



# **Fylde Coast Academy Trust Montgomery High School**

## **Safeguarding Policy**



Approved by Fylde Coast Academy Trust Directors 25<sup>th</sup> June 2015

## **Purpose of the FCAT Safeguarding Policy Template**

The purpose of this document is to provide the framework for Safeguarding and Child Protection policies across the Fylde Coast Academy Trust (FCAT) academies and the FCAT family organisations. The Template can be tailored to meet the requirements of each organisation as appropriate.

It is based on current legal requirements and national strategies as well as issues specific to the demographics of Blackpool and the Fylde Coast.

For a printed copy of the document, contact Kath Buddle, FCAT Governance Administrator at [Kathryn.buddle@fcad.org.uk](mailto:Kathryn.buddle@fcad.org.uk) or on 01253 356271.

## Montgomery High School

This Policy has been approved by: Group/Committee

On: Date

It will be reviewed on: Date (1 year hence)

By: Named person

### Named personnel with designated responsibility for Child Protection

	Academic Year 2015/2016	Last Date Trained
Designated Safeguarding Lead and contact details	Gill Smith <a href="mailto:g.smith@montgomeryschool.co.uk">g.smith@montgomeryschool.co.uk</a> 01253 356271 or 07710 022441	9 <sup>th</sup> July 2015
<i>Designated Person and contact details</i>	Di Marini <a href="mailto:d.marini@montgomeryschool.co.uk">d.marini@montgomeryschool.co.uk</a> 01253 356271 or 07710 022439	6 <sup>th</sup> March 2015
<i>Designated Person and contact details</i>	Jackie Hughes <a href="mailto:j.hughes@montgomeryschool.co.uk">j.hughes@montgomeryschool.co.uk</a> 01253 356271 ext -	PREVENT 19 <sup>th</sup> June 2015 Level 3 9/10 March 2015
<i>Designated Person and contact details</i>	Paul Morton <a href="mailto:p.morton@montgomeryschool.co.uk">p.morton@montgomeryschool.co.uk</a> 01253 356271 ext -	30/31 <sup>st</sup> Jan 2015
Nominated Governor and contact details	Gail Neale bursar@sthildas-carleton.lancs.sch.uk	

### Policy Review dates

Review Date	Changes made	By whom	Shared with staff
<i>Date</i>	<i>Yes/No and date when changes made</i>	<i>Named people</i>	<i>Date</i>

### Key Contacts outside of the Academy:

Blackpool Council Social Care Team for immediate concerns:

<b>Daytime Hours</b>	<b>01253 477299</b>
<b>Out of Hours</b>	<b>01253 477600</b>

Local Authority Designated Officer (LADO): **Ms Amanda Quirke**

<b>Daytime Hours</b>	<b>01253 477541</b>
<b>Out of Hours</b>	<b>01253 477592</b>
<b><a href="mailto:Amanda.quirke@blackpool.gov.uk">Amanda.quirke@blackpool.gov.uk</a></b>	

The Blackpool Safeguarding Children Board:

<b>Telephone No</b>	<b>01253 477025</b>
<b>E mail address</b>	<b><a href="mailto:Child.protection@blackpool.gov.uk">Child.protection@blackpool.gov.uk</a></b>

Lancashire County Council: Immediate Safeguarding Concerns

<b>8.00am - 8.00pm</b>	<b>0300 123 6720</b>
<b>Out of Hours</b>	<b>0300 123 6701</b>

Lancashire County Council Local Authority Designated Officer (LADO): **Mr Tim Booth**

<b>Daytime Hours</b>	<b>01772 536694</b>
<b>Out of Hours</b>	<b>0845 0530009</b>
<a href="mailto:Tim.booth@lancashire.gov.uk">Tim.booth@lancashire.gov.uk</a>	

The Lancashire Safeguarding Children Board:

<b>Telephone No</b>	<b>01772 530283/ 01772 530329</b>
<b>E mail address</b>	<a href="mailto:lscb@cyp.lancscc.gov.uk">lscb@cyp.lancscc.gov.uk</a>

### **Pan Lancashire Safeguarding Procedures**

The procedures for the Pan Lancashire Consortium, which include those of the Children's Boards for Lancashire, Blackpool and Blackburn with Darwen can be found at:

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

## CONTENTS

Introduction

Safeguarding Information for all Adults working in or on behalf of the Academy/College

The role of the Academy/College

Academy/College Commitment

**Montgomery High School Protection Policy for Children and Young People under the following themes:**

### **A. Providing a Safe and Supportive Environment**

1. Safe Recruitment and Selection
2. Safe Practice
3. Safeguarding Information for Students
4. Partnership with Parents
5. Partnership with Others
6. School Training and Staff Induction
7. Support, Advice and Guidance for Staff
8. Related School Policies (inc. Children Missing from Education)
9. Student Information
10. Roles and Responsibilities:
  - Governing Body*
  - Principal*
  - Designated Safeguarding Lead and Designated Safeguarding Persons*
  - All Staff and Volunteers*

#### **Identifying Children and Young People who may be at Risk of Significant Harm**

Definitions

Types of Abuse and Neglect

Specific Safeguarding Issues

### **B. School Procedures**

1. Staff will immediately report
2. Responding to Disclosure
3. Action by Designated Persons
4. Action following a Child Protection referral
5. Recording and Monitoring
6. Supporting the Child and Partnership with Parents

### **C. Managing allegations regarding person(s) working in or on behalf of the Academy/College**

### **D. References and referral forms**

## INTRODUCTION

This policy is in line with the requirements of the two following key documents:

- i) Keeping Children Safe in Education April 2014 – this statutory guidance from the Department for Education was issued under Section 175 of the Education Act 2002 and
- ii) Working Together to Safeguard Children: a guide to inter-agency working to safeguard and promote the welfare of children. March 2013.

**All Staff should make themselves familiar with these documents.**

## SAFEGUARDING INFORMATION FOR ALL ADULTS WORKING IN OR ON BEHALF OF THE ACADEMY

1. **Everybody in the academy/college is responsible for the safeguarding of children**
2. Safeguarding and protecting the welfare of children and young people involves
  - Protecting children and young people from maltreatment
  - Preventing impairment of health or development of children and young people
  - Ensuring that children and young people grow up in circumstances consistent with the provision of safe and effective care
  - Taking action to enable all children and young people to have the best outcomes
3. Where a child or young person is suffering significant harm, or is likely to do so, action must be taken to protect that individual. Action must also be taken to promote the welfare of a child or young person in need of additional support, even if they are not suffering harm or are at immediate risk.

## THE ROLE OF THE ACADEMY/COLLEGE

1. **Everyone who comes into contact with children, young people and their families has a role to play in safeguarding.** Academy/College staff are particularly important as they are in a position to identify concerns early, prevent these from escalating and provide help for children and young people.
2. This Academy forms part of the wider safeguarding system for children and young people which is described in “*Working Together to Safeguard Children 2013*”. This Academy/College works with social care, the police, health services and other services to promote the welfare of children and young people and protect them from harm.
3. “*The Teacher Standards for 2012 onwards*” state that teachers, including Headteachers, should safeguard children’s wellbeing and maintain public trust in the teaching profession as part of their professional duties.
4. All staff have a responsibility to provide a safe environment in which children and young people can learn. This is a legal duty of care in accordance with the DfE statutory guidance ‘Keeping Children Safe in Education’.
5. All staff will be provided with training about how they can fulfil this duty of care towards children and young people.
6. All staff members working with children and young people are advised to maintain an attitude of “**it could happen here**” where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interest of the child or young person.
7. **If, at any point, there is a risk of immediate serious harm to a child or young person inform the Designated Safeguarding Lead (DSL)/appropriate people of any concerns, or, if none are available and there is a risk of immediate serious harm to a child, make a referral to Children’s Social Care immediately. Anybody can make a referral.**
8. **If the child/young person’s situation does not appear to be improving the staff member with concerns should press for reconsideration. Concerns should always lead to help for the child/young person at some point.**
9. Staff must be aware that failure to act in accordance with their duty of care to report or refer an incident concerning the welfare of children and young people as outlined in this policy or the statutory guidance may result in investigation in accordance with FCAT’s/the Academy’s/the

College's Disciplinary Policy and Procedure which may result in disciplinary action up to and including dismissal being taken.

10. Furthermore, if as a result of a disciplinary investigation, a member of staff is dismissed, or removed from working in a regulated activity with children and young people because it is believed that they:
- Harmed or pose a risk of harm to a child or young person under the age of 18 through their action or inaction or
  - Received a caution or conviction for a relevant offence

The Academy has a legal duty to refer that individual to the Disclosure and Barring Service (DBS) for them to consider whether someone will be listed on the DBS's Children's or Adults' Barred Lists, preventing them from engaging in regulated activity with children, vulnerable adults or both in the future

*The above points are based on; Keeping Children Safe in Education DfES 2014*

## **ACADEMY COMMITMENT**

Montgomery High School is committed to safeguarding and promoting the welfare of all of its students. Each student's welfare is of paramount importance. We recognise that some children and young people may be especially vulnerable to abuse e.g. those with Special Educational Needs or those living in adverse circumstances. We recognise that children and young people who are abused or neglected may find it difficult to develop a sense of self worth and to view the world in a positive way. Whilst in education, their behaviour may be challenging. We recognise that some children and young people who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all of our students.

## **Safeguarding Policy**

Montgomery High School fully recognises its responsibilities for safeguarding and child protection.

Our policy applies to all staff, governors, volunteers and frequent visitors working at the Academy/College. There are six main elements to our policy:

- Ensuring we practise safe recruitment in checking the suitability of staff and volunteers to work with children and young people.
- Raising awareness of child protection issues
- Equipping children and young people with the skills needed to keep them safe.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- Supporting students who have been abused in accordance with his/her agreed child protection plan.
- Establishing a safe environment in which children and young people can learn and develop.

We recognise that because of the day to day contact with children and young people, academy and college staff are well placed to observe the outward signs of abuse. The Academy/College will therefore:

1. Establish and maintain an environment where children and young people feel secure, are encouraged to talk, and know that we will listen.
2. Ensure children and young people know that there are adults in the organisation they can approach if they are worried.

3. Include opportunities in the Personal, Social, Health and Citizenship Education (PSHCE) curriculum for children and young people to develop the skills they need to recognise and stay safe from abuse.

In addition, we will follow the procedures set out by the Blackpool and Lancashire Safeguarding Children Boards, and the guidance issued by the Department for Education to:

4. Ensure we have a Designated Safeguarding Lead (DSL) for child protection who has been trained to Level 3 standard in Safeguarding and is a member of the Senior Leadership Team (SLT). The DSL will undergo updated child protection training every two years. The Principal and all staff members will undergo refresher child protection training on a regular basis, in line with advice from the Blackpool and Lancashire Safeguarding Children Boards.
5. Ensure we have a nominated governor responsible for the protection of children and young people.
6. Ensure every member of staff, volunteer, governor and frequent visitor knows the name of the DSL and other people responsible for child protection.
7. Ensure all staff, volunteers, governors and frequent visitors understand their responsibilities in relation to safeguarding including being alert to the signs of abuse and referring on concerns to the DSL and/or other appropriate people.
8. Ensure that all staff, volunteers, governors and frequent visitors meet the school's expectation of adhering to the safeguarding/child protection procedures, accessing child protection training and acting at all times in the best interests of the child/young person.
9. Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the academy/college prospectus.
10. Notify social services if there is an unexplained absence of more than two days for a student who has a child protection plan.
11. Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters, including attendance at case conferences.
12. Keep written records of concerns about children and young people, even where there is no need to refer the matter immediately.
13. Ensure all records are kept securely and separate from the main student file, and in locked locations.
14. Develop and then follow procedures where an allegation is made against a member of staff, volunteer, governor or frequent visitor.
15. Ensure safe recruitment practices are always followed.

We recognise that children and young people who are abused or witness violence may find it difficult to develop a sense of self worth. They may feel helplessness, humiliation and some sense of blame. The academy/college may be the only stable, secure and predictable element in the lives of children and young people at risk. When in education their behaviour may be challenging and defiant or they may be withdrawn. The academy/college will endeavour to support the student through:

16. The content of the curriculum.
17. The academy/college ethos which promotes a positive, supportive and secure environment and gives students a sense of being valued.
18. The academy/college behaviour policy which is aimed at supporting vulnerable students. The academy/college will ensure that the student is made aware that some behaviour is unacceptable but that they are valued and not to be blamed for any abuse which has occurred.
19. Liaison with other agencies that support the student such as social services, Child and Adult Mental Health Service (CAMHS), education welfare service and educational psychology service.
20. Transition from the academy/college; ensuring that, where a student with a child protection plan leaves, their information is transferred to the new academy/college immediately and that the child's social worker is informed.

### **Policy Review**

The Academy Council is responsible for:

- a) ensuring the annual review of this policy
- b) ensuring that the list of key contacts on the cover sheet is kept up to date



# **A. PROVIDING A SAFE AND SUPPORTIVE ENVIRONMENT**

## **1. Safe Recruitment and Selection**

All recruitment and selection must be carried out in accordance with FCAT/the Academy's/the College's Recruitment and Selection Policy and Procedures. As part of this process, DBS checks are undertaken on all staff accepting employment at organisations within the FCAT family. It is a condition of employment, and, generally, the DBS should be completed and received prior to the start of employment. For the majority of appointments, an enhanced DBS check with barred list information will be required as staff will be providing regulated activity. In certain exceptional circumstances e.g. where it may not be possible for educational provision to be maintained, it may be necessary for employment to start prior to receipt of the DBS disclosure and in such instances a risk assessment should be completed to ensure sufficient control measures are in place. This is in order to protect vulnerable students, satisfy Ofsted that we are employing appropriate people and managing risk reasonably. DBS checks should be carried out every 5 years for all existing members of staff.

Regulations also apply in terms of the employment of casual and temporary employees and volunteers including agency workers, caterers, work placements, PGCE students, regular visitors, contractors, governors and other volunteers depending on the nature of the work and potential contact with students. All governors should be DBS checked and this should be reviewed every 5 years, or, whenever their term of office is renewed whichever is the soonest.

All recruitment materials make reference to the academy's/college's commitment to safeguarding and promoting the welfare of its students.

Staff involved in recruitment and selection activity are trained on the elements of safer recruitment and this is updated as required.

## **2. Safe Working Practice**

The academy/college has adopted the Department for Education (DfE) "Guidance for Safe Working Practice for the Protection of Children and Staff in Education Settings" and has undertaken safe practice training to ensure that staff are safe and aware of behaviours which should be avoided. The academy/college will ensure that the training is regularly updated.

Safe working practices ensure that students are safe and that all staff:

- are responsible for their own actions and behaviour and avoid any conduct which would lead any reasonable person to question their motivation and intentions;
- work in an open and transparent way;
- discuss and/or take advice from management over any incident which may give rise to concern;
- record any incidents or decisions made;
- apply the same professional standards regardless of ethnicity, gender or sexuality;
- are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

## **3. Safeguarding Information for students**

The academy/college is committed to ensuring that students are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. We inform students of whom they might talk to, both in and out of the academy/college, their right to be listened to and heard and what steps can be taken to protect them from harm. The PSHCE programme has a strong emphasis on helping students learn how to keep safe (see the PSHCE Scheme of Work/Tutorial Programme).

A wide range of Information is made available to students both on the academy Home Page and on posters around buildings which advertise the help offered by appropriate agencies and services.

The academy consults with and listens to students through various methods, including the Student Council, the Student Leadership Team, Year Councils, peer support schemes, pastoral drop-ins, health drop-ins, etc.

We make students aware of these arrangements by information on the Daily Bulletin, on posters around school, in assemblies, during morning tutorials and in PSHCE lessons.

#### **4. Partnership with Parents and Carers**

The academy shares a purpose with parents/carers to keep children and young people safe from harm and to have their welfare promoted.

We are committed to working with parents and carers positively, openly and honestly and to treating everyone with respect, dignity and courtesy. We will be as open and honest as possible with parents/carers about any concerns. However, we **WILL NOT** discuss concerns with parents/carers in the following circumstances:

- where sexual abuse or sexual exploitation is suspected
- where organised or multiple abuse is suspected
- where fabricated or induced illness (previously known as Munchausen Syndrome by proxy) is suspected
- where female genital mutilation is the concern
- in cases of suspected forced marriage
- in cases where a child/young person is suspected of being subjected to radicalism and/or extremism.
- where contacting parents/carers would place a child, young person, or others at immediate risk.

**These decisions should not be taken in isolation, consult with a DSL or Designated Safeguarding Person (DSP) immediately.**

We encourage parents to discuss any concerns they may have with either the Behaviour and Attendance Manager or Progress Manager for the year group that their child is in.

We make parents aware of our policy and guidance through the school prospectus and on the school website.

Parents are made aware that they can view this policy on request.

#### **5. Partnerships with others**

The academy recognises that it is essential to establish positive and effective working relationships with other agencies in order to effectively share information, signpost people to appropriate guidance and to support vulnerable children and young people as necessary. These include local authorities, social and health care agencies, the Police and appropriate voluntary, community and faith sector organisations.

#### **6. Training and Staff Induction**

Staff with designated responsibility for Child Protection should undertake Safeguarding training up to Level 3 and refresher training at 2 yearly intervals. The Principal and all other staff, including non-teaching staff, should undertake appropriate training to equip them to carry out their responsibilities for child protection effectively. This should be kept up to date by refresher training at 3 yearly intervals.

All staff (including temporary staff), volunteers, governors and frequent visitors are provided with the

school's child protection/safeguarding policy and informed of child protection arrangements on induction.

It is the responsibility of the Academy to record, store and maintain accurate and up to date records of staff attendance at safeguarding training. This is because the training is a mandatory requirement and therefore the Academy needs to ensure that it can demonstrate that its staff have been trained and that the training is renewed when required.

## **7. Support, Advice and Guidance for Staff**

Staff will be supported by the DSL – Gill Smith and the following DSPs – Di Marini, Jackie Hughes and Paul Morton

## **8. Related Policies**

The following academy/ college policies support the Safeguarding Policy including:

- Anti-bullying Policy
- Behaviour for Learning Policy
- Confidentiality Policy
- Curriculum Policy (PSHE)
- Data Protection Policy
- Disclosure and Barring Service (DBS) Policy
- Drugs and Alcohol Policy
- Equality and Diversity Policy
- E-Safety Policy
- Physical Intervention Policy/Care and Control Policy
- Safer Recruitment Policy
- Special Educational Needs (SEN) Policy
- Whistleblowing Policy

## **9. Student Information**

The academy recognises the importance of keeping accurate and up to date information, including:

- Names and contact details of persons with whom the child/young person normally lives.
- Names and contact details of all persons with parental responsibility (if different from above).
- Emergency contact details (if different from above).
- Details of any persons authorised to collect the child/young person from school (if different from above).
- Any relevant court orders in place including those which affect any person's access to the child/young person (e.g. Residence Order, Contact Order, Care Order, Injunctions etc).
- If the child/young person is or has been subject to a Child Protection Plan.
- Name and contact detail of General Practitioner (GP).
- Any other factors which may impact on the safety and welfare of the child/young person.

The academy/college recognises that, in many cases, parents of children and young people may be living apart and will ensure that contact details for everyone concerned are collated.

The academy/college will identify a named officer to collate, store and agree access to this information

Electronic records are kept on a database to which access is limited to DSL, DSP and behaviour managers. Paper copies of information are securely locked away in Jackie Hughes' office.

## **10. Roles and Responsibilities**

### ***Academy Council***

- ensures academy has effective policies and procedures in place and monitors compliance with them
- ensures that at least one DSL is in place.
- ensures that all staff undertake appropriate training
- remedies, without delay, any deficiencies or weaknesses regarding child protection arrangements
- nominates a governor to be responsible for liaising with partner agencies in the event of allegations of abuse being made against the Principal
- seeks assurance that, where services or activities are provided on the academy premises by another body, the body concerned has appropriate policies and procedures in place in terms of safeguarding and child protection and liaises with the academy on these matters where appropriate.
- reviews its Safeguarding Policy and procedures annually
- ensures that 'potential additional safeguarding risks' is included as an item on each meeting agenda.
- ensures that the academy/college contributes to inter-agency working in line with statutory requirements and national guidance.

### ***Principal***

- ensures that the policies and procedures adopted by the Governing Body/Academy Council are fully implemented, and followed by all staff
- ensures that sufficient resources and time are allocated to enable the DSL and other staff to discharge their responsibilities,
- ensures that all staff, volunteers, governors and frequent visitors feel able to raise concerns about poor or unsafe practice in regard to children and young people, and that such concerns are addressed sensitively and effectively in a timely manner in accordance with the agreed whistle-blowing policy.

### ***Designated Safeguarding Lead (DSL)***

- is the senior officer with responsibility for safeguarding across the organisation.
- ensures that all staff have access to and understand the academy's Safeguarding Policy
- works with staff and students in preventing children and young people from suffering harm
- provides a source of support, advice and expertise to staff on safeguarding matters
- provides support and advice on safer recruitment procedures
- ensures that all new staff receive safeguarding training at induction.
- ensures that all staff receive refresher training as appropriate.
- keeps detailed accurate secure records separately from the main student file.
- ensures that, when children/young people leave the school, records are promptly transferred to the appropriate organisation
- obtains access to resources
- attends updated Level 3 safeguarding training every two years as a minimum.
- keeps abreast of developments in the field of safeguarding and child protection by liaising with relevant bodies and reading relevant publications.
- ensures the Safeguarding Policy is updated and reviewed annually and works with the Academy Governing Body/Academy Council to do this
- ensures parents and other members of the public have access to the Safeguarding Policy as required
- helps to create a climate within the organisation whereby children and young people are encouraged to come forward to disclose incidents of abuse.
- ensures that children and young people who are victims of abuse are supported appropriately and sensitively and that all actions are successfully carried out and monitored.
- **ensures that, if, at any point, there is a risk of serious harm to a child, a referral is made to Children's Social Care immediately, and to the Police where a crime may have been committed.**

### ***Designated Safeguarding Persons (DSP)***

- supports the DSL in his/her role

- provides another point of contact for safeguarding matters and takes on responsibility for making referrals to Children's Social Care in the absence of the DSL
- facilitates the development of a climate within the organisation whereby children and young people are encouraged to come forward to disclose incidents of abuse.

#### **All staff, volunteers, governors and frequent visitors**

- fully comply with the academy's/college's policies and procedures
- attend appropriate training
- inform the DSL/DSP/appropriate people of any concerns, or, if none are available and **there is a risk of immediate serious harm to a child, make a referral to Children's Social Care immediately. Anybody can make a referral.**
- **Failure to comply with the above may result in investigation in accordance with FCAT's/the Academy's/the College's Disciplinary Policy and Procedure, which may lead to disciplinary action up to and including dismissal being taken, and referral to the DBS. Individuals are, therefore, encouraged to discuss any questions they may have about this Policy with their DSL/DSP.**

## **IDENTIFYING CHILDREN AND YOUNG PEOPLE WHO MAY BE SUFFERING SIGNIFICANT HARM**

Teachers and other adults in the academy/college are well placed to observe any physical, emotional or behavioural signs which could give rise to concerns that a child/young person may be suffering significant harm. The relationships between staff, students, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or academy/college 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 18<sup>th</sup> birthday.

**Harm** means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another; **Development** means physical, intellectual, emotional, social or behavioural development; **Health** includes physical and mental health; **Ill-treatment** includes sexual abuse and other forms of ill-treatment which are not physical (Section 31.9 of the Children Act 1989 as amended by the Adoption and Children Act 2002).

### **Types of Abuse and Neglect**

**Abuse:** a form of maltreatment of a child/young person. Somebody may abuse or neglect a child/young person by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child/young person or children/young people.

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

**Emotional Abuse:** the persistent emotional maltreatment of a child/young person such as to cause severe and adverse effects on his or her emotional development. It may involve conveying to a child/young person 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/young person opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children/young people. These may include interactions that are beyond a child/young person's

developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child/young person participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children/young people frequently to feel frightened or in danger, or the exploitation or corruption of children/young people. Some level of emotional abuse is involved in all types of maltreatment of a child/young person, although 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/young person 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/young people in looking at, or in the production of, sexual images, watching sexual activities, encouraging children/young people to behave in sexually inappropriate ways, or grooming a child/young person 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/young people.

**Neglect:** is the persistent failure to meet a child/young person's basic physical and/or psychological needs, likely to result in the serious impairment of the child/young person's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Neglect may involve a parent or carer failing to provide adequate food, clothing and shelter for a child/young person (including exclusion from home or abandonment); protect a child/young person from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child/young person's basic emotional needs.

## Specific Safeguarding Issues

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example NSPCC offers information for schools and colleges on the TES website and also on its own website [www.nspcc.org.uk](http://www.nspcc.org.uk) Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website:

- child sexual exploitation (CSE) – see also below
- bullying including cyberbullying
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM) – see also below
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- mental health
- private fostering
- radicalisation
- sexting
- teenage relationship abuse
- trafficking

## Child Sexual Exploitation

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where children/young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some children/young people who are being sexually exploited do not exhibit any external signs of this abuse.

## **Female Genital Mutilation**

Female Genital Mutilation (FGM): 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. There are a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

**Forced Marriage** A forced marriage is a marriage conducted without the valid consent of one or both parties where duress is a factor. Duress may take the form of emotional, financial, physical and sexual threats and abuse. Forced marriage is also viewed by some as falling into the definition of 'honour'-based violence. Early or child marriage refers to any marriage of a child younger than 18 years old. The UN recognises it as a forced marriage because minors are deemed incapable of giving informed consent. Girls are the majority of the victims and hence are disproportionately affected. Forced marriage occurs within many cultures and classes. A person at risk of a forced marriage may suffer a range of abuses including emotional and physical abuse, unlawful imprisonment, abduction, rape, forced pregnancy or enforced abortion. Both women and men may be victims of forced marriage. (Definition from [End the Fear.co.uk](http://www.endthefear.co.uk) Greater Manchester against domestic abuse campaign – linked to NSPCC website).

**Radicalisation and Extremism** Radicalisation is defined as causing someone to become an advocate of radical political or social reform by supporting terrorism and violent extremism. Radicalisation of children and young people may include encouraging them to undertake violent activities on the grounds of religious belief. This may include attacks on others including suicide attacks. Children and young people may be exposed to messages about terrorism through a family member or friend, a religious group, or through social media or the Internet. This creates risk of a child or young person being drawn into criminal activity and exposure to significant harm. (Definition from [RCGP/NSPCC Toolkit for General Practice](http://www.rcgp.org.uk/NSPCC-Toolkit-for-General-Practice))

## **Cyberbullying**

Cyberbullying is an increasingly common form of bullying behaviour which happens on social networks and mobile phones. Cyberbullying can include spreading rumours about someone, or posting nasty or embarrassing messages, images or videos. Children may know who's bullying them online – it may be an extension of offline peer bullying - or they may be targeted by someone using a fake or anonymous account. It's easy to be anonymous online and this may increase the likelihood of engaging in bullying behaviour. Cyberbullying can happen at any time or anywhere - a child can be bullied when they are alone in their bedroom - so it can feel like there's no escape. (Definition from <http://www.nspcc.org.uk>)

## B. SCHOOL PROCEDURES

All staff follow the Pan Lancashire Procedures at <http://panlancshirescb.proceduresonline.com/index.htm#top> which are consistent with guidance in 'Keeping Children Safe in Education' and 'Working Together to Safeguard Children'.

It is **not** the responsibility of the academy/college staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, do have a duty to recognise concerns and maintain an open mind. Accordingly all concerns regarding the welfare of students will be recorded and discussed with the DSL, or, in the absence of the DSL, a DSP or other appropriate member of staff, prior to any discussion with parents.

### 1. Staff will immediately report:

- any suspicion that a child/young person 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/young person may have suffered harm (e.g. worrying drawings or play)
- any concerns that a child/young person may be suffering from inadequate care, ill treatment, or emotional maltreatment
- any concerns that a child/young person is presenting signs or symptoms known to be indicators of abuse or neglect
- any significant changes in a child/young person's presentation, including non-attendance
- any hint or disclosure of abuse from any person
- any concerns regarding person(s) who may pose a risk to children/young people (e.g. living in a household with children/young people present).

### 2. Responding to Disclosure

Disclosures or information may be received from students, parents or other members of the public. The academy/college 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 and the academy/college will make specific arrangements to ensure that students with communication difficulties are enabled to express themselves to an appropriate member of staff.

Such information cannot remain confidential and staff will immediately communicate what they have been told to the DSL/appropriate person and make contemporaneous record.

#### Principles

Staff will not investigate but will, wherever possible, elicit and clarify enough information to pass on to the designated person in order that s/he can make an informed decision of what to do next.

Staff will:

- listen to and take seriously any disclosure or information that a child/young person may be at risk of harm
- try to ensure that the person disclosing does not have to speak to another member of academy/college staff
- clarify the information
- try to keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened?' rather than 'Did x hit you?'
- try not to show signs of shock, horror or surprise



- not express feelings or judgements regarding any person alleged to have harmed the child/young person.
- explain sensitively to the person that they have a responsibility to refer the information to the DSL
- reassure and support the person as far as possible
- explain that only those who 'need to know' will be told
- explain what will happen next and that the person will be involved as appropriate

### **3. Action by the Designated Safeguarding Lead/Designated Safeguarding Persons**

Following any information raising concern, the DSL/DSP will consider:

- any urgent medical needs of the child/young person
- making an enquiry to see if the child/young person has a Child Protection Plan
- discussing the matter with other agencies involved with the family
- consulting with appropriate persons e.g. Social Care, previous school/schools, etc
- the child/young person's wishes in light of their age and understanding

Then decide:

- wherever possible, to talk to parents, unless to do so may place a child/young person at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk
- whether or not to make a formal referral to social care and if this needs to be undertaken immediately because a child/young person may be at immediate risk
- if further monitoring is necessary
- if it would be appropriate to make a referral for other services

All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to social care will be accompanied by a standard referral form.

### **4. Action following a child protection referral**

The DSL or DSP will:

- make regular contact with Social Care
- wherever possible, contribute to the Strategy Discussion
- provide a report for, attend and contribute to any subsequent Child Protection Conference
- if the child/young person or children/young people are placed on the Child Protection Register, contribute to the Child Protection Plan and attend Core Group Meetings and Review Child Protection Conferences and provide a chronology
- where possible, share all reports with parents prior to meetings
- where in disagreement with a decision made e.g. not to apply Child Protection Procedures or not to convene a Child Protection Conference, discuss this with a senior member of staff or primary welfare officer to agree how to proceed.

### **5. Recording and monitoring**

Accurate records will be made as soon as practicable and will clearly distinguish between observation, fact, opinion and hypothesis. All records will be signed and dated, any information given will be recorded verbatim where possible and a note made of the location and description of any injuries seen.

All child protection documents will be retained, separate from the child's main file. This will be locked away and only accessible to XXX. These records will be copied and transferred to any school/college or setting the child moves to, clearly marked 'Child Protection, Confidential, for attention of DSL. Original copies will be retained until the young person's 25<sup>th</sup> birthday.

An overview of collated referrals, school action, timescales and social care responses will be maintained.

## **6. Supporting the Child/Young Person and Partnership with Parents**

The academy/college shares a purpose with parents/carers to keep children and young people safe from harm and to have their welfare promoted.

We are committed to working with parents and carers positively, openly and honestly and to treating everyone with respect, dignity and courtesy. We will be as open and honest as possible with parents/carers about any concerns. However, we **WILL NOT** discuss concerns with parents/carers in the following circumstances:

- where sexual abuse or sexual exploitation is suspected
- where organised or multiple abuse is suspected
- where fabricated or induced illness (previously known as Munchausen Syndrome by proxy) is suspected
- where female genital mutilation is the concern
- in cases of suspected forced marriage
- where contacting parents/carers would place a child, young person, or others at immediate risk.

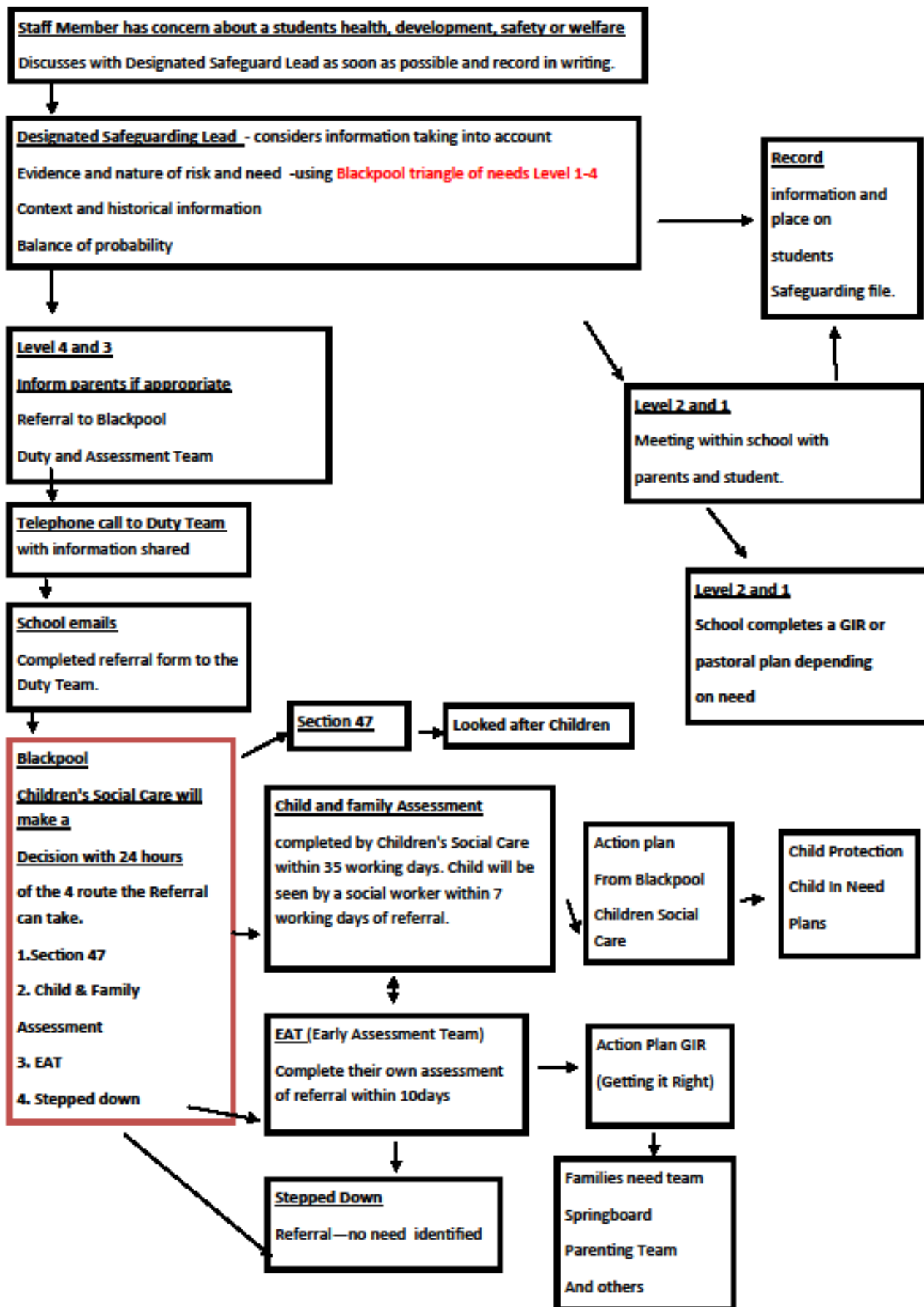
**These decisions should not be taken in isolation, consult with a DSL of DSP immediately.**

We encourage parents to discuss any concerns they may have with either the Behaviour and Attendance Manager or Progress Manager for the year group that their child is in.

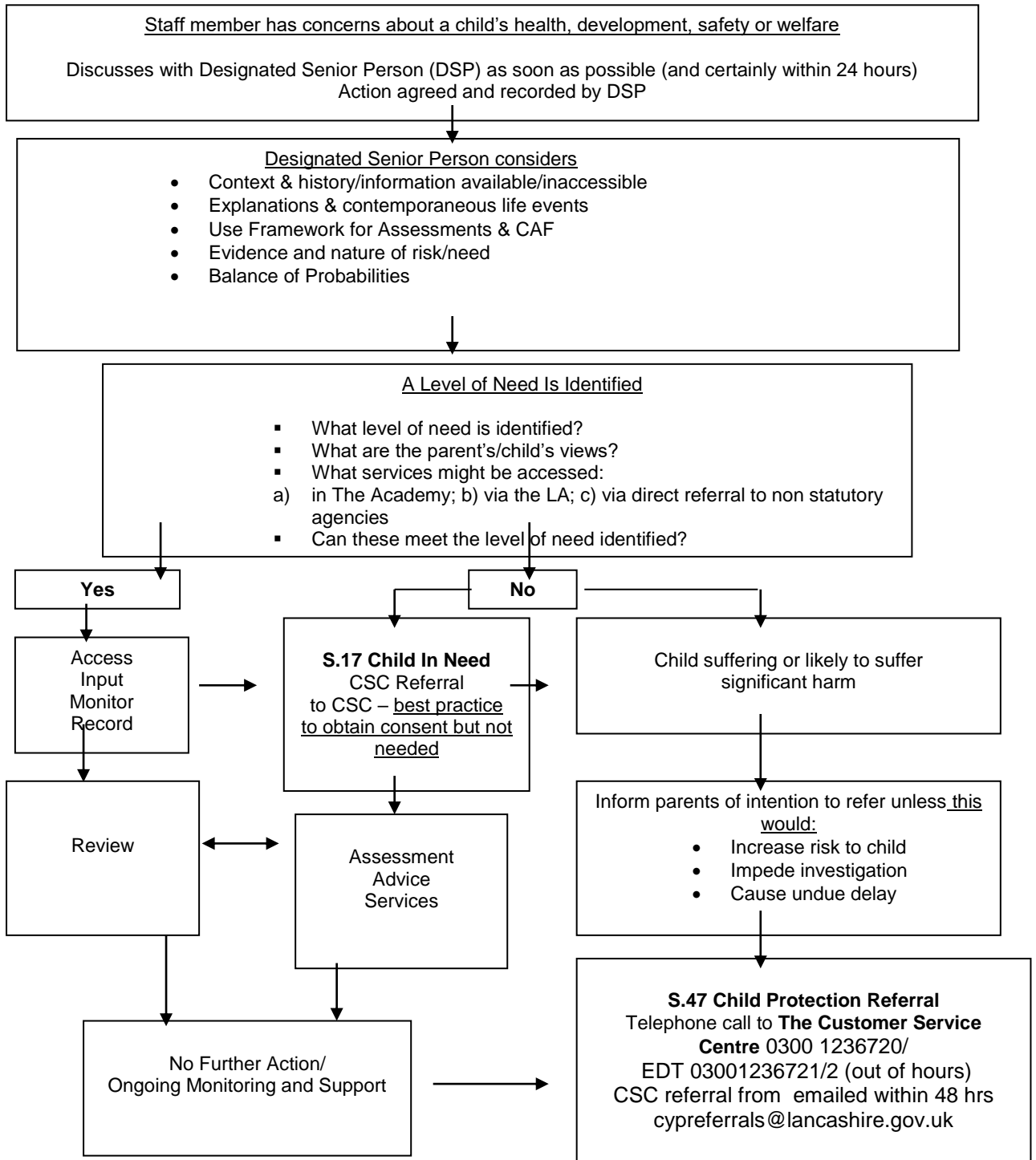
We make parents aware of our policy and guidance through the school prospectus and on the school website.

Parents are made aware that they can view this policy on request.

# Procedures for a child/young person living in Blackpool



# Procedures for a child/young person living in Lancashire



## **C. MANAGING ALLEGATIONS REGARDING PERSON(S) WORKING IN OR ON BEHALF OF THE ACADEMY/COLLEGE**

These procedures should be applied when there is an allegation that a person who works with a child/young person has:

- a. behaved in a way that has harmed, or may have harmed a child/young person;
- b. possibly committed a criminal offence against or related to a child/young person;
- c. behaved towards a child/young person or children/young people in a way that indicates they may pose a risk of harm to children/young people

whilst in connection with his/her employment or voluntary activity (directly through the employer or via an agency) or voluntary activity.

Where such an allegation is made against any person working in or on behalf of the academy/college, we will apply the same principles as in the rest of this document and we will always follow the pan Lancashire Safeguarding procedures at [http://panlancshirescb.proceduresonline.com/chapters/p\\_allegations.html](http://panlancshirescb.proceduresonline.com/chapters/p_allegations.html) Detailed records will be made to include decisions, actions taken, and reasons for these. All records will be retained securely by the Principal.

Whilst we acknowledge such allegations (as all others), may be false, malicious or misplaced, we also acknowledge they may be founded. It is, therefore, essential that all allegations are investigated properly and in line with agreed procedures.

It is possible for an allegation to be made against a person working with a child or young person from a fellow colleague, a child or young person, anonymous call/email, the Local Authority Designated Officer (LADO), the Police, the individual themselves.

Any person working in, or on behalf of the Academy/College has a legal duty to report any concern(s) that they may have regarding another individual working in, or on behalf of the Academy/College. It is understood that this may be difficult as it may relate to a colleague or a person may feel that the concern is not serious enough. However, all concerns should be reported to the DSL/DSP and any individual that does raise a concern will be supported in doing so.

### **Action**

If a person has a concern or receives an allegation regarding person(s) working in or on behalf of school the following actions should be followed:

1. Ensure that where necessary, the child/young person receives appropriate medical attention.
2. The person who has received an allegation or witnessed an event will immediately inform the Principal and make a record.
3. The Principal will take steps, where necessary, to secure the immediate safety of children/young people and any urgent medical needs.
4. The person whom the concern or allegation has been made against will not be approached at this stage, unless it is necessary to address the immediate safety of children/young people.

5. The Principal will discuss the concern or allegation with Human Resources.
6. The Principal may need to clarify any information regarding the allegation; however no person will be interviewed at this stage.
7. The Principal with the support of Human Resources must hold an initial discussion with the LADO in order to determine whether the concern or allegation(s) will need to be investigated externally via Social Services or the Police.
8. The Principal will discuss with Human Resources whether the concern or allegation(s) will be investigated internally in accordance with the Academy/College Disciplinary Policy and Procedure. An internal investigation may proceed where it is alleged that an individual has harmed or poses a risk of harm to a child or young person under the age of 18 through their action or inaction or received a caution or conviction for a relevant offence, even in the event that the LADO determines that no external investigation via Social Services or the Police will take place.
9. If a decision is taken to investigate the allegation internally and/or externally the individual will need to be informed of the allegation and a decision made regarding any restriction which may need to be placed on the individual in the workplace, including suspension as a neutral holding measure to protect all parties whilst the investigation is undertaken. This will be undertaken in accordance with the academy/school/college Disciplinary Policy and Procedure and following discussion and advice from Human Resources and must be confirmed in writing to the individual.
10. The Principal, DSL/DSP and Human Resources may be invited and must attend any strategy discussion meeting at which either the Police and/or LADO may be in attendance. This will be to determine and agree the process and timescales of internal/external investigations.
11. The individual must be informed by the Academy/College of the outcome of any internal investigation. Please be aware that an internal investigation in accordance with the Disciplinary Policy and Procedure may and can be concluded before any external investigation.
12. Following any internal investigation, a decision will be taken as to whether there is any evidence to support the allegation(s) and if so, whether the allegation(s) will be considered further at a disciplinary hearing where disciplinary action up to and including dismissal may be taken.
13. If an employee is dismissed or removed from working with children or young people permanently as a result of the internal disciplinary investigation for an allegation that they have harmed or pose a risk of harm to a child or young person under the age of 18 through their action or inaction or received a caution or conviction for a relevant offence this may result in a referral to the DBS for their consideration whether the person will be listed on the DBS Children's or Adult's Barred Lists. The referral would be conducted by the Principal with the guidance and advice of Human Resources.
14. In the event that an individual resigns from their employment prior to the conclusion of the the disciplinary investigation, the investigation process and any hearing must continue and a conclusion reached. This is necessary due to the requirement of the Academy/College to consider whether the allegation(s) are proven, and if so to satisfy their legal duty to refer to the DBS.
15. Consideration will be given throughout to the support and information needs of students parents/carers and staff. It is important to ensure that appropriate

communication is maintained with these parties throughout, whilst ensuring confidentiality is upheld.

16. The Principal will inform the Chair of the Governing Body/Academy Council of any allegation.

## **Allegations against the Principal**

In the event that an allegation is made against the Principal the matter will be reported to the Executive Principal and the Chair of the Governing Body/Academy Council who will proceed as the 'Principal' as from Step 3 above.

## D. REFERENCES AND REFERRAL FORMS

### References:

- Keeping Children Safe in Education April 2014 – this statutory guidance from the Department for Education was issued under Section 175 of the Education Act 2002 <https://www.gov.uk/government/publications/keeping-children-safe-in-education>
- Safeguarding Children and Safer Recruitment in Education, 2014 <https://www.gov.uk/government/publications/safeguarding-children-and-safer-recruitment>
- Working Together to Safeguard Children: a guide to inter-agency working to safeguard and promote the welfare of children. March 2013. <https://www.gov.uk/government/publications/working-together-to-safeguard-children>
- Towards a safer workforce: managing allegations against staff and volunteers. Allegation Management Advisors, Government Office South West. <http://www.cscb.org.uk/downloads/LADO/Managing%20Allegations%20against%20Staff%20and%20Volunteers.pdf>
- Teachers' Standards; Guidance for school leaders, school staff and governing bodies. Department for Education July 2011. [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/301107/Teachers\\_Standards.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/301107/Teachers_Standards.pdf)
- Prevent Strategy 2011 [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/97976/prevent-strategy-review.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-strategy-review.pdf)

### Legislation:

- Children Act 2004 <http://www.legislation.gov.uk/ukpga/2004/31/contents>
- Safeguarding Vulnerable Groups Act 2006 <http://www.legislation.gov.uk/ukpga/2006/47/contents>
- Children and Young Persons Act 2008 <http://www.legislation.gov.uk/ukpga/2008/23/contents>
- Education Act 2011 <http://www.nspcc.org.uk/preventing-abuse/child-protection-system/england/legislation-policy-guidance/#>
- Children and Families Act 2014 <http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>



## **Designated Safeguarding Lead: job role**

### **Summary of responsibilities:**

- Manage safeguarding referrals.
- Ensure each member of staff has access to and understands the Academy's/College's Safeguarding and/or Child Protection Policy and Procedures, especially new and part time staff.
- Ensure Safeguarding/Child Protection Policy is reviewed and updated annually and is available publicly
- Keep detailed records of cases.
- Where children leave the Academy/College, ensure their child protection file is copied for any new school or college as soon as possible but transferred separately from the main student file.

### **Principal Duties:**

1. To keep abreast of developments in the field of safeguarding/child protection by liaising with the LSCB and outside agencies, attending relevant training or events and reading relevant bulletins and publications.
2. Ensure the Academy's/College's Safeguarding Policy is reviewed annually and the procedures and implementation are updated and reviewed regularly.
3. Ensure the Policy is available publicly.
4. Ensure that all new staff receive basic safeguarding awareness training during induction and all staff receive refresher training at least once every three years.
5. Act as a source of support, advice and expertise to staff on matters of safety and safeguarding.
6. Respond appropriately to all safeguarding concerns in line with LSCB procedures and refer all cases of abuse or suspected abuse to the local authority children's social care and to the Police where a crime may have been committed.
7. Liaise with the Principal to inform him/ her of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
8. Ensure that students who are victims of abuse are supported appropriately and sensitively and that all actions are successfully carried out and monitored.
9. Update the school or college's anti-bullying and E-safety policies and ensure that staff respond appropriately to incidents/allegations.
10. Receive Level 3 safeguarding training every two years in order to carry out role of Designated Safeguarding Lead.
11. Maintain accurate, confidential and up to date documentation on all cases of safeguarding and child protection.
12. Where children leave the Academy/College, ensure their child protection file is copied for any new school or college as soon as possible but transferred separately from the main student file
13. Work directly with young people in need and their families in order to prevent young people suffering significant harm.
14. Review the safeguarding provision, identifying areas for improvement and producing termly reports for SLT.
15. Create a climate in the Academy/College whereby students are encouraged to talk about their issues and concerns.
16. Quality assure the work of colleagues in relation to safeguarding and child protection
17. Support the Principal in safer recruitment practices.

## **Referral Form**

(Copy of the Organisation's Referral Form on this page).