriate, to identify what Early Help is required. At Manor Road this may also be undertaken by the Family Support Worker.
- DSLs will signpost and refer to appropriate support agencies
- DSLs will lead on TAF meetings where it is appropriate for them to do so
- DSLs will refer to CSC 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 utilise Children and Family Wellbeing Service using the **Request for Support form**
- DSLs and other identified staff will identify and work with any organisations that are relevant in meeting the needs of pupils and their families
- DSLs and other identified staff will initiate and maintain positive and supportive relationships with parents and carers of children who may benefit from Early Help
- DSLs will generally be the lead for Early Help cases

Any child may benefit from early help, but Manor Road, staff are particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan);

- is a young carer;
- is showing signs of engaging in anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is misusing drugs or alcohol themselves;
- is at risk of modern slavery, trafficking or exploitation;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems and domestic violence;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is a privately fostered child;

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.

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

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 SEN 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

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

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

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

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

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration

(for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

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

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

For a list of possible indicators of the different categories of abuse, see Appendix 4.

TAKING ACTION TO ENSURE THAT CHILDREN ARE SAFE

All staff and volunteers follow the LSCB Child Protection Procedures

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

It is **not** the responsibility of the school staff to investigate or determine the truth of any disclosure or allegation of abuse or neglect. All staff, however, have a duty to recognise concerns and maintain an open mind. Accordingly all concerns indicating possible abuse or neglect will be recorded and discussed with the DSL or backup DSL prior to any discussion with parents.

It must also be stressed that children can be exposed to a range of issues, whether that be in their home environment or communities, examples of these would be where there is domestic abuse, drug or alcohol misuse, parental mental ill health issues, children vulnerable to violent extremism (radicalisation), female genital mutilation, honour based violence, child sexual exploitation and gang activity, then children may also be particularly vulnerable and in need of support or protection. The procedures relating to these issues and others are detailed in the LSCB procedures.

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

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

In addition:

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

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

See Flowchart in Appendix 3 for procedure

SPECIFIC SAFEGUARDING

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

Keeping Children Safe in Education 2016, lists a range of specific safeguarding issues, these are encompassed in Lancashire Safeguarding Children Board Procedures, within section 5 (Children in Specific Circumstances)

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

Manor Road Primary School is committed to keeping our children safe from specific forms of abuse. We therefore ensure that:

ALL staff and volunteers understand that there are specific and emerging ways in which children can be abused, such as:

Radicalisation:

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

Paragraphs 57-76 of the Prevent guidance relates to schools :
<https://www.gov.uk/government/publications/prevent-duty-guidance>

At Manor Road:

- ALL staff and volunteers will have 'due regard to the need to prevent people from being drawn into terrorism', known as the 'Prevent Duty'
- ALL staff and volunteers will have a general understanding of how to identify a child who may be at risk of radicalisation
- ALL staff and volunteers will use professional judgement in identifying children who might be at risk of radicalisation and act proportionately
- The school **Online Safety Policy** will ensure the safety of children by ensuring they cannot access terrorist and extremist material when using the internet and that suitable filtering software is in place
- DSLs understand when it is appropriate to make a referral to the Channel Panel

Child Sexual Exploitation:

Child Sexual Exploitation (CSE) involves exploitative situations, contexts and relationships where young people may receive something (e.g. food, accommodation, drugs, alcohol, gifts or simply affection) as a result of engaging in sexual activities. The perpetrator will not only groom the victim (possibly over a long period of time) but will always hold some kind of power which increases as the exploitative relationship develops. Sexual exploitation involves a degree of coercion, intimidation or enticement, including unwanted pressures from peers to have sex, sexual bullying including on line bullying (cyberbullying) and grooming. It is important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

- The school curriculum (whereby sexual relationships/PSHE is delivered) will include relevant information around the risks associated with CSE
- The school **Online Safety Policy** will ensure the safety of children by ensuring they cannot access inappropriate material when using the internet and that suitable filtering software is in place

Honour Based Violence:

Honour Based Violence (HBV) is 'A crime or incident, which has or may have been committed, to protect or defend the honour of the family and/or community'. (ACPO Working Definition 2008). ALL staff and volunteers will have a general understanding of how to identify a child who may be at risk of Honour Based Violence. See Appendix 4.

Forced Marriage:

Forced Marriage is one whereby one or both parties do not consent to marriage but are forced to do so through violence, threats or any form of coercion. Schools play an important role in safeguarding children from being forced to marry.

Female Genital Mutilation:

Female Genital Mutilation (FGM) is encompassed within the term Honour Based Violence. FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Professionals in all agencies, and individuals and groups in

relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

At Manor Road

- ALL staff and volunteers are aware of the "one chance rule" and will report all cases of suspected Honour Based Violence to the DSL immediately
- FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences
- ALL staff need to be alert to the possibility of when a female pupil may be at risk of FGM or when it may have been conducted on them

Whilst all staff should speak to the DSL or DDSL with regard to any concerns about FGM, there is a specific **legal** duty on **teachers**. If a **teacher**, in the course of their work in the profession, discovers that any act of FGM appears to have been carried out on a girl under the age of 18, the teacher **must** report this to the police.

Indicators:

FGM: multi agency practice guidelines:

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

Pages 16 -17 - indicators

Pages 42 - the role of schools and colleges.

Also s5.19 <http://panlancashirescb.proceduresonline.com/index.htm>

Modern Slavery

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

Staff must be aware of the above and contact the DSL should they suspect or receive information that either parents or their children may be victims of modern slavery. The DSL should then contact the NCA.

Peer on Peer Abuse:

Peer on Peer Abuse occurs when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age; everyone directly involved in peer on peer abuse is under the age of 18.

This is most likely to include, but may not be limited to:

- Bullying, including cyber bullying
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- Sexual violence and sexual harassment;
- Sexting (also known as youth produced sexual imagery) and
- Initiation / hazing type violence and rituals.

At Manor Road:

- All staff and volunteers understand that children can abuse other children
- All staff and volunteers will inform the DSL or suspected peer abuse and record this on CPOMS
- Peer on peer abuse will be taken as seriously as any other form of abuse
- All staff understand that abuse is abuse and should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”
- All staff will understand that pupils with SEND are more prone to peer group isolation and school will have extra pastoral support to address this
- Physical abuse between peers will be managed under the school's **Behaviour Policy**
- Emotional abuse between peers will be managed under the school's **Anti-Bullying Policy**
- Harmful sexual behaviour will be identified and managed using the **Brook Traffic Light Tool** and with support and guidance from LCC Schools Safeguarding Officer
- Sexting will be managed on a case by case basis using national and local guidance and advice from LCC Schools Safeguarding Officer
- In cases of suspected or actual peer on peer abuse a risk assessment will be undertaken and appropriate and proportionate control measures put in place to manage and reduce risk. Seek advice from LCC Schools Safeguarding Officer
- Referrals to Children's Social Care, Police and/or other appropriate agencies will be made where thresholds are met
- DSLs understand that regarding peer on peer abuse, the victim and the perpetrator are likely to have unmet needs and require support and assessment to determine these
- The DSL will assess on a case-by-case basis, supported by Children's Social Care and the police if required, to ensure the most appropriate response for the children / young people involved
- The DSL 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 DSL or DDSL 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 will be recorded and kept under review termly as a minimum

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 1.

Sexting will be managed on a case by case basis using national and local guidance and advice from LCC Schools Safeguarding Officer

Peer on peer abuse can manifest itself in many ways. Some forms of peer on peer abuse are:

Sexting

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

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

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

https://www.gov.uk/government/uploads/system/uploads/attachmentdata/file/551575/6.2439KG_NCASextinginSchoolsWEB1.PDF

See Appendix 9 for the Pan-Lancashire LSCB Online Safeguarding Group 'Sexting in Schools & Colleges: Flowchart for responding to incidents'.

At Manor Road, we would refer any concerns to the DSL who would follow our Anti-Bullying Policy and Procedures.

Initiation/Hazing

Hazing is a form of initiation ceremony which is used to induct newcomers into an organisation such as a private school, sports team etc. There are a number of different forms, from relatively mild rituals to severe and sometimes violent ceremonies.

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

Prejudiced Behaviour

The term prejudice-related bullying refers to a range of hurtful behaviour, physical or

emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society – in particular, prejudices to do with disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life, (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity (homosexual, bisexual, transsexual).

Teenage relationship abuse

Teenage relationship abuse is defined as a pattern of actual or threatened acts of physical, sexual, and/or emotional abuse, perpetrated by an adolescent (between the ages of 13 and 18) against a current or former partner. Abuse may include insults, coercion, social sabotage, sexual harassment, threats and/or acts of physical or sexual abuse. The abusive teen uses this pattern of violent and coercive behaviour, in a heterosexual or same gender relationship, in order to gain power and maintain control over the partner.

Procedures for dealing with peer on peer abuse are available via the LSCB and should always be followed:

http://panlancashirescb.proceduresonline.com/chapters/p_child_abuse_others.html

Children missing from education (CME):

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

At Manor Road

- ALL staff and volunteers follow school procedures when a child misses education 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
- 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 schools 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

For all specific safeguarding issues, DSLs will seek advice from LCC Schools Safeguarding Officer and follow national and local guidance that can be accessed in the School's Safeguarding Portfolio:

- **Multi Agency Statutory Guidance on FGM**
http://panlancashirescb.proceduresonline.com/chapters/p_female_mutilation.html
- **Prevent Duty**
http://panlancashirescb.proceduresonline.com/chapters/p_violent_extremism.html
http://panlancashirescb.proceduresonline.com/chapters/p_forced_marriage.html
- **What to do if you suspect a child is being sexually exploited**
http://panlancashirescb.proceduresonline.com/chapters/p_child_sex_exp.html
- **Sexting in Schools Guidance**
- **Sexting in schools and colleges: responding to incidents and safeguarding young people**
- **ACPO CPAI Lead's Position on Young People Who Post Self-Taken Indecent Images**

At Manor Road, for all Safeguarding issues:

a) Staff must immediately report:

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

b) Responding to Disclosure

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

ONLINE SAFETY

Manor Road Primary School is committed to keeping pupils safe online. We therefore ensure that:

- ALL staff and volunteers understand that children can be harmed online via hurtful and abusive messages, enticing children to engage in age inappropriate conversations, sharing and production of indecent images or encouraging risk taking behaviour
- The school's **Online Safety Policy** details how we keep pupils safe when using the internet and mobile technology
- Online bullying by pupils, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our **Anti-bullying / Behaviour Policy**
- There is a clear and explicit procedure for dealing with mobile phones and other mobile devices that are brought into school by children, see Mobile Phone and Device Policy.
- DfE advice; **Searching, Screening and Confiscation** is followed where there is a need to search a pupil for a mobile device
- 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**
- The school has appropriate filters and monitoring systems in place regarding use of the internet in school. These are detailed in the **Online Safety Policy**

RECORDS AND MONITORING

Well-kept records are essential to good child protection practice. DSLs will refer to **LCC Record Keeping Guidance** to assist them in creating and maintaining accurate safeguarding records. Our school is clear about the need to record any concerns held about a child or children within our school, the status of such records and when these records, or parts thereof, should be shared with other agencies.

- All concerns regarding children 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.
- The DSL will collate concerns via CPOMS
- The DSL will then make a decision regarding any further action in accordance with the LSCB Continuum of Need and thresholds guidance

- Where a referral to Children's Social Care and/or the police is required, it will normally be the DSL that undertakes this action, but recognising that anyone can make a referral to CSC and/or the police. .
- ALL concern logs will be kept either in whole school safeguarding files or in an individual pupil safeguarding file
- 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
- 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

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:

- **LCC Human Resources guidance** is adhered to, to ensure that there is a strong reference and commitment to safeguarding during advertisement, selection and recruitment of new staff
- At least one governor and one staff member have attended Safer Recruitment Training in the last 5 years
- There are at least 2 people on each selection panel and at least one person on every selection panel has attended Safer Recruitment Training
- ALL staff will monitor the conduct of all adults who come into contact with children at school and report any concerns to the DSL, Headteacher or Chair of Governors as appropriate
- Relevant, proportionate and lawful checks are undertaken on all adults who regularly work at, or visit the school

- A Single Central Record is kept of checks that are undertaken on all adults who regularly work at, or visit the school, including DBS Enhanced Clearance
- The SCR is stored securely on the school administration server and only accessed by designated staff and governors
- DSLs/HT/Safeguarding Governor should evidence regular oversight/scrutiny of the SCR using the **SCR Audit Sheet**
- Evidence of staff members identity, required qualifications and the right to work in the UK will be kept in individual personnel files
- Covering (umbrella) letters will be obtained from agencies and other employers that provide staff to work in school
- Individual identity checks will be undertaken on those staff detailed above to ensure they are employees of the named agency/employer
- 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
- All staff sign an Annual Staff Confirmation document to confirm that they have received updated Safeguarding and Child Protection Training and that there have been no changes in respect of their DBS status.
- 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 otherwise disqualification@ofsted.gov.uk
- Advice will be sought from Human Resources, LADO and/or Schools Safeguarding Officer if any staff are unclear about any aspects of Safer Recruitment
- A referral to the DBS will be made where an individual has engaged in conduct that harmed (or is likely to harm) a child; or if a person otherwise poses a risk of harm to a child.

ALLEGATIONS OF ABUSE AGAINST STAFF AND VOLUNTEERS

In line with part four of KCSiE 2016, governing bodies and proprietors will ensure there are procedures in place to handle allegations against members of staff and volunteers. An allegation is a claim or assertion that someone has done something illegal or wrong

Manor Road Primary School understands that when an allegation is made against a member of staff and volunteers, set procedures must be followed. We therefore ensure that:

- All staff and volunteers are aware of the requirement to, and process of referring allegations against staff to the Headteacher or Chair of Governors as appropriate, see Appendix 10.
- All staff and volunteers are aware of the requirement to, and process of referring allegations against the Headteacher to the nominated Governor
- The headteacher and/or Chair of Governors will discuss the allegation with the Local Authority Designated Officer (LADO)
- LSCB procedures for dealing with allegations against staff will be followed <http://panlancashirescb.proceduresonline.com/chapters/pallegations.html>
- All staff and volunteers remember that the welfare of the child is paramount and that they have a duty to inform the DSL if any adult's conduct gives cause for concern

- All concerns of poor practice or possible child abuse by staff and volunteers should be reported to the Headteacher.
- Complaints about the Headteacher should be reported to the Chair of Governors
- All staff are aware of the school's **Whistleblowing Policy** which enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place

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.

VISITORS

Manor Road Primary School is committed to keeping pupils safe by ensuring that visitors to school do not pose a risk to children at our school. We therefore ensure that:

- Visitors to school sign in and wear identification lanyards to indicate they have done so
- ALL staff and children, where appropriate, will challenge visitors to school who are not wearing correct identification
- Visitors sign out and hand in their identification when they leave the school
- Visitors are aware of who to speak to if they are worried about a child during their visit
- Visitors are accompanied during their visit, when children are present, unless they have undergone relevant checks and these are accepted and verified by DSL or Headteacher
- Visitors will behave in a way that is compliant with the school's **Code of Conduct**
- Visitors will not use mobile phones or other similar electronic devices during their visit unless agreed by the Headteacher or DSL.
- Visitors will not initiate contact or conversations with pupils unless this is relevant and appropriate to the reason for their visit
- When there are several visitors to the school at the same time (such as for an assembly etc) there will be adequate staff supervision of children and visitors. A risk assessment will be undertaken if deemed necessary or appropriate
- When visitors are undertaking activities with children, content of the activity will be agreed with the Headteacher or DSL, prior to the visit

There is a copy of the Visitors in School Procedure in the Signing In File in the school office for reference.

USE OF MOBILE PHONES AND CAMERAS

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.

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

Staff, visitors, volunteers and students are not permitted to use their own mobile phones to take or record any images of children.

Procedures

Under the Data Protection Act 1998, the school must seek parental consent to take photographs and use video recorders. Photographs will be stored on the school's curriculum server which is password protected. Photos are printed/uploaded in the setting by staff and once done images are then removed from the cameras memory.

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

Photographs may be taken during any school activity and are displayed in school and on the school's website and sanctioned social media such as the school's Twitter account. Parents, staff and visitors to the school would have access to them.

It is acknowledged that often photographs may contain other children in the background.

Manor Road Primary School allows parents to record/photograph events such as sports day, outings/trips, and Christmas and fundraising events. Also, members of staff photograph and/or record such events on school equipment.

Parents are reminded frequently of the risks associated with posting images of children to social media.

Parents are reminded frequently that they are not permitted to distribute or post images that contain children other than their own.

On admission parents are asked to sign the consent for photographs to be taken in school for a variety of purposes or by the media for use in relation to promoting/publishing the school. This consent will last for the duration of the child's time at Manor Road Primary School. This does not cover any other agency and if any other agency requests to take photographs of any child then separate consent before photographs are taken will be sought.

It is recognised that many mobile phones have in-built cameras. At Manor Road Primary School, staff are allowed to have mobile phones on the premises. However, no member of staff is allowed to have their mobile phone switched on when in class or during contact time. In situations where staff are expecting an urgent call or they need to be contacted in an emergency they should give the school office phone number and relevant staff will alert them to the call. Likewise if they need to make an urgent call, staff are able to use the school phone system.

Cameras and mobile phones are prohibited in all toilet areas.

ALL staff, volunteers and visitors will adhere to the above policies and failure to do so will be addressed appropriately by the Headteacher and/or the Governing Body

Pupils' use of mobile phones and other devices will be managed under the school's **Online Safety Policy** and **Mobile Phone and Device Policy**

DFE Advice; **Searching, Screening and Confiscation** is followed where there is a need to search a pupil for a mobile device

RELATED SCHOOL SAFEGUARDING POLICIES

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

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

and relates to:

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

Safeguarding can involve a range of potential issues such as:

- Child sexual exploitation
- Bullying including cyberbullying
- Domestic abuse
- Drugs and/or alcohol
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation
- Forced marriage and honour based violence
- Gangs and youth violence

- Gender based violence/violence against women and girls
- Mental health
- Private fostering
- Preventing radicalisation (children who may be vulnerable to violent extremism)
- Sexting
- Teenage relationship abuse
- Trafficking

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

School policies include:

- Attendance, admissions & exclusions
- Anti-bullying
- Behaviour
- Complaints
- Educational Visits
- Equal opportunities
- Online Safety including Acceptable Use Policy (AUP)
- Equality
- First Aid (including. medicines, intimate personal care etc)
- Health and Safety
- Home School Agreements
- Induction
- Intimate Personal Care
- Managing Allegations
- Mobile Phone and Device Policy
- PSHE including Sex and Relationships Education
- Special Educational Needs and Disability
- Teachers' Standards
- Teaching Assistant Code of Practice
- Whistleblowing

SCHOOL CHILD PROTECTION PROCEDURES

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

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

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

The Designated Safeguarding Lead is Karen Marshall

The Back up Designated Safeguarding Lead is Kellie Foulds

The Safeguarding Governor is Nick Hodson

The Prevent Lead is Karen Marshall

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

Staff should never:

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

What should the DSL consider right at the outset?

- Am I dealing with 'risk' or 'need'? (By definition, a child at risk is also a child in need. However, what is the *priority / level and immediacy* of risk / need?)
- Can the level of need identified be met:
 - In or by the school or by accessing universal services/ undertaking a level 2 or 3 CAF/TAF without referral to Children's Social Care or other targeted services
 - By working with the child, parents and colleagues?
- What resources are available to me / the school and what are their limitations?
- Is the level of need such that a referral needs to be made to Children's Social Care which requests that an assessment of need be undertaken? (**Level 3 on the Continuum of Need (CoN)**)
- Is the level and/or likelihood of risk such that a child protection referral needs to be made (i.e. a child is suffering or is likely to suffer significant harm? (**Level 4 on the CoN**)
- What information is available to me: Child, Parents, Family & Environment?
- What information is inaccessible and, potentially, how significant might this be?
- Who do I/don't I need to speak to now and what do they need to know?
- Where can I access appropriate advice and/or support? (Safeguarding in Education Team 01772 531196)
- If I am not going to refer, then what action am I going to take? (e.g. CAF, time-limited monitoring plan, discussion with parents or other professionals, recording etc)

Feedback to Staff Who Report Concerns to the Designated Safeguarding Lead

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

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 described family circumstances

- **LEVEL 1** – needs and risks are met through Universal Services or simple specific agency response

- **LEVEL 2** – evidence of some unmet needs and low risk. Targeted Service Provision via CAF/TAF
- **LEVEL 3** – higher levels of unmet needs and medium risk. Child in Need (CIN)
- **LEVEL 4** – Significant unmet needs and high risk. Child Protection (CP) and Looked After Children.

Guidance on Levels

LEVEL 1 – no specific additional intervention required.

LEVEL 2 and 3 – Possible referral to Early Help (see below)

LEVEL 3 and 4 – Refer to DSL or CSC

Early Help

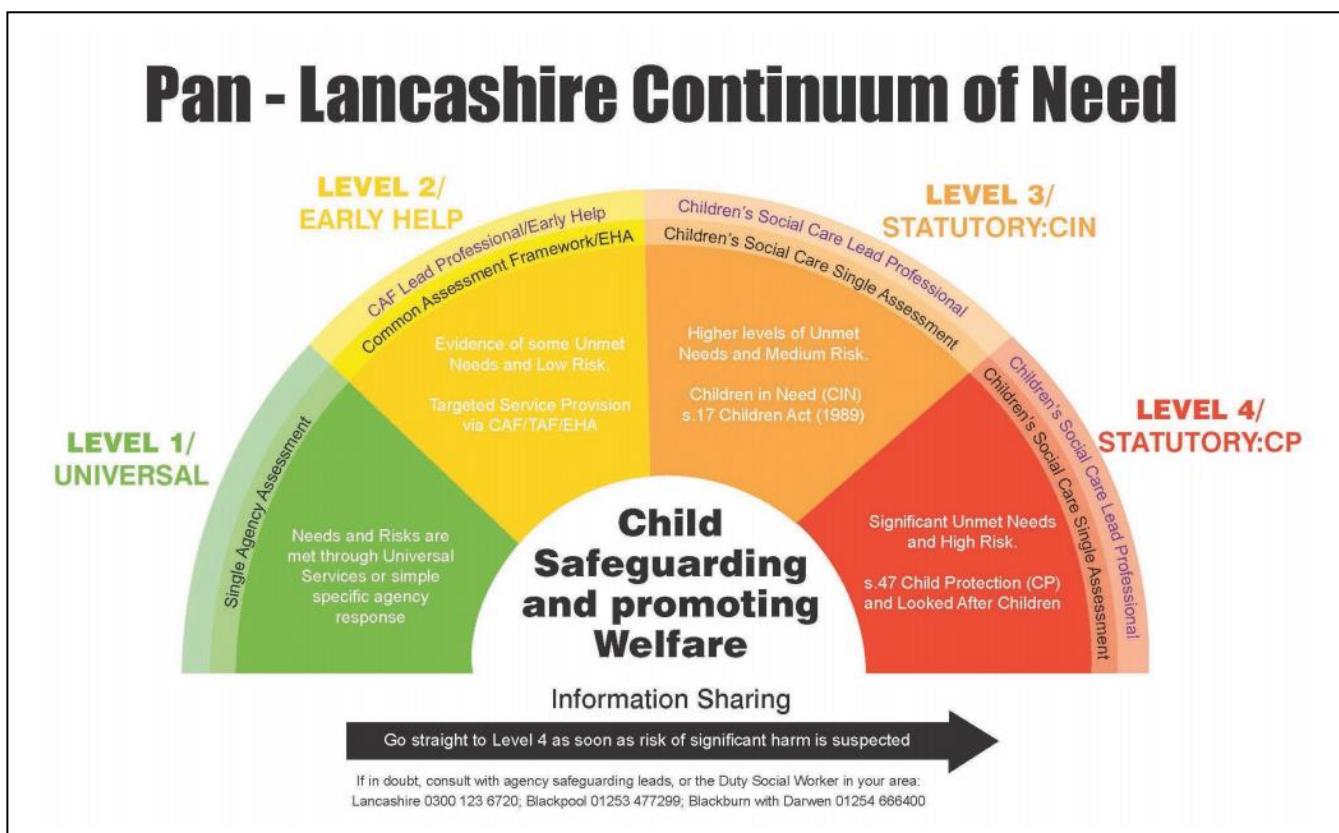
Lancashire Children and Young People's Trust is supporting the development and sustainability of a Wellbeing, Prevention and Early Help Service.

As a school we are therefore able to access a range of district services to support our work with families. This enables us to react to families with specific needs, therefore improving outcomes for children.

Early help will be sought for children, young people and their families who are at Level 2 or 3 of the Lancashire CoN.

More details on Early Help can be found at:

<http://www.lancashirechildrenstrust.org.uk/resources/?siteid=6274&pageid=44490>



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

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

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

www.lancashirechildrenstrust.org.uk › Resources

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**.

Risk Assessment 'Checklist'

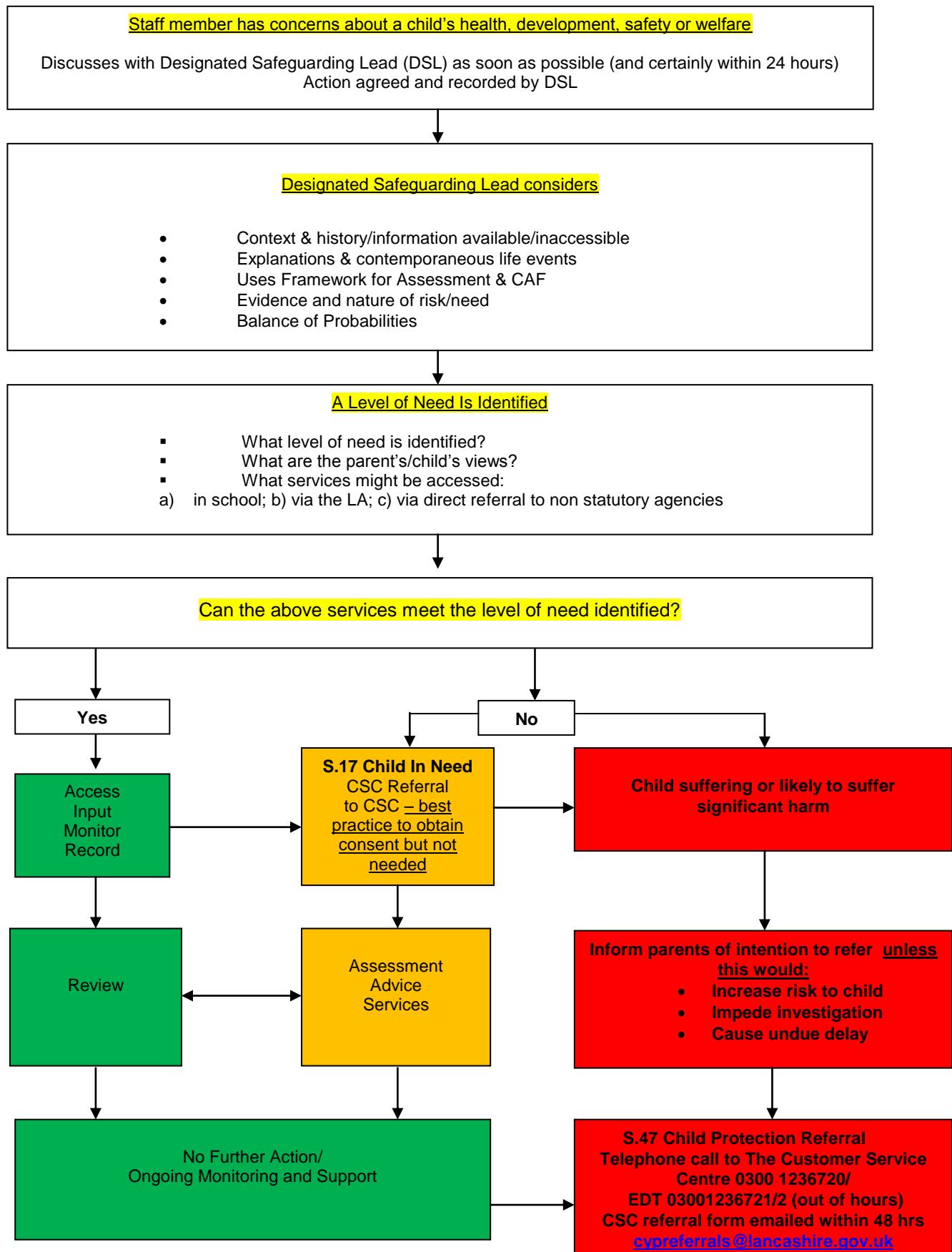
- Does/could the suspected harm meet the LSCB definitions of abuse?
- Are there cultural, linguistic or disability issues?
- I am wrongly attributing something to impairment?
- Does the chronology indicate any possible patterns which could/do impact upon the level of risk?
- Are any injuries or incidents acute, cumulative, and/or episodic?
- Did any injuries result from spontaneous action, neglect, or intent?
- Explanations consistent with injuries/behaviour?
- Severity and duration of any harm?

- Effects upon the child's health/development?
- Immediate/longer term effects?
- Likelihood of recurrence?
- Child's reaction?
- Child's perception of the harm?
- Child's needs, wishes and feelings?
- Parent's/carer's attitudes/response to concerns?
- How willing are they to cooperate?
- What does the child mean to the family?
- What role does the child play?
- Possible effects of intervention?
- Protective factors and strengths of/for child (i.e. resilience/vulnerability)
- Familial strengths and weaknesses?
- Possibilities?
- Probabilities?
- When and how is the child at risk?
- How imminent is any likely risk?
- How grave are the possible consequences?
- How safe is this child?
- What are the risk assessment options?
- What are the risk management options?
- What is the interim plan?

Policy adopted from Lancashire Template for Schools: Child Protection Policy & Procedures
Policy updated April 2019

Welfare Concerns: Taking Action Flowchart

Appendix 1



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?

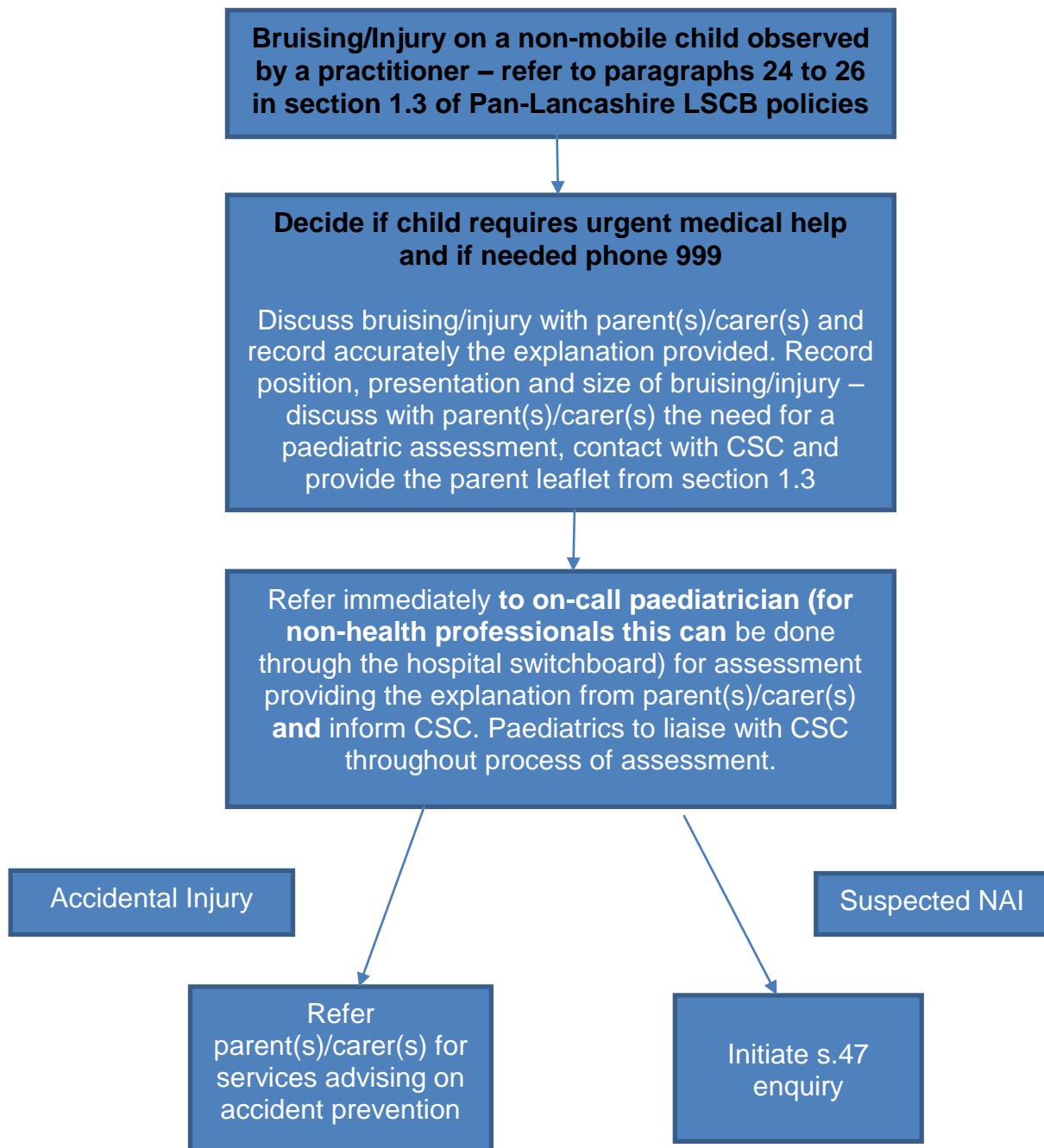
- **Never** asked closed questions i.e. ones which children can answer yes or no to e.g. Did he touch you?
- **Never** make suggestions about who, how or where someone is alleged to have touched, hit etc.
- If we must, use only '**minimal prompts**' such as 'go on ... tell me more about that ... tell 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.

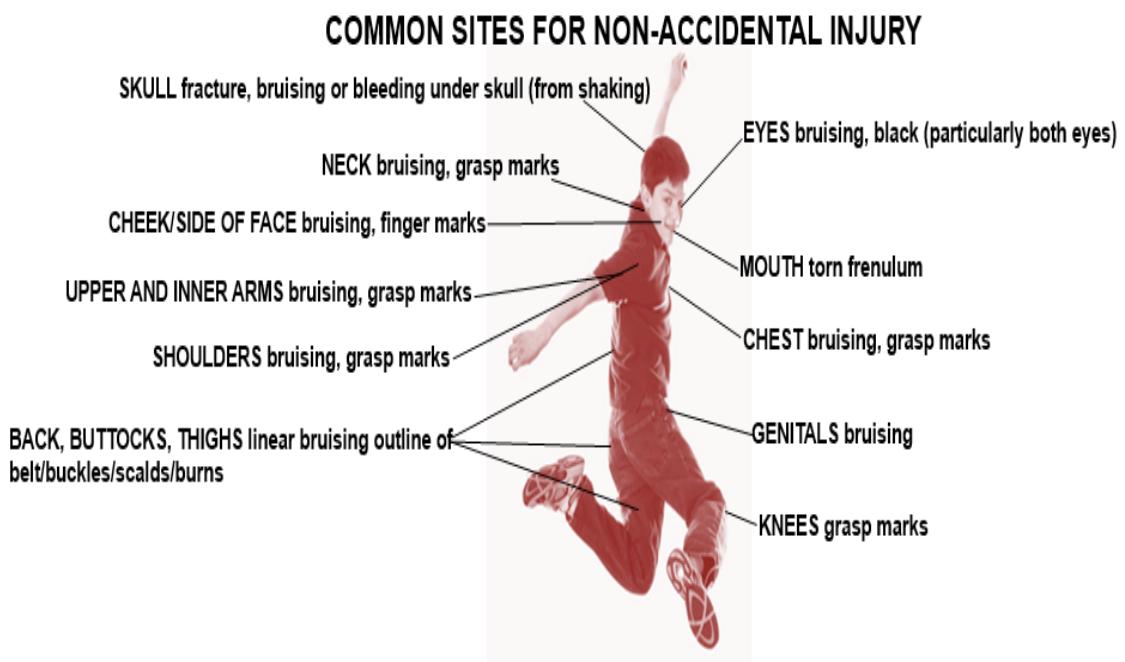
Bruises to Non Mobile Children Flow Chart

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



Possible Indicators of Physical Abuse

- Reoccurring bruises/marks
- Pattern of child saying that they have been hit but never any bruises evident
- Explanations are inconsistent or child changes their story
- Does not want to tell you what happened
- Fear of parents being contacted
- Clothing used to hide injuries
- Injuries have not been treated
- Flinches at sudden movements
- Does not want to go home.



Information taken from the Lancashire School Safeguarding Service Whole School Training (1) PowerPoint

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.

Possible Indicators of Honour Based Violence

Awaiting information from Lancashire Safeguarding Children's Board

Lancashire Children's Services Risk Management Model

Underlying Risk Factors Those elements that are often present in risk situations but which do not, of themselves, constitute a risk:	High Risk Indicators Those elements which, by their presence, do constitute a risk:
<ul style="list-style-type: none"> • Poverty • Poor housing • Lack of support network/isolation • Experiences of poor parenting • Low educational attainment • Physical/learning disability (adult/child) • Mental health difficulties (adult/child) • Drug and alcohol use/misuse • Victimisation from abuse/neglect • Discorded/discordant relationships • Previous history of offending • Rejecting/antagonistic to professional support • Behavioural/emotional difficulties in parent • Behavioural/emotional difficulties in child • Young, inexperienced parent • Physical ill health (adult/child) • Unresolved loss or grief 	<ul style="list-style-type: none"> • Previous involvement in child physical and sexual abuse and or neglect • History of being significantly harmed through neglect as a child • Seriousness of abuse (and impact on the child) • Age of the child (particularly if less than three years old) • Incidence of abuse (how much abuse over how long a period of time) • Record of previous violent offending (against both children and adults) • Older child removed or relinquished • Unexplained bruising (particularly in pre mobile children) • Uncontrolled mental health difficulties (including periods of hospitalisation) • Personality disorders • Chaotic drug/alcohol misuse • Denial /failure to accept responsibility for abuse or neglect • Unwillingness / inability to put the child's needs first and take protective action • Cognitive distortions about the use of violence and appropriate sexual behaviour • Inability to keep self safe • Unrealistic, age inappropriate expectations of the child

Children's Social Care Referrals

Lancashire

The Customer Service Centre	0300 123 6720
email address for referrals	cypreferrals@lancashire.gov.uk
Emergency Duty Team (Out of Hours)	0300 123 6721/3

Customer Service Contact Numbers in neighbouring Local Authorities:-

Blackburn with Darwen 01254 666400 EDT 01254 587547

Blackpool 01254 477299

Cumbria 0333 240 1727

North Yorkshire 01609 536993 EDT 0845 0349417

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

Wirral 0151 606 2008 **EDT** 0151 604 63501

Sefton 0845 140 0845 **EDT** 0151 9208234

Rochdale 0300 303 0440 **EDT** 0300 303 8875

Bradford 01274 437500 **EDT** 01274 431010

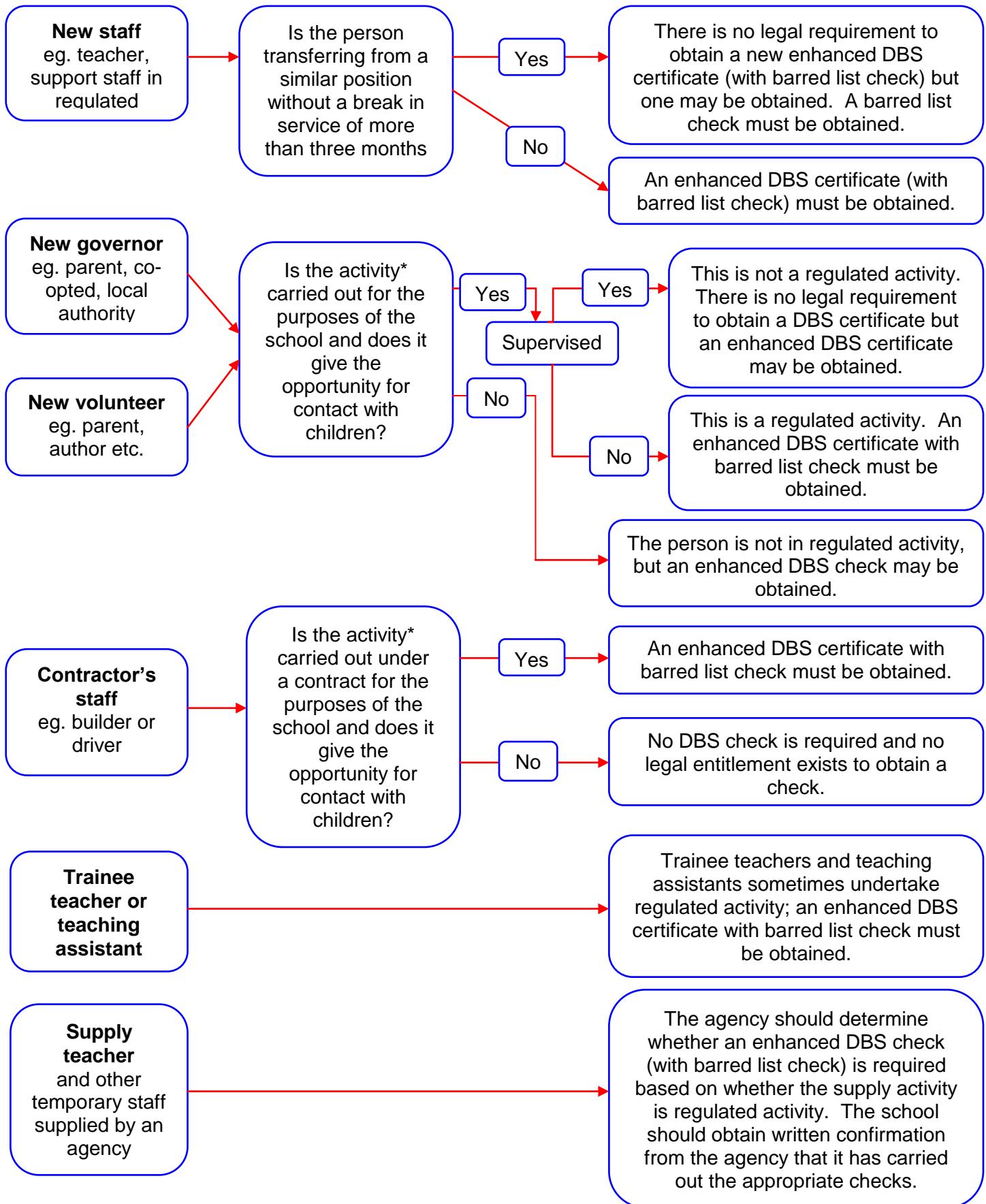
Wigan 01942 828300 **EDT** 0161 834 2436

The seven golden rules to sharing information

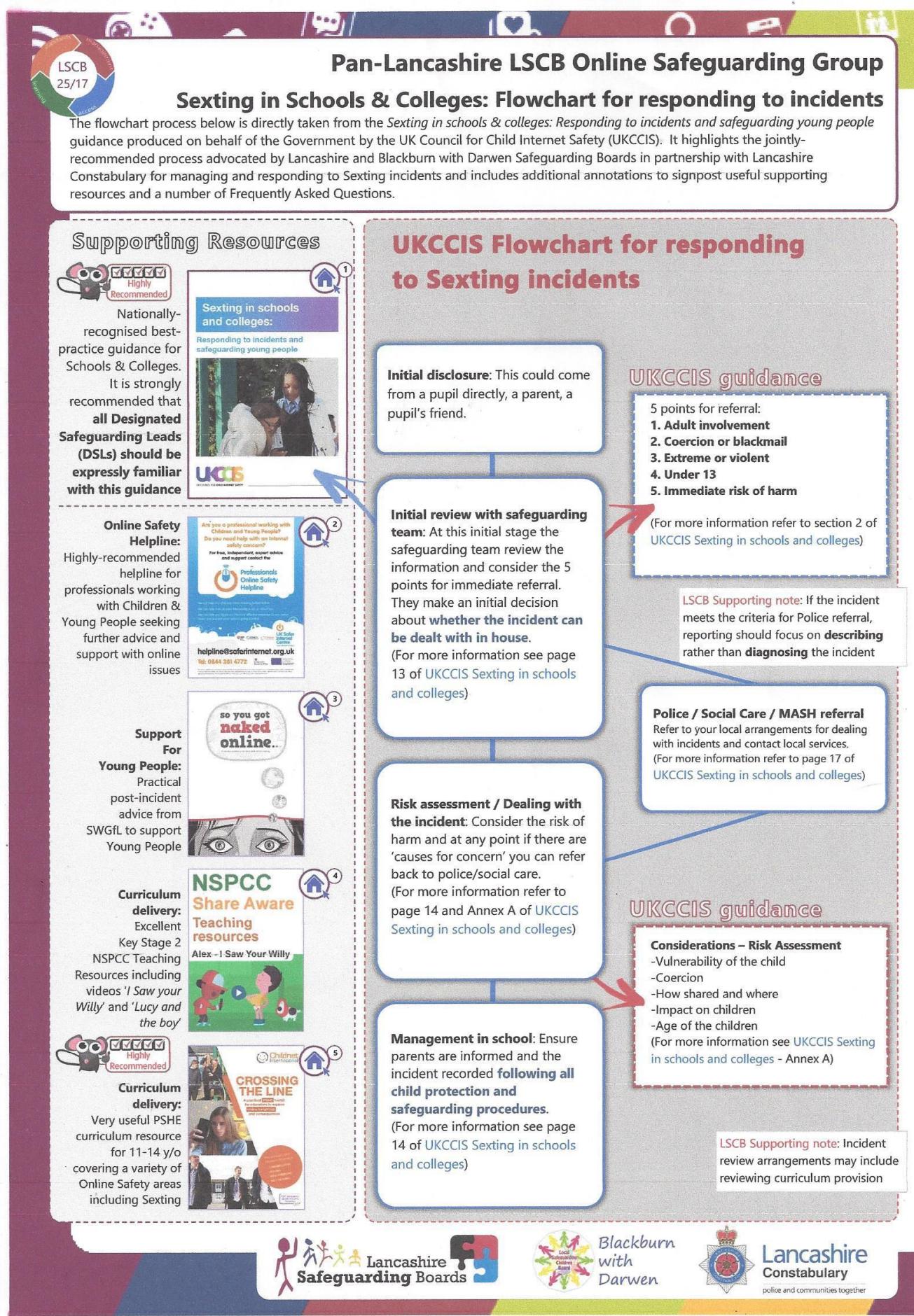
1. Remember that the General Data Protection Regulation (GDPR), Data Protection Act 2018 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.
2. Be open and honest with the 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.

DBS CHECK FLOWCHART

Appendix 8



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





Supporting Resources (Links):

- 1 UKCCIS Sexting in schools and colleges:
www.gov.uk/government/uploads/system/uploads/attachment_data/file/551575/6.2439_KG_NCA_Sexting_in_Schools_WEB_1_.pdf
- 2 UKSIC Professionals Online Safety Helpline (POSH):
www.saferinternet.org.uk/professionals-online-safety-helpline
- 3 SWGfL – So You Got Naked Online:
<http://childnetsic.s3.amazonaws.com/ufiles/Files%202015/SYGNO%20Booklet%20-%20version%202%20May%202015.pdf>
- 4 NSPCC Share Aware - Key Stage 2 Teacher Resource (Alex)
www.nspcc.org.uk/globalassets/documents/advice-and-info/lesson_plan_alex.pdf
- 5 Childnet Crossing the Line PSHE Resource (11-14 y/o):
www.childnet.com/resources/pshetoolkit

Frequently Asked Questions:

Q: Do I need to report all Sexting instances to the Police and/or Children's Social Care?

No, the Initial Review Meeting should consider whether immediate referral is required according to the 5 criteria outlined on Page 11 of the UKCCIS guidance. If none of these criteria apply, schools may therefore decide it is appropriate to manage the incident locally. However, should further information/concern come to light, then the school can subsequently choose to escalate the incident at any time.

Q: As the DSL, am I allowed to view the image in order to make a decision?

The section 'Searching devices, viewing and deleting imagery' on Pages 15 & 16 of the UKCCIS guidance provides clear examples of circumstances when it may be necessary to view imagery and what actions the DSL should/should not take.

Q: Should I involve parents/carers when dealing with Sexting instances?

The section 'Handling Incidents – Initial response' on Page 10 of the UKCCIS guidance highlights that "*Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm*". Further detailed advice and information regarding involving parents and carers is contained within a dedicated Annex (Annex C) of the guidance on Pages 31-34 and includes guidance around supporting victims and steps that can be taken to get images removed (see also – 'So You Got Naked Online' resource above).

Q: Will the young person get a criminal record if I refer the incident to the Police?

This will depend upon the circumstances and all Sexting incidents reported to the Police will require recording and an investigation (although this is not the same as having a criminal record). Where appropriate, the Police may decide it is not in the public interest to pursue an investigation and further detailed information about this aspect and the Police response can be found on Pages 8 & 9 of the UKCCIS guidance.

Further information about keeping children safe online is available from the LSCB Online Safeguarding website below:

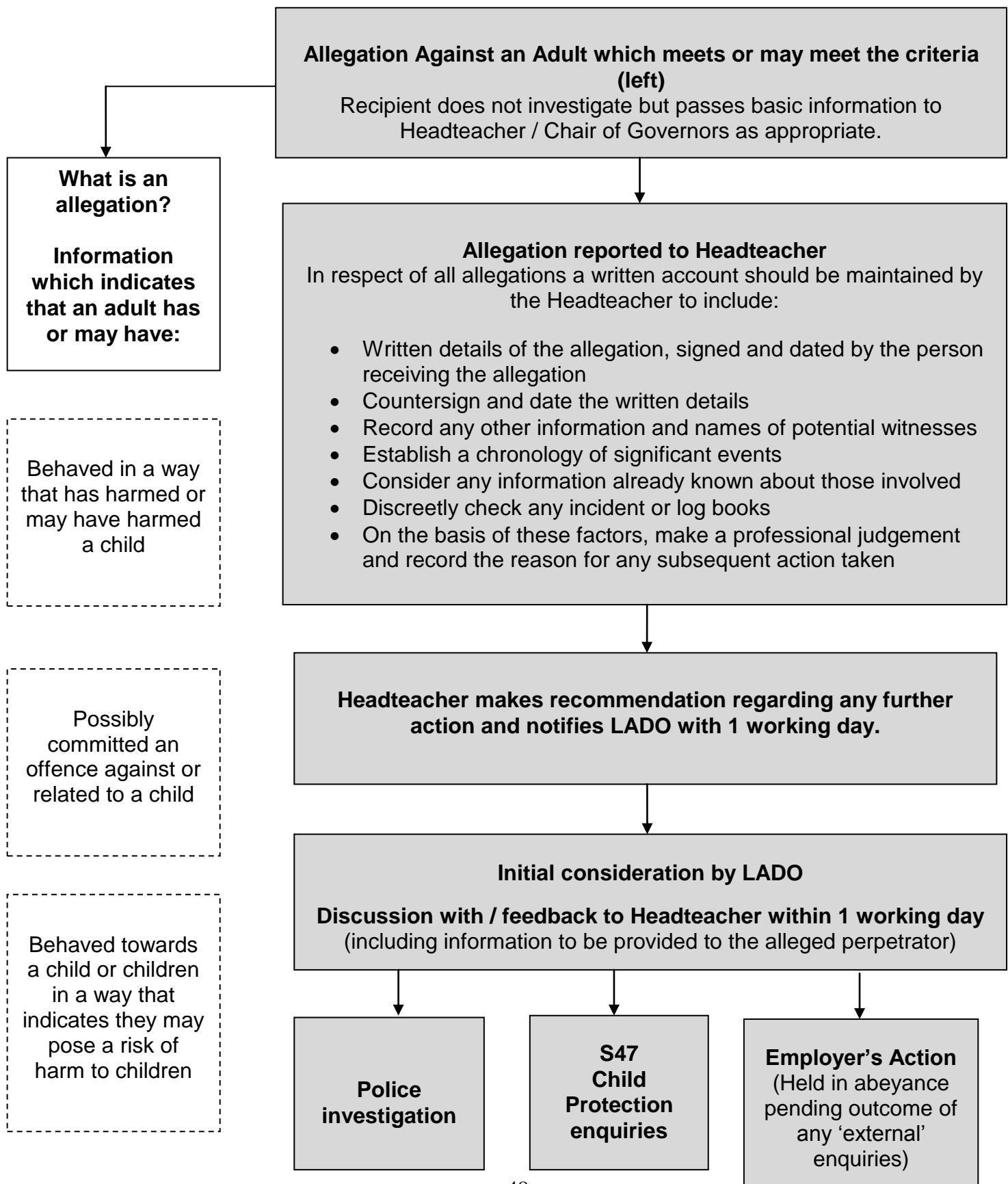


Pan-Lancashire LSCB Online Safeguarding website

www.lancashiresafeguarding.org.uk/online-safeguarding.aspx



Procedure for Managing Allegations



Portfolio

- [What to do if you are worried a child is being abused](#) (320 KB, Acrobat PDF)
- [Staff Declaration Form Disqualification](#) (18 KB, Word Document)
- [Searching, Screening and Confiscation Advice](#) (278 KB, Acrobat PDF)
- [EYFS Statutory Framework](#) (552 KB, Acrobat PDF)
- [ACPO Lead Position on Self Taken Images](#) (398 KB, Acrobat PDF)
- [Sexting in Schools](#) (685 KB, Acrobat PDF)
- [Thresholds Guidance](#) (959 KB, Acrobat PDF)
- [Request for Support Form - Children and Family Wellbeing Service](#) (186 KB, Word Document)
- [Prevent Duty Guidance](#) (392 KB, Acrobat PDF)
- [Risk Management Toolkit A5 V2](#) (963 KB, Acrobat PDF)
- [CSE Guidance Core Document](#) (353 KB, Acrobat PDF)
- [Guidance for Safer Working Practices](#) (593 KB, Acrobat PDF)
- [Multi Agency Statutory Guidance on FGM](#) (859 KB, Acrobat PDF)
- [Record Keeping Guidance](#) (72 KB, Word Document)
- [Whistleblowing Policy](#) (31 KB, Word Document)
- [Whistleblowing Policy April](#) (31 KB, Word Document)

- [SCR Audit Sheet](#) (12 KB, Word Document)
- [Links and Policies](#) (15 KB, Word Document)
- [Lancashire CSC Referral Form](#) (48 KB, Word Document)
- [Code of Conduct](#) (24 KB, Word Document)
- [Brook Traffic Light Tool](#) (582 KB, Acrobat PDF)
- [Traffic Light Tool Guidance](#) (104 KB, Acrobat PDF)