



Shropshire  
Gateway  
Educational Trust



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CHILDE  
SCHOOL

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# SAFEGUARDING AND CHILD PROTECTION POLICY

September 2020

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# Safeguarding and Child Protection Policy and Procedures

At Lacon Childe School we believe that it is always unacceptable for a child or young person to experience abuse of any kind and recognise that safeguarding the welfare of **all** children and young people is everyone's responsibility. We follow Shropshire Safeguarding Community Partnership (SSCP) procedures and acknowledge that the welfare of the child is paramount.

At Lacon Childe School it is our duty to respond promptly and appropriately to all concerns, incidents or allegations of abuse or neglect of a child. We work in partnership with children, young people, their parents, carers and other agencies. Our statutory duties and supporting guidance are set out in The Safeguarding and Welfare Requirements in the Compulsory Childcare Register, Working Together to Safeguard Children 2018 and Keeping Children Safe in Education 2020.

Our policy recognises the most recent legislation in the following areas:

- **The Children Act 1989 and 2004** - Safeguarding and promoting the welfare of children is defined as; 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 and undertaking that role to enable those children to have optimum life chances and to enter adulthood successfully.

Section 3 (5) of the Children Act 1989 states that the law empowers anyone who has care of a child to do all that is reasonable in the circumstances to safeguard his/her welfare.

- **Counter-terrorism and Security Act 2015** – preventing people being drawn into terrorism and promotion of British values to ensure children are kept safe from radicalisation
- **Female Genital Mutilation Act 2003 – Serious Crime Act 2015** - mandatory reporting of FGM from 31<sup>st</sup> October 2015

## 2. Procedure

### 2.1 Adult Roles

All staff (including ITT students and volunteers) at Lacon Childe School are familiar with the definitions and signs and symptoms of abuse or neglect stated in Working Together to Safeguard Children - March 2018 as set out in <http://www.safeguardingshropshireschildren.org.uk/search/?q=contacts>

All staff are aware of their individual roles in safeguarding and promoting the welfare of children including their responsibility to be alert to any issues for concern in the] child's life at home or elsewhere. We ensure that all staff (including ITT students and volunteers) undergo an induction process where they are given copies of the procedures they must follow if they suspect abuse or neglect. On-going support is provided through regular supervision and appraisals to ensure these policies and procedures are put into practice to protect children.

As part of induction, training will include the school's behaviour policy and the school's procedures for managing children who are missing education, as well as the staff code of conduct, and the child

protection policy. Keeping Children Safe in Education Part 1 must be read by all members of the staff; everyone working directly with children must also be issued with Appendix A.

All staff are expected to update their child protection training at least every three years. In addition, all staff members will receive regular safeguarding and child protection updates (for example, via email, pastoral bulletins, staff meetings) as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. At Lacon Childe School Tuesday morning pastoral briefings are a forum to share concerns about a student with the relevant Year Leader.

The Designated Safeguarding Lead (DSL) who will take the lead for safeguarding and child protection issues is: **Kara Guise (Assistant Headteacher: Attendance, Behaviour and Student Welfare/DSL)**

The deputy Designated Safeguarding Leads are:

**Darren Reynolds (Headteacher)**

**Tim Stiles (Assistant Headteacher: SENCo)**

**Polly Shepherd (Year 10 Leader)**

**Sam Martin (Year 9 Leader)**

**Charlotte Johnston (Year 11 Leader)**

The safeguarding link governor who oversees this work is: **Lisa Cigsar**

Our Designated Safeguarding Lead and deputy leads will update their child protection/safeguarding training every two years and has specific responsibilities as listed in **Appendix B and C**.

## **2.2 Record Keeping**

When a concern about a child's welfare or safety is raised it will be discussed with the designated lead and recorded. The designated lead will decide if the concern should be shared with another agency or kept on record in case future concerns arise. The reason for the decision will be noted alongside the record. All staff have access to the myConcern logging system which is used in school to electronically manage any reported concerns.

Where there are paper files, all records will be stored in a separate confidential file in a locked, secure place with restricted access. When a child/pupil transfers to another school/setting within this or another authority, the confidential information held is forwarded under confidential cover and separate from the child's/pupil's main file to the DSL for child protection in the receiving school/setting immediately. This will be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt will be obtained (**Appendix D**).

In addition to the child protection file the DSL will consider sharing information with the new setting/school/college in advance of a child leaving. Information is shared as necessary to protect children from harm. We follow the guidance in the HMG 2018 guide '*Information sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers*' and the HMG 2015 guide '*What to do if you are worried a child is being abused*'.

When information is being accumulated prior to possible referral we will start a chronology of events – see **Appendix E**. The designated lead will regularly review all child protection chronologies to decide if

the accumulation of events is having a detrimental impact on a child and must be referred to Shropshire's First Point of Contact (Compass)]. If the designated lead decides not to refer, the reason will be noted on the child's chronology.

## 2.3 Decision making – ‘Accessing the right service at the right time’

We take a holistic approach to safeguarding all children in our care and recognise that different families need a different level of support at different times. To enable us to recognise at which level a family might require support; we use the Shropshire Safeguarding Children Board’s *Multi-Agency Guidance on Threshold Criteria to help support Children, Young People and their Families in Shropshire*. [Shropshire Threshold Document](#)

This guidance identifies four levels to ensure all children receive the support and intervention they need to achieve a positive life experience. Of central importance in understanding where a child’s needs might lie on this continuum, is the cooperation and engagement of parents and carers and we aim to develop good, professional relationships to ensure that we have a shared understanding of each child’s needs.

It should be noted that if parents demonstrate a lack of co-operation or appreciation about the concerns we identify this may raise the level of the need and required level of action.

### **Level 1 – Universal**

Children with no additional needs and where there are no concerns. Typically, these children are likely to live in a resilient and protective environment where their needs are met. These children will require no additional support beyond that which is universally available.

We anticipate that by working closely with parents and sign-posting families to other universal services within our community that we can meet the needs of children and families at this level.

***At this level parents will always be consulted before any action is taken.***

### **Level 2 – Children in need of Early Help**

These children can be defined as needing some additional support without which they would be at risk of not meeting their full potential. Their identified needs may relate to their health, educational, or social development, and are likely to be short term needs. If ignored these issues may develop into more worrying concerns for the child or young person. These children will be living in greater adversity than most other children or have a greater degree of vulnerability than most if their needs are not clear, not known or not being met a lead professional will coordinate a whole family assessment and plan around the child.

Sometimes in discussion with parents and carers and through our observations and records we may think a child and their family could benefit from additional support from outside agencies to ensure he/she reaches his/her full potential. This process is known as Early Help. We have knowledge of the different agencies which may be able to offer support and we will work with parents and carers to decide which support would be most appropriate for their family. We will work with parents to complete any Early Help referral forms required to access this support.

If we are unsure of where to access support, we will contact Compass for advice.

Further information about Early Help can be found at: <http://www.shropshire.gov.uk/early-help/>

***At this level parents will always be consulted before we contact another agency and their written consent gained before any action is taken.***

### **Level 3 –children with complex needs**

This level applies to those children identified as requiring targeted support. It is likely that for these children their needs and care are compromised. Only a small fraction of children will fall within this band. These children will be those who are vulnerable or experiencing the greatest level of adversity. Children with additional needs: These children are potentially at risk of developing acute/ complex needs if they do not receive early targeted intervention.

Sometimes in discussion with parents and carers and through our observations and records we realise that a child and their family have a range of needs which are preventing a child from reaching his/her full potential. In this case we will discuss the situation with parents and carers and try to identify each area of concern so that a range of other agencies can come together to offer support to the family. With parental consent, we will complete an Early Help assessment and contact Compass to help us identify and co-ordinate a range of other agencies. This multi-agency response will require a lead professional who may be a member of our staff.

***At this level parents will always be consulted before we contact another agency and their written consent gained before any action is taken.***

### **Level 4 – children with acute specialist needs/ child protection**

These are children whose needs and care now are likely to be significantly compromised thereby requiring assessment under Section 47 or Section 17 of the Children Act 1989. These children may become subject to a child protection plan and need to be accommodated (taken into care) by Children's Social Care either on a voluntary basis or by way of Court Order. Section 17- 1989 Children Act states a child shall be taken to be in need if: (a) He/She is unlikely to achieve or maintain, or to have the opportunity of achieving or maintaining, a reasonable standard of health or development without the provision for him of services by a local authority under this Part; (b) His/Her health or development is likely to be significantly impaired, or further impaired, without the provision for him of such services; or (c) He/She is disabled.

Sometimes in discussion with parents and carers and through our observations and records we realise that a child is at risk of significant harm (see below) and we must take emergency action to ensure that a child is kept safe. If the Designated Lead is unsure whether the concern meets this threshold he/she may discuss the case with an Early Help Social Worker.

*There are no absolute criteria on which to rely when judging what constitutes significant harm. Sometimes a single violent episode may constitute significant harm but more often it is an accumulation of significant events, both acute and longstanding, which interrupt damage or change the child's development.*

*It may be:*

- the child is at risk of serious harm from others or themselves and requires skilled risk assessment and protection;*
- the child or young person is likely to put others at risk or harm, distress or loss and a response needs to take account of the individual's interests and wellbeing of others;*
- the child's circumstances, including their health, finances, living conditions or social situation, are likely to cause them or others serious harm, social exclusion or reduction of life chances;*

- *the situation requires assessment of, and intervention in unpredictable emotional, psychological, intrafamily or social factors and responses;*
- *the circumstances are such that there are significant risks in both intervening and not intervening, when a fine judgement is required*

*Careful analysis and interpretation of information will enable practitioners and families to:*

- *think about what is important and identify needs or difficulties;*
- *explain why these have come about;*
- *understand the impact of strengths and pressures on the child or young person;*
- *reach agreement about what needs to be improved;*
- *agree the priority issues, aims and goals in terms of improving the child's wellbeing; • agree desired outcomes.*

*Consider:*

- ***What is the lived experience of the child?***
- ***When and how are the child's needs NOT being met?***
- ***What are the effects on the child's current development and long-term effects?***
- ***What are the child's needs, wishes and feelings regarding intervention and likely outcomes?***

## **2.4 Partnership with families**

A copy of this policy is made available to all parents on the website prior to their child joining our school/setting as well as details of the complaints procedure. In general, any concerns will be discussed with parents and we will offer support. All conversations, whatever the outcome, should be recorded appropriately to show that they took place, identify what was agreed and evaluate how effectively they enabled needs to be met. In this way quality conversations can demonstrate their impact on successful practice, including improvements in decision making and joint working. Conversations should continue to inform the on- going planning and reviewing.

Practitioners working with families at a Universal, Early Help or Targeted level will need to get the consent of the family before any information is held or shared with other agencies. If the practitioner does not gain the family's consent and in future has ongoing concerns, they should consider contacting Compass for advice and guidance. **Except for child protection matters, referrals to Compass cannot be accepted without parents having been consulted first.**

Consent is not required for child protection referrals where it is suspected that a child may be suffering or be at risk of suffering significant harm; however, the referring practitioner, would need to inform parents or carers that they are making a referral, unless to do so may:

- Place the child at increased risk of Significant Harm; or
- Place any other person at risk of injury; or
- Obstruct or interfere with any potential Police investigation; or
- Lead to unjustified delay in making enquiries about allegations of significant harm.

The child's interest must be the overriding consideration in making such decisions. Decisions should be recorded. If consent is withheld by the parent:

- If it is felt that the child's needs can be met through Early Help, then discussion with the family should take place about the completion of an Early Help Assessment and provision of services



through an Early Help Plan. Early help consultations are available from the Early Help Advisors for support in managing these situations.

- For another agency familiar with the child and family to make the approach about information sharing to the family.
- No assessment should take place. The rationale for this decision will be recorded on the concerns form.
- The combination of the concerns and the refusal to consent to enquiries being made may result in the concerns being defined as child protection concerns. In this case, information sharing may proceed without parental consent. The consultation and the decision to proceed without consent must be recorded on the case papers.

**If a child has been injured or is in imminent danger of being injured then we will contact the emergency services, medical or police, immediately on 999.**

When making a level 4 referral to Compass we will ensure we have a record of all details required detailed on a [Shropshire Multi-Agency Referral Form](#)

We will also use the Lacon Childe School Safeguarding Referral document to record all information prior to contacting Compass. see **Appendix F**.

## **2.5 Specific legal duties to report**

Legislation has recognised and criminalised the following types of abuse and placed duties on education settings to report offences to the authorities:

- **Radicalisation and the Prevent Duty**

The government set out its definition of British values in the 2015 Prevent Strategy – this promotes the values of:

- democracy
- the rule of law
- individual liberty
- mutual respect
- tolerance of those of different faiths and beliefs

If a member of staff has a concern about a pupil/s they should follow the school's normal safeguarding procedures, including discussing with the designated safeguarding lead as set out in the Child Protection/safeguarding policy.

The designated lead should contact West Mercia Prevent Team:  
Detective Sergeant Stuart Clark, 01386 591835  
PC Manjit Sidhu, 01386 591815

The Prevent Team email is: [prevent@warwickshireandwestmercia.pnn.police.uk](mailto:prevent@warwickshireandwestmercia.pnn.police.uk)

A separate policy '**Preventing Extremism and Radicalisation Policy**' can be located on the learning gateway.

- **Female Genital Mutilation (FGM)**

Whilst all staff should speak to the designated safeguarding lead (or deputy) about any concerns regarding female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an 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.

Please refer to <https://www.gov.uk/government/publications/female-genital-mutilation-leaflet>

***We may not seek parental consent if this may put the girl at increased risk.***

- **Domestic abuse and honour-based violence**

Children living in households where there is domestic abuse such as coercion or violence, including honour-based violence, could be at significant risk of harm. We will seek support for victims and their children through Compass.

***Depending on the level of risk, we may or may not consult parents before contacting Compass.***

## 2.6 Specific safeguarding issues

To ensure that our children and young people are protected from harm, we need to understand what types of behaviour constitute abuse and neglect (Appendix A). Staff at Lacon Childe School are made aware of specific safeguarding issues (listed below) through child protection training, reading up to date guidance such as Keeping Children Safe in Education 2020, Statutory Framework for the Early Years Foundation Stage stated in Section 3 – The Safeguarding and Welfare Requirements and accessing SSCB procedures at <http://www.safeguardingshropshireschildren.org.uk>

This School ensures that the DSL is continually updated in all areas below. They are familiar with the referral pathways and specific toolkits and guidance available on the SSCB website. Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, information can be found on the TES, MindEd and the NSPCC websites. Staff can access government guidance as required on the issues listed below via GOV.UK and other government websites.

<ul style="list-style-type: none"> <li>• Bullying including cyberbullying</li> <li>• Child Criminal Exploitation: County Lines</li> <li>• Children missing education</li> <li>• Child missing from home or care</li> <li>• Child sexual exploitation (CSE)</li> <li>• Children and the court system</li> <li>• Children with family members in prison</li> <li>• Domestic violence</li> <li>• Drugs</li> <li>• Fabricated or induced illness</li> <li>• Faith abuse</li> <li>• Female genital mutilation (FGM)</li> </ul>	<ul style="list-style-type: none"> <li>• Gender-based violence/violence against women and girls (VAWG)</li> <li>• Homelessness</li> <li>• So called honour-based violence</li> <li>• Gangs and youth violence Hate (Appendix G)</li> <li>• Initiation/Hazing type violence and rituals</li> <li>• Mental health</li> <li>• Missing children and adults' strategy</li> <li>• Private fostering</li> <li>• Preventing radicalisation</li> <li>• Relationship abuse</li> <li>• Sexting (youth produced sexual imagery)</li> <li>• Sexual Violence</li> <li>• Sexual Harassment Trafficking</li> </ul>
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Where incidents and or behaviours are associated with factors outside the school and occur between children outside the school the designated safeguarding lead (or deputy) will be considering contextual safeguarding. This simply means assessments of children in such cases will consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments consider such factors and so, it is important that Lacon Childe School provides as much information as possible as part of the referral process. This will allow any assessment to consider all the evidence and the full context of any abuse. Supporting information regarding contextual safeguarding, and where schools and colleges fit into the wider environment, is available here: <https://contextualsafeguarding.org.uk/>

**Peer on Peer Abuse:** Staff should recognise that children can abuse their peers. Abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up". Victims of peer abuse should be supported as they would be if they were the victim of any other form of abuse, in accordance with this policy.

Peer on peer abuse occurs when a young person is exploited, bullied and/or harmed by their peers who are the same age or similar age.

**Staff are** aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to:

- ✦ Bullying (including cyberbullying);
- ✦ Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- ✦ Sexual violence and sexual harassment;
- ✦ Sexting (also known as youth produced sexual imagery)
- ✦ Initiation/hazing type violence and rituals
- ✦ Upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm

Compliance with the Public-Sector Equality Duty (PSED) is a legal requirement for schools and colleges that are public bodies.

Under the PSED, schools and colleges that are public bodies have a general duty to have regard to the need to eliminate unlawful discrimination, harassment and victimisation, to advance equality of opportunity between different groups and to foster good relations between different groups. The duty applies to all protected characteristics and means that whenever significant decisions are being made or policies developed, thought must be given to the equality implications such as, for example, the elimination of sexual violence and sexual harassment.

Lacon Childe School will ensure that the following areas are covered within the PSHE days, curriculum and assemblies to try and minimise the risk of peer on peer abuse:

- ✦ Healthy and respectful relationships
- ✦ What respectful behaviour looks like
- ✦ Consent
- ✦ Gender roles, stereotyping, equality

- ✦ Body confidence and self-esteem
- ✦ Prejudiced behaviour
- ✦ That sexual violence and sexual harassment is always wrong
- ✦ Addressing cultures of sexual harassment.

Lacon Childe School will respond to an incident of Peer on Peer abuse by recording the incident on a Safeguarding Concern Form (Appendix I) and by following guidance as set out in [Sexual violence and sexual harassment between children in schools and colleges](#). Published by Department for Education.

It is vital that staff at Lacon Childe School understand that the child who is perpetrating the abuse may also be risk of harm. Staff should make every effort to ensure that the perpetrator is also treated as a victim and undertake assessments to conclude this. Sensitive work must be undertaken with the child who is perpetrating, by helping them to understand the nature of their behaviour and the effect it has on others may prevent abuse.

Staff must be able to use their professional judgement in identifying when what may be perceived as “normal developmental childhood behaviour” becomes abusive, dangerous and harmful to others. Designated leads may need to consult with the SSCB Threshold document to help with their decision making as well as [Brook Traffic Light Tool](#).

### **Peer on Peer - Sexual Harassment and/or Sexual Violence:**

Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure. Ultimately, any decisions are for Lacon Childe School to make on a case-by-case basis, with the designated safeguarding lead (or a deputy) taking a leading role and using their professional judgement, supported by other agencies, such as children’s social care and the police as required.

There are four likely scenarios for schools and colleges to consider when managing any reports of sexual violence and/or sexual harassment.

#### **1. Manage internally**

- In some cases of sexual harassment, such as one-off incidents, the school may take the view that the pupils concerned are not in need of early help or statutory intervention and that it would be appropriate to handle the incident internally, perhaps through utilising the behaviour policy and by providing pastoral support. The school’s response is underpinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated.

#### **2. Early help**

- School may decide that the pupils involved do not require statutory interventions, but may benefit from early help. Early help means providing support as soon as a problem emerges, at any point in a child’s life. Providing early help is more effective in promoting the welfare of children than reacting later. Early help can be particularly useful to address non-violent harmful sexual behaviour and may prevent escalation of sexual violence.

#### **3. Referrals to children’s social care**

- Where a child has been harmed, is at risk of harm, or is in immediate danger, Lacon Childe School will make a referral to Compass. In addition parents or carers will be informed unless there are compelling reasons not to (if informing a parent or carer is going to put the child at additional risk). Any such decision should be made with the support of the duty social worker. Consideration of

safeguarding the victim, alleged perpetrator, any other children directly involved in the safeguarding report and all children at school should be immediate.

#### **4. Reporting to the Police**

- Any report to the police will usually be in parallel with a referral to Compass (see above).
- Where a report of rape, assault by penetration or sexual assault is made, the starting point is that this is passed on to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of reporting to the police remains. The police will take a welfare, rather than a criminal justice, approach.
- At this stage, the DSL or deputy will inform parents or carers unless there are compelling reasons not to, for example, if informing a parent or carer is likely to put a child at additional risk. In circumstances where parents or carers have not been informed, it will be especially important that school is supporting the child in any decision they take. This should be with the support of children's social care and any appropriate specialist agencies.
- Where a report has been made to the police, school will consult with the police and agree what information can be disclosed to staff and others, in particular, the alleged perpetrator and their parents or carers. They should also discuss the best way to protect the victim and their anonymity.

**Serious Violence:** Staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime.

These may include:

- ✦ Increased absence from school
- ✦ Change in friendships or relationships with older individuals or groups
- ✦ Significant decline in performance
- ✦ Signs of self-harm or a significant change in wellbeing
- ✦ Signs of assault or unexplained injuries
- ✦ Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

## **2.7 Safeguarding children with special educational needs and disabilities**

It is recognised that children with special educational needs or disabilities (SEND) can present additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. These can include: assumptions that indicators of possible abuse such as behaviour, mood and injury, relate to the child's impairment without further exploration; children with SEND can be disproportionately impacted by issues such as bullying, without necessarily showing outward signs; communication barriers.

It is important, therefore, to be particularly sensitive to these issues when considering any aspect of the welfare and safety of such children, and to seek professional advice where necessary.

Any reports of abuse involving children with SEND will therefore require close liaison with the DSL (Kara Guise) and Designated Safeguarding Deputy / SENCO (Tim Stiles)

## **2.8 Children Missing Education**

All children, regardless of their circumstances, are entitled to a full-time education, which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area. Effective information sharing between parents, schools, colleges and local authorities is critical to ensuring that all children are safe and receiving suitable education.

A child going missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation. School staff (form tutors and year leaders) should follow the school procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. Where reasonably possible school will hold at least two emergency contacts for every child in the school in case of emergency and in case there are welfare concerns at home.

Safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions are in place. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, female genital mutilation and forced marriage. Further information about children at risk of missing education can be found in the Children Missing Education guidance or Shropshire Council Learning Gateway.

At Lacon Childe School we follow the guidance as laid at

<https://www.shropshirelg.net/media/583687/CME-Policy-and-Procedure-Shropshire-2017.pdf>

## 2.9 Safeguarding children who are Looked After

Staff are aware the most common reason for children becoming looked after is because of abuse and/or neglect. Appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. Appropriate staff members also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The designated safeguarding lead has details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

The designated teachers for looked after children will work with the Local Authority to promote the educational achievement of registered pupils who are looked after or who have left care through adoption, special guardianship, child arrangement orders or who are adopted from state care outside of England and Wales.

The appointment of a designated teacher is a statutory requirement for governing bodies of maintained schools and proprietors of academies.

The designated safeguarding lead should have details of the child's social worker and the name of the virtual head teacher. The designated safeguarding lead should work closely with the designated teacher.

The Designated leads for Looked after Children are: **Tim Stiles (SENCO/Deputy DSL)** and **Kara Guise (DSL)**

## 2.10 Injuries

At the beginning of each session or school day parents are requested to notify us of any accidents, incidents or injuries which may affect their child before leaving him/her at the setting/school. A note will be made of any existing injuries and how the injury was received will be recorded. A body map may be used to indicate any marks/bruises (See Appendix H)

## 2.11 Safe use of ICT and mobile phones

The use of mobile phones and other electronic devices such as computers, tablets, and game devices is commonplace. However, as a society, we are beginning to recognise that although these devices have brought great benefit we also need to ensure that we help children to understand there are dangers and how to keep themselves safe. This includes:

- 2.11.1 Keeping personal details secure
- 2.11.2 Understanding that not all content is appropriate, truthful or legal
- 2.11.3 What to do if they do accidentally access inappropriate or illegal content
- 2.11.4 What to do if they are upset by something they receive
- 2.11.5 What to do if they are going to physically meet someone they have met on-line

Members of staff can use their personal mobile phones during their break times in the staff room and other private locations away from the students. During working hours, they must be kept out of the sight/reach of pupils and parents. All staff are made aware of their duty to follow this procedure, and to challenge anyone not adhering to it.

Visitors to the setting (including parents) will be made aware of the procedure for visitors' mobile phone use via a sign at the reception desk.

We believe that photographs validate children's experiences and achievements and are a valuable way of recording milestones in a child's life. Parental permission for the different ways in which we use photographs is gained as part of the initial registration at Lacon Childe School. We take a mixture of photos that reflect the preschool environment, sometimes this will be when children are engrossed in an activity either on their own or with their peers. To safeguard children and adults and to maintain privacy, cameras are not to be used during intimate care situations by adults or children.

Pupils at Lacon Childe School do have access to the internet but are protected by our Smoothwall firewall so that only acceptable content can be accessed. This software is constantly being updated so that content filtering is up to date. We also have computer and user policies that help keep the devices and users safe. Our smoothwall firewall also has a safeguard feature that highlights any 'high risk' words or searches. ICT technicians produce a report for the DSL so that improper use of computers is minimised and individuals are educated as to the schools ICT policies.

Through induction, staff and volunteers are made aware of our 'acceptable use of technology' policy both at home and in the workplace. If any staff or volunteers breach this policy, then we will take disciplinary action which may result in a referral to the Disclosure and Barring Service.



Pupils may bring their mobile phone to school but must have their phone switched off and during the current COVID-19 restrictions must be kept in their bag or blazer. Under normal circumstances, phones must be handed into the school office. School cannot accept any responsibility for a mobile phone that has been left in a bag or blazer pocket. No pupil may have their phone switched on during school hours, including break and lunchtime. If phone calls need to be made or received, then pupils should make a request at the school office. No pupils are allowed access to the school Wi-Fi. Pupils are currently not allowed to use their personal laptops or computers within school. Pupils who need to use computers have them provided by the SENCO, as such the school computers and internet are monitored and managed by the ICT technicians.

## **2.12 Escalating / de-escalating concerns**

Just because a child is assessed at a point in time as meeting certain threshold criteria does not mean that they always will. An assessment is an on-going process, not an event; children's needs often change over time. The Designated Lead for Safeguarding will maintain an overview of all children with a plan to ensure children's needs are being met at the right level of intervention. Of central importance in understanding where a child's needs might lie on this continuum, is the cooperation and engagement of the parents and carers – a lack of co-operation or appreciation about the concern may of itself raise the level of the need and required response.

## **2.13 The impact of abuse**

The impact of child abuse should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some children, full recovery is beyond their reach, and the rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties.

## **2.14 Taking action**

Key points to remember for taking action are:

- 2.14.1 In an emergency take the action necessary to help the child, for example, call 999
- 2.14.2 Report your concern to the DSL immediately
- 2.14.3 If the DSL is not able to be contacted ensure action is taken to report the concern to children's social care do not start your own investigation
- 2.14.4 Share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- 2.14.5 Complete a record of concern (Appendix I)
- 2.14.6 Seek support for yourself if you are distressed.

### **If you suspect a child is at risk of harm**

There will be occasions when you suspect that a child may be at serious risk, but you have no 'real' evidence. The child's behaviour may have changed, or you may have noticed other physical but

inconclusive signs. In these circumstances, you should try to give the child the opportunity to talk. The signs you have noticed may be due to a variety of factors and it is fine to ask the child if they are alright or if you can help in any way.

Use the safeguarding concern form (**see Appendix I**) to record these early concerns. If the child does begin to reveal that they are being harmed, you should follow the advice in the section below 'If a child discloses information to you'.

If, following your conversation, you remain concerned, you should discuss your concerns with the designated person.

### **If a child discloses information to you**

It takes a lot of courage for a child to disclose that they are being neglected and or abused. They may feel ashamed, particularly if the abuse is sexual, their abuser may have threatened what will happen if they tell, they may have lost all trust in adults, or they may believe, or have been told, that the abuse is their own fault.

If a child talks to you about any risks to their safety or wellbeing you will need to let them know that **you must** pass the information on – you are not allowed to keep secrets. The point at which you do this is a matter for professional judgement. If you jump in immediately the child may think that you do not want to listen, if you leave it till the very end of the conversation, the child may feel that you have misled them into revealing more than they would have otherwise.

### **During your conversation with the child:**

Allow them to speak freely.

- Remain calm and do not over react – the child may stop talking if they feel they are upsetting you.
- Give reassuring nods or words of comfort – 'I'm so sorry this has happened', 'I want to help', 'this isn't your fault', 'You are doing the right thing in talking to me'.
- Do not be afraid of silences – remember how hard this must be for the child.
- Under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the child's mother think about all this.
- At an appropriate time tell the child that to help them you must pass the information on.
- Do not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused.
- Avoid admonishing the child for not disclosing earlier. Saying 'I do wish you had told me about this when it started' or 'I can't believe what I'm hearing' may be your way of being supportive but the child may interpret it that they have done something wrong.
- Tell the child what will happen next. The child may agree to go with you to see the designated person. Otherwise let them know that someone will come to see them before the end of the day.
- Report verbally to the designated person. Use the school office to locate the DSL stating that a disclosure has been made.
- Write up your conversation as soon as possible using myConcern reporting programme. You can upload any notes or written information to the report.

- Seek support if you feel distressed.

## 2.15 Prevention in the Curriculum

Lacon Childe School recognises the importance of developing pupils' awareness of behaviour that is unacceptable towards them and others, and how they can help keep themselves and others safe.

The "PSHE Days" programme *in each key stage* provides personal development opportunities for pupils to learn about keeping safe and who to ask for help if their safety is threatened. As part of developing a healthy, safer lifestyle, pupils are taught to, for example.

- Safely explore their own and others' attitudes.
- Recognise and manage risks in different situations and how to behave responsibly.
- Judge what kind of physical contact is acceptable and unacceptable.
- Recognise when pressure from others (including people they know) threatens their personal safety and well-being and develop effective ways of resisting pressure; including knowing when and where to get help.
- Use assertiveness techniques to resist unhelpful pressure.
- The importance of Internet safety

The school demonstrates that it listens to and takes students' safety concerns seriously through a range of ways:

- By offering the services of the on-site School Counsellor, either through self-referral or tutor/Year Leader
- By displaying information for all students, for example, from Childline, NSPCC, posters in classrooms and the Health and Well-Being noticeboard in The BASE
- Peer mentoring through Y10 Youth Tutors programme and prefects
- Drop in CHAT service on Monday's
- Referrals to outside agencies, through the Early Help process

## 2.16 Managing allegations of abuse made against staff (this includes apprentices), students or volunteers (see Appendix J)

Allegations which might indicate that a person would pose a risk of harm to children if they continue to work in regular or close contact with children in their present position will be taken seriously. We have a duty to inform Ofsted of any serious allegations made against a person which suggests he or she has:

- ✦ behaved in a way that has harmed a child, or may have harmed a child;
- ✦ possibly committed a criminal offence against or related to a child; or
- ✦ behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children.

We also have a duty of care towards our staff. We provide support for anyone facing an allegation and provide employees with a named contact if they are suspended. It is essential that any allegations of abuse made against members of staff or volunteers are dealt with very quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the

subject of the allegation.

If there are concerns about a staff member then this should be referred to the Headteacher. Where there are concerns about the Headteacher, this should be referred to the Chair of Governors. In the event of allegations of abuse being made against the headteacher, allegations should be reported directly to the designated officer of the local authority (LADO). Staff may consider discussing any concerns with the schools designated safeguarding lead and make any referral via them.

The LADO may ask for additional information, such as previous history, whether the child or their family have made similar allegations previously and the individual's current contact with children. There may be situations when the LADO will want to involve the police immediately, for example if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence.

The initial sharing of information and evaluation may lead to a decision that no further action is to be taken regarding the individual facing the allegation or concern; in which case, this decision and a justification for it will be recorded by both the Registered Person/Headteacher and the LADO, and agreement reached on what information should be put in writing to the individuals concerned and by whom. The Registered Person/Headteacher will then consider with the LADO what action should follow both in respect of the individual and those who made the initial allegation.

If further action is required, we will follow the advice of the LADO and co-operate with any investigations. We will follow instructions about what can be disclosed to the accused and whether he/she should be suspended whilst further investigations take place. This is not an indication of admission that the alleged incident has taken place but is to protect the staff as well as children and families throughout the process. Clear advice will be given to workers on the process of investigation by other agencies. We will follow advice about how to inform families about the allegation.

**There is a legal requirement for employers to make a referral to the DBS where they think that an individual has engaged in conduct that harmed (or is likely to harm) a child; or if a person otherwise poses a risk of harm to a child. [Safeguarding Vulnerable Groups Act 2006](#)**

### **Whistleblowing**

Whistle blowing is a mechanism by which adults can voice their concerns in good faith, without fear of repercussion. Any behaviour by colleagues that raises concern regardless of source will be recorded and reported to the designated practitioner or appropriate agency. Please refer to the separate Whistleblowing policy.

## **2.17 Recruiting Staff**

We provide adequate and appropriate staffing resources to meet the needs of children.

Job adverts and application packs refer to our safeguarding policy and procedures.

Applicants for posts are clearly informed that positions are exempt from the Rehabilitation of Offenders Act 1974. We ensure that we meet our responsibilities under the Safeguarding Vulnerable Groups Act 2006.

Where applicants are rejected because of information that has been disclosed, we will inform the applicant about their right to know and to challenge incorrect information.

We comply with the Safeguarding and Welfare Requirements in Keeping Children Safe in Education 2019. In respect of references and Enhanced Disclosure and Barring Service checks for staff and volunteers to ensure that no disqualified or unsuitable person works with or has access to the children.

Keeping Children Safe in Education 2019 states that as majority of staff will be engaged in regulated activity an enhanced DBS certificate which includes barred list information will be required for most appointments.

In summary, a person will be considered to be engaging in regulated activity if, as a result of their work, they:

- will be responsible, on a regular basis (in a school or college) for teaching, training instructing, caring for or supervising children
- will carry out paid, or unsupervised unpaid work regularly in a school or college where that work provides an opportunity for contact with children
- engage in intimate or personal care, or overnight activity, even if this happens only once.

We have procedures for recording the details of visitors, including prospective candidates, to the setting and ensure that we have control over who comes into the premises so that no unauthorised person has unsupervised access to the children. On signing in at school reception, coloured lanyards with visitor badges are given to all visitors to wear. Regular staff members are given green lanyards to wear; yellow lanyards are given to visitors who have presented appropriate paperwork and passed identity checks. These visitors are permitted to move around school without supervision. Occasional visitors such as parents are given a red lanyard to wear. These visitors must be accompanied by a member of school staff at all times. They are not permitted to move around the school building without an escort. Pupils are aware of the colour differences, and know to report to staff anyone not wearing a lanyard, or being accompanied by a member of staff if appropriate.

Where pupils are placed in an alternative provision, the schools should obtain a written statement from the provider that they have completed all the vetting and barring checks that are necessary on their staff.

## **2.18 Staff Supervision (including students and volunteers)**

To ensure that all staff are alert to any issues for concern, staff receive regular training and updates in safeguarding and Child Protection through a range of training and supervision activities. This includes both formal and informal supervision, annual appraisals, staff meetings and access to SSCP approved training. Individual supervision offers staff an opportunity to receive coaching to improve their practice with children and address any issues resulting in poor performance. Individual supervision also provides a safe space in which to raise any concerns they may have about the conduct of other adults connected with the setting. Staff supervision is also used to ensure that all staff remain suitable to work with children. This means staff are required to inform their line manager of any medication they are taking and provide medical evidence that this will not impair their ability to look after children properly. Staff are also required to disclose any information, which may lead to their disqualification as outlined in The Statutory Framework for the EYFS 2017 3.14-3.18 and Keeping Children Safe in Education 2019.

## 2.19 Resolution of professional disagreements

When practitioners are working together in the complex business of safeguarding children there will inevitably be occasions when there are professional differences of opinion or concerns about practice decisions, actions or lack of actions to a referral, assessment or the progress of child's plan. In these circumstances practitioners have a duty to take action to address professional disagreements as soon as they arise in a way that is appropriate and proportionate. Examples of case-specific professional disagreements include:

- When there is disagreement about the response to a referral made by one agency to another agency or service (e.g. decision making).
- When there is disagreement about the outcome of an assessment.
- When there is serious concern about the implementation of a child's Plan and disagreement about how this should be addressed (e.g. agreed actions not being followed through).
- When there is serious concern about the effectiveness of a child's Plan in bringing about the necessary changes and disagreement about how this should be addressed (e.g. drift/delay).

When there is disagreement over the sharing of information in a particular case. Designated Safeguarding Leads and managers will consult with the procedures for resolving professional disagreements by accessing it on the West Midlands Child Protection Procedures website. Designated Safeguarding Leads will record any actions taken and outcomes on file.

Signature:	Date Policy adopted:
Position: Assistant Headteacher: Attendance, Behaviour and Student Welfare	Review Date:

## CATEGORIES OF ABUSE AND THEIR DEFINITION

### 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 feigns the symptoms of, or deliberately causes ill health to a child whom they are looking after (Munchausen's Syndrome by Proxy).

Signs:

- Bruises – beware children often bruise themselves – however bruising may be in unusual places: back of legs; mouth; cheeks; behind ears, stomach; under the arm; neck or the genital area. (Bruises to knees, hips, elbows and hands would probably be normal?)
- Bites
- Burns/scalds – burns or scalds with a clear defined outline are suspicious
- Scars or “historical”/repeated fractures.
- Aggressive pupil behaviour, emotional and behavioural problems and educational difficulties have also been recognised as symptoms of physical abuse.

### SEXUAL ABUSE

Involves forcing or enticing a child to take part in sexual activities including physical contact and penetrative acts.

It can also include non-contact activities such as involving children in the looking at or production of pornographic material, or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Signs:

- Disturbed behaviour including self harm
- Itching or soreness of the genital area
- Inappropriate sexualised behaviour in talk or play
- Excessive sexual awareness or knowledge of sexual matters which are inappropriate to the child's age or development
- Sexually provocative relationships with adults
- Sadness, depression and a loss of self esteem
- Fear of men
- Running away from home
- Reluctance to take part in physical education activities or avoidance of changing clothes
- Reluctance to go home.

### NEGLECT

Neglect is the persistent failure to meet a child's physical or psychological needs, likely to result in the serious impairment of the child's health or development. Long term it can lead to difficulties with social functioning, relationships and educational progress.

Signs:

- Poor or inadequate clothing.
- Extreme hunger (stealing food) or poor weight gain
- Poor growth, sparse hair and poor skin tone
- Poor sleeping patterns
- Solitary behaviour – poor peer group relationships

## **EMOTIONAL ABUSE**

Emotional abuse is the persistent emotional ill treatment of a child such as to cause severe and persistent effects on the child's emotional development. This may be: telling a child they are worthless or unloved or having unrealistic expectations of the child with relation to their age.

Signs:

- Clingy or attention seeking behaviour
- Fearfulness, distress or being emotionally flat
- Constantly seeking to please and an over-readiness to relate to anyone, even strangers
- Lacking curiosity and natural exploratory behaviour
- Having low self-esteem and feelings of worthlessness
- Eating disorders.

## **RISK FACTORS**

Some characteristics which have been associated with all forms of harm include:

- Childhood abuse of one or both parents
- Violence within the family
- Immature parents who are socially isolated
- Parents who abuse alcohol or drugs
- Parents with significant mental health concerns
- Unwanted pregnancies or premature births
- Situations of social stress such as poor housing and financial difficulty
- A poor bond between parent and child.

## **INDICATIONS OF HARM**

### **Information is given by the child (a disclosure)**

- Listen – do not question
- Take notes – include actions, body language etc.
- Record verbatim any important points
- Do not make promises – explain confidentiality position.

### **Child's behaviour**

- Has become significantly different from the usual
- Is significantly different from the behaviour of their peers
- Is bizarre or unusual
- Involves acting out an abusive situation

### **Injury arousing suspicion**

- Explanation given does not make sense
- The reason given for the injury varies depending who is giving it – parent and child? The child may also show signs of anxiety when asked about the injury

**If any pupil in school discloses something to you – stop and think, make a note of what was said and pass it on immediately to one of the designated safeguarding leaders.**



### The role of the Designated Safeguarding Lead

In carrying out any of the role set out below, the role of the Designated Safeguarding Lead should be guided by two important principles. First, following the Children Act 1989, the principle that the welfare of the child should be paramount. Second, the principle that confidentiality should be respected as far as possible (without compromising the first principle).

It is **essential** that designated safeguarding leads are familiar with the content of the following key documents:

- ✦ the Department for Education's (DfE's) statutory guidance for schools and colleges, 'Keeping Children Safe in Education' 2020
- ✦ 'Working Together to Safeguard Children' 2018
- ✦ Ofsted Inspecting safeguarding in early years, education and skills settings 2016
- ✦ The Prevent duty July 2015
- ✦ Shropshire Safeguarding Children Board (SSCB) Threshold Guidance Document

The Designated Safeguarding Lead must:

- ✦ Be a senior member of staff, from the school's **leadership team**.
- ✦ Take **lead responsibility** and is accountable for safeguarding and child protection, (lead responsibility must never be delegated).
- ✦ Be fully conversant with the Shropshire Safeguarding Children Board (SSCB) child protection (CP) procedures and to co-ordinate action on child abuse within school, ensuring that all staff are aware of their responsibilities in relation to CP.
- ✦ Provide supervision and guidance to deputy designated safeguarding leads.
- ✦ Ensure that all deputy designated safeguarding leads are trained to the same standard as themselves.
- ✦ Should liaise with designated staff for Looked After Children (LAC) and 14-19 placements.
- ✦ Refer individual cases of suspected abuse to relevant Local Authority (LA) Children Services area (following SSCB guidelines) and to liaise with them and other agencies on individual cases and on general issues relating to CP.
- ✦ Undertake "Prevent" awareness training and lead on this within the school/college and must assume responsibility for organising training on all aspects of CP within school, and to

act as a school-based resource on CP issues for staff.

In greater detail, this involves the following:

- ✦ Ensuring that all staff, both teaching and non-teaching, know about, and have access to the SSCB procedures for CP and that all cases of suspected abuse are reported in the correct way.
- ✦ Supporting staff who make referrals to LA children's social care.
- ✦ Referring cases to the Channel programme where there is a radicalisation concern as required.
- ✦ Supporting staff who make referrals to the Channel programme
- ✦ Referring cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service (DBS) as required and ensuring that the Designated Officer in the Local Authority (LADO) is informed.
- ✦ Referring cases where a crime may have been committed to the Police as required
- ✦ Ensuring that all staff have regular child protection updates (at least annually)
- ✦ Ensuring that all teaching and non-teaching staff attend Shropshire Safeguarding Children Board endorsed child protection awareness training every three years.
- ✦ Ensuring all Deputy Designated Safeguarding Leads regularly update their child protection training (at least annually) and attend Shropshire Safeguarding Children Board endorsed child protection update training every two years
- ✦ Ensuring the school/college is compliant with the 'Prevent' duty requirements so that:
  - All staff are trained in awareness of "Prevent".
  - All teachers are trained in "Prevent" curriculum requirements including British Values.
  - The school can demonstrate the impact on the pupils of promoting British Values.
  - The Deputy Designated Safeguarding Leads are clear about their lead role in respect of "Prevent" and the process of a "Prevent" referral.  
The job description of the Deputy Designated Safeguarding leads also includes the "Prevent" duty.
  - The e-safety policy and the child protection policy clearly state the "Prevent" duty.

**Working with others. The Designated Safeguarding lead must:**

- ✦ Liaise with the Headteacher to inform him of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- ✦ As required, liaise with the "case manager" and the LADO if relevant i.e. if there are safeguarding or child protection concerns relating to a staff member.

- ✦ Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.
- ✦ Lead on or participate in Early Help Multi-Agency interventions

### **Training – The Designated Safeguarding Lead must:**

- ✦ Ensure that they and any deputies should undergo training to provide them with the knowledge and skills required to carry out the role.
- ✦ Ensure that they and any deputies, in addition to the formal training set out above, should refresh their knowledge and skills (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:
- ✦ Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
- ✦ Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and can attend and contribute to these effectively when required to do so.
- ✦ Ensure each member of staff has access to and understands the school child protection policy and procedures, especially new and part time staff.
- ✦ Are alerted to the specific needs of children in need, those with special educational needs and young carers.
- ✦ Can keep detailed, accurate, secure written records of concerns and referrals.
- ✦ Are aware of the guidance that is available in respect of Female Genital Mutilation (FGM) and should be vigilant to the risk of it being practised and inform the Police if they suspect a child has suffered FGM (this is a legal requirement for all Teachers; Serious Crime Act 2015).

### **Child protection files – The designated safeguarding lead must:**

- ✦ The DSL should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving
- ✦ Ensure that all child protection files are stored securely and accessed only by authorised individuals compliant with the Data Protection Act 1998.
- ✦ Where children leave the school or college, ensure their child protection file is transferred to the new school or college as soon as possible and is transferred separately and securely from the main pupil file, and ensure that confirmation of receipt is obtained.

**Availability**

During term time, the designated safeguarding lead should ensure that they (or a deputy) are always available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns.

### The role of the Designated Safeguarding Lead 'Deputy'

In carrying out any of the role set out below, your role of 'Deputy' Designated Safeguarding Lead should be guided by two important principles. First, following the Children Act 1989, the principle that the welfare of the child should be paramount. Second, the principle that confidentiality should be respected as far as possible (without compromising the first principle).

It is **essential** that 'Deputy' designated safeguarding leads are familiar with the content of the following key documents:

- ✦ the Department for Education's (DfE's) statutory guidance for schools and colleges, 'Keeping Children Safe in Education' 2020
- ✦ 'Working Together to Safeguard Children' 2018
- ✦ Ofsted Inspecting safeguarding in early years, education and skills settings 2016 ▪ The Prevent duty July 2015
- ✦ Shropshire Safeguarding Children Board (SSCB) Threshold Guidance Document

As 'Deputy' Designated Safeguarding Lead you:

- ✦ Should be an experienced member of staff, from the school or college.
- ✦ Must take **responsibility** for safeguarding and child protection.
- ✦ Should be fully conversant with the SSCB child protection (CP) procedures and act on child abuse within school.
- ✦ Provide support and guidance to all members of staff
- ✦ Should liaise with designated staff for Looked After Children (LAC) and 14-19 placements.
- ✦ Are responsible for referring individual cases of suspected abuse to relevant Local Authority (LA) Children Services area (following SSCB guidelines) and to liaise with them and other agencies on individual cases and on general issues relating to CP.
- ✦ Should undertake "Prevent" awareness training and support with this within the school/college.
- ✦ Will have responsibility to act as a school-based resource on CP issues for staff.

In greater detail, this involves the following:

- Supporting staff, both teaching and non-teaching, to have access to the SSCB procedures for CP and that all cases of suspected abuse are reported in the correct way.
- Supporting staff who make referrals to local authority children's social care.
- Referring cases to the "Channel" programme where there is a radicalisation concern as required.

- Supporting staff who make referrals to the “Channel” programme.
- Supporting the school/college to be compliant with the ‘Prevent’ duty requirements so that all staff are trained in awareness of “Prevent”

✦ You are clear about your supporting role in respect of “Prevent” and the process of a “Prevent” referral.

**Working with others** – as **DEPUTY** Designated Safeguarding Lead, you will:

- ✦ Liaise with the senior Designated Safeguarding Lead or head teacher to inform him or her of issues especially on-going enquiries under section 47 of the Children Act 1989 and police investigations.
- ✦ As required, liaise with the “case manager” and the Designated Officer in the Local Authority (LADO) for child protection concerns.
- ✦ Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.

## Training

- ✦ As **DEPUTY** designated safeguarding lead, you should ensure that you undergo training to provide yourself with the knowledge and skills required to carry out your role.
- ✦ As **DEPUTY** designated safeguarding lead, you should ensure that in addition to the formal training set out above, your knowledge and skills continue to be refreshed (this might be via ebulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow you to understand and keep up with any developments relevant to your role so you:
  - Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
  - Have a working knowledge of how Local Authorities conduct a child protection case conference and a child protection review conference and can attend and contribute to these effectively when required to do so.
  - Are alert to the specific needs of children in need, those with special educational needs and young carers.
  - Can keep detailed, accurate, secure written records of concerns and referrals.
  - Are aware of the guidance that is available in respect of Female Genital Mutilation (FGM) and should be vigilant to the risk of it being practised
  - Inform the Police if they suspect a child has suffered FGM (this is a legal requirement for all Teachers; Serious Crime Act 2015).

## Availability

During term time, you should ensure that you are available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns.



## FILE TRANSFER RECORD AND RECEIPT

### **PART 1: To be completed by sending / transferring school or college**

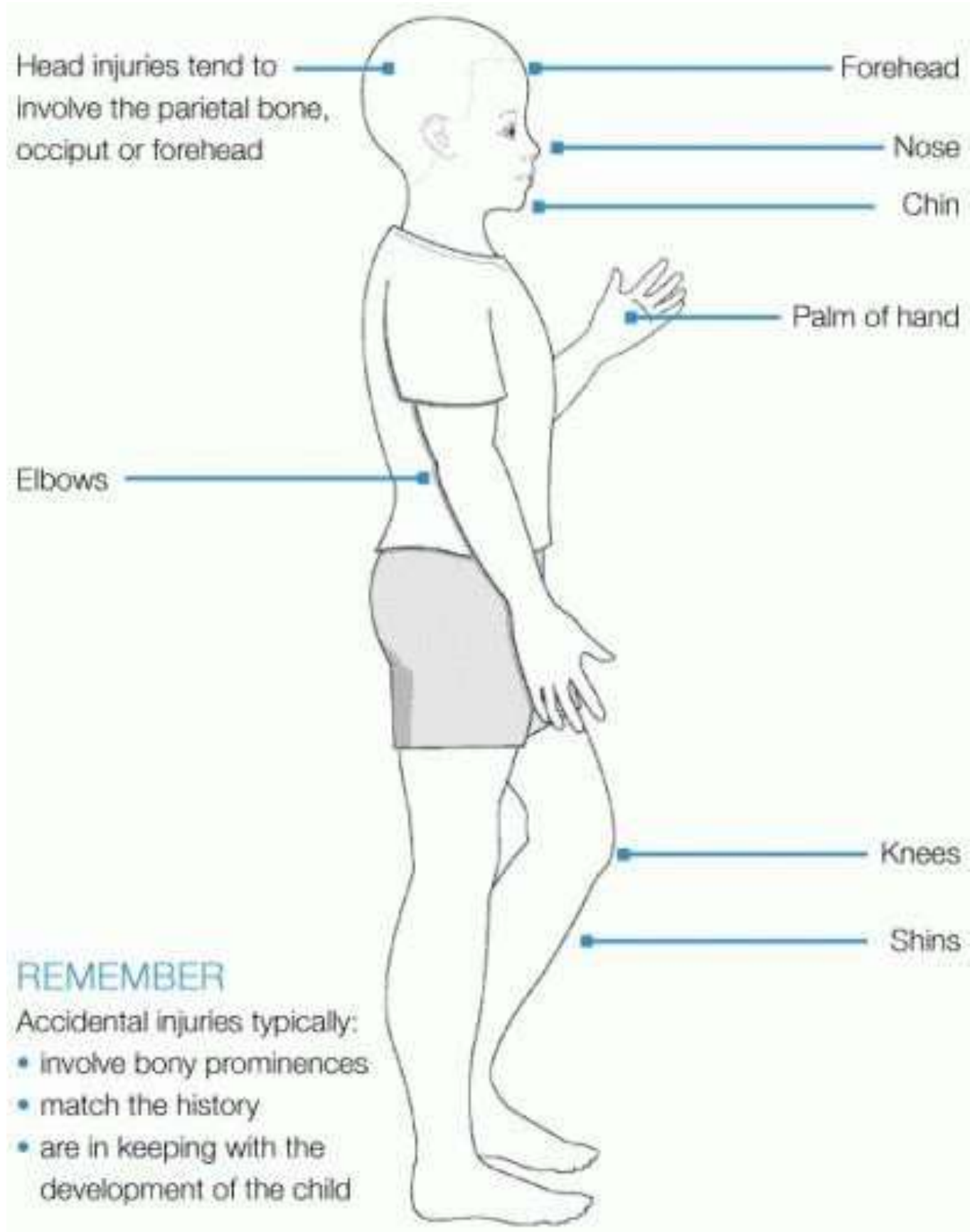
NAME OF CHILD:	
DOB:	
NAME OF SCHOOL SENDING CP FILE:	
ADDRESS OF SCHOOL SENDING CP FILE:	
METHOD OF DELIVERY:	BY HAND      SECURE POST      ELECTRONICALLY
DATE FILE SENT:	
NAME OF DSL TRANSFERRING FILE:	
NAME OF PERSON TRANFERRING TO:	
SIGNATURE:	

### **PART 2: To be completed by receiving school or college**

NAME OF SCHOOL RECEIVING FILE:	
ADDRESS OF SCHOOL RECEIVING FILE:	
DATE RECEIVED:	
NAME OF PERSON RECEIVING FILE:	
DATE CONFIRMATION OF RECEIPT SENT:	
SIGNATURE:	

**Receiving School:** Please complete Part 2 and return this form to the Designated Safeguarding Lead listed in Part 1 above. You are advised to keep a copy for your own reference.

## Body Map 1





## Body Map 2

Ears – especially pinch marks involving both sides of the ear

The "triangle of safety" (ears, side of face, and neck, top of shoulders): accidental injuries in this area are unusual

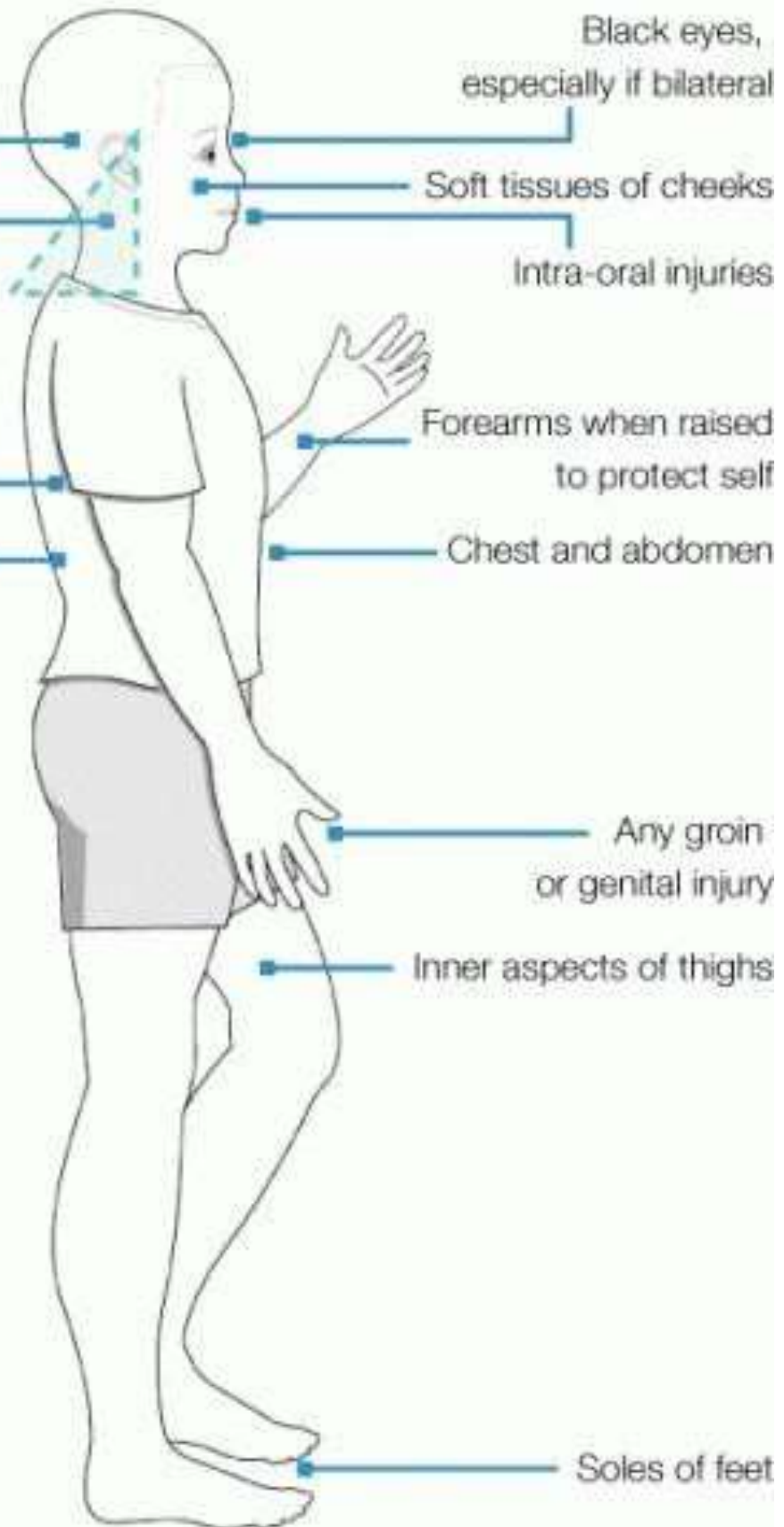
Inner aspects of arms

Back and side of trunk, except directly over the bony spine

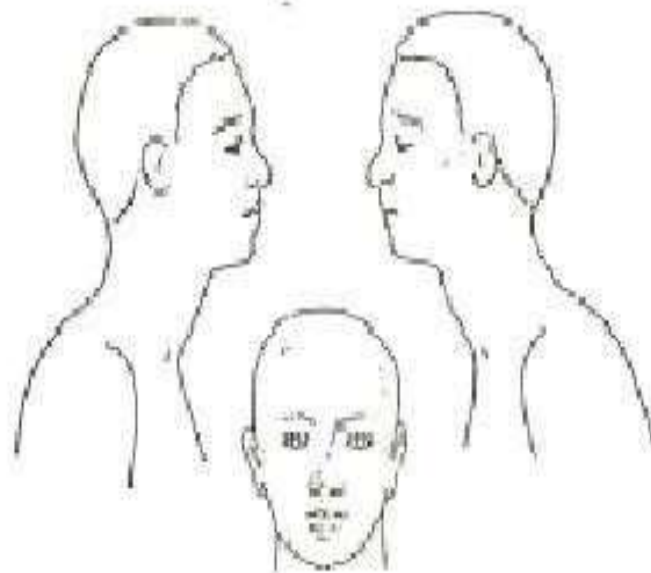
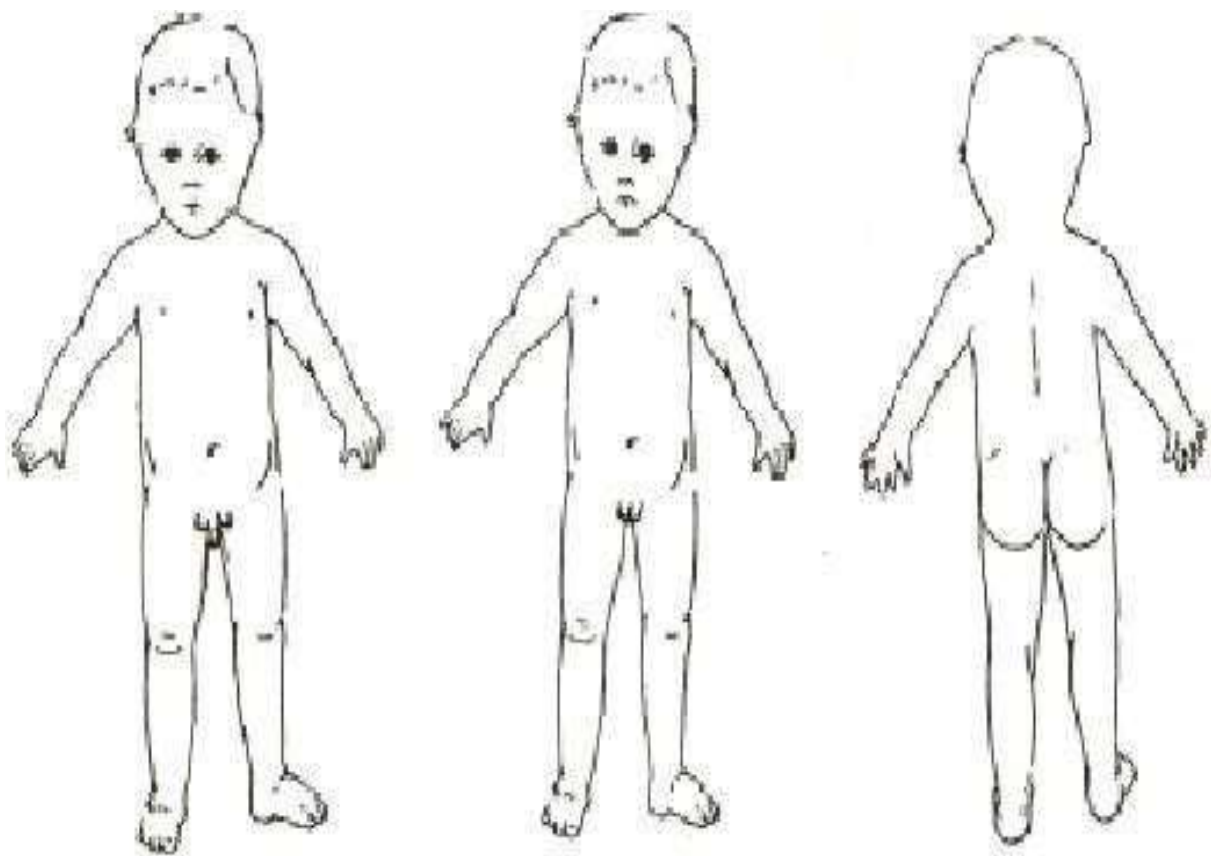
### REMEMBER

Concerns are raised by:

- injuries to both sides of the body
- injuries to soft tissue
- injuries with particular patterns
- any injury that doesn't fit the explanation
- delays in presentation
- untreated injuries



Body Map 3



***Duty to refer***

In addition to informing Ofsted, the Designated Lead for Safeguarding has a duty to refer any concerns to the LADO where it is alleged that a person who works\* with children has:

- Behaved in a way that has harmed a child, or may have harmed a child - whether the alleged abuse occurred on or off the premises where the childcare takes place;
- Possibly committed a criminal offence against or related to a child;
- Behaved towards a child or children in a way that indicates he/she is unsuitable to work with children such as excessive one-to-one attention beyond the requirements of their usual role; or
- Displayed inappropriate behaviour such as inappropriate sexual comments, inappropriate sharing of images, or displays violent or aggressive behaviour.

Responsibility would also include reporting applications to work or volunteer with children and young people from adults who are barred from doing so as this poses a potential risk of significant harm to children and young people.

**The LADO should be informed of ALL allegations that come to a Senior Manager's attention within 1 working day of the manager becoming aware of the allegation.**

In cases where the nature of the allegation has not required immediate referral to the Compass or the Police, the Senior Manager and the LADO will decide jointly as to whether such a referral is necessary and who will make it.

The LADO should also be informed of any allegations that are made directly to the police or Compass.

**It is important that even apparently less serious allegations are seen to be followed up objectively by someone independent of the organisation concerned. Therefore, the LADO should be informed of ALL allegations that come to the employers' attention.**

**The role of the Local Authority Designated Officer**

The LADO will advise the employer of any action that may be necessary, whether an investigation will take place, and if so what form the investigation will take. It is their role to provide on-going advice and liaison and to monitor the progress of cases. This may include:

- Advising the employer on next steps, such as the need to inform the child's parents; advice on dismissal or suspension of the member of staff accused; the decision as to whether the case will be investigated and by whom.
- Regularly monitoring the progress of cases to ensure that they are dealt with as quickly as possible consistent with a fair and thorough process.
- Liaising with the employer to provide advice and support when required/requested.
- Oversight and management of individual cases.

If an allegation is substantiated and the employer dismisses the person or ceases to use that person's services, the employer should consult with the LADO about whether a referral to the Disclosure and Barring Service is required.

### **The role of the setting's Designated Lead for Safeguarding**

The Designated Lead for Safeguarding or the senior manager making the referral will be expected to play a key role in the investigative process and follow the advice given by the LADO. This may involve:

- Gathering any additional information which may have a bearing on the allegation, for instance: previous concerns, care and control incidents and so on;
- Providing the subject of the allegation with information and advising them to inform their union or professional body;
- Attending Strategy Meetings where required;
- Liaising with the LADO;
- Ensuring that risk assessments are undertaken where and when required;
- Ensuring that effective reporting and recording systems are in place which allow for the tracking of allegations through to the outcome;
- Should the allegation be unfounded, considering a referral either to Compass or the police if the allegation is deemed to be deliberately malicious or invented.

### **Record keeping**

It is important that employers keep a clear and comprehensive summary of any allegations made, details of how the allegation was followed up and resolved. This record should be placed on the person's confidential personnel file with a copy given to the individual.

The record should be kept at least until the person reaches retirement or for ten years if that would be longer.

The purpose of the record is to enable accurate information to be given in response to any future request for a reference.

Details of allegations that are found to be malicious should be removed from personnel records.

### **Further information**

SSCB Inter Agency Child Protection Procedures - chapter 4.1 Managing Allegations against Adults Working with Children & Young People:

[http://westmerciaconsortium.proceduresonline.com/chapters/p\\_all\\_against\\_adults.ht ml](http://westmerciaconsortium.proceduresonline.com/chapters/p_all_against_adults.ht ml)

\*The term 'works with children' refers to any individual employed to work with children or acting in a voluntary capacity.





LACON  
CHILDE  
SCHOOL

...more than just a school

## SAFEGUARDING REFERRAL

GUIDANCE FOR DESIGNATED SAFEGUARDING LEADS:

First Point of Contact - Telephone: 0345 678 9021

Whenever there is a concern about a child, a phone call into Compass to discuss these worries is advised. This is called an 'initial concern' and can identify that a child may be a 'child in need', and potentially need services to promote their welfare. Where this is the case, the initial concern will be progressed to a 'referral', where there is parental consent to do this. It's very important that you discuss concerns and worries in the first instance with parents (except in cases of significant harm) and gain parental consent before contacting Compass. Compass professionals will share information that their own agency holds to gather a fuller picture to inform the decision on the most appropriate next steps. A child in need is often referred to as a Section 17 child in need, referencing [the Children Act 1989](#).

Where a concern identifies that a child might be at risk of significant harm, a social worker will liaise with professionals within and outside Compass to decide what actions need to be taken to keep a child safe. A situation involving a child at risk of significant harm is often referred to as Section 47 child protection, again referencing the Children Act 1989.

***With the exception of child protection matters, contacts into Compass can't be accepted without parents having been consulted first and a MARF having being completed.***

Consent isn't required for child protection referrals where it's suspected that a child may be suffering or be at risk of suffering significant harm. However, the referring practitioner would need to inform parents or carers that you're making a referral, unless to do so may:

- Place the child at increased risk of significant harm; or
- Place any other person at risk of injury; or
- Obstruct or interfere with any potential police investigation; or
- Lead to unjustified delay in making enquiries about allegations of significant harm

**The child's interest must be the overriding consideration in making such decisions.**

<b>NAME:</b>	<b>DOB:</b>
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**ADDRESS:**

**PARENT/CARER DETAILS:**

**CONTACT No's:**

**IS PARENT/CARER AWARE OF INITIAL CONCEN TO COMPASS:**  
(If no, please state the reason for this decision)

**Information to share:**

-

**Wider concerns (Contextual):**

-

**School Concerns:**

-

# Shropshire Schools Hate-Related Incident Report Form

As part of the Public Sector Equality Duty (PSED) under the Equality Act 2010, schools are requested to report prejudice/hate-related incidents to Shropshire Council. Completed forms may be submitted by email to [EducationImprovementService@shropshire.gov.uk](mailto:EducationImprovementService@shropshire.gov.uk); by Fax to 01743 254538 or by post to *EIS, Shropshire Council, Shirehall, Abbey Foregate, Shrewsbury, SY2 6ND*. Reports can also be made verbally on 01743 254386.

Numbers of incidents reported and nature of those incidents are reported to the Hate Crime Reporting Sub-group. The information is used to help inform community-based interventions to counter the problems identified. Specific support at school can be offered on request.

School name

## Section A: About the Incident/s

What do you think motivated this incident? (*indicate all relevant characteristics*)

- Race       Sexual orientation       Religion / culture       Sex       Disability  
 Other (please define)       Gender identity/presentation       Age\*

*\*age discrimination legislation does not apply to the treatment of pupils or provision of education.*

## Section B: Tell us about the incident in your own words; giving as much detail as possible (please use a separate sheet if necessary):

When did the incident take place?

Time  Day  Date

Where did it happen?

Area of school / Street name or location if outside school / via electronic media (please give details below)

What happened?

What injuries were suffered (Physical? Emotional?) Please give details below:-

Was any property lost or damaged?       Yes (If 'yes' please give details below)       No

Frequency or duration of behaviour

- Once or twice       Persisting over one school term  
 Several times a week       Persisting for more than a year

## Section C: About the Victim

Is the victim  Pupil       Staff member       Other adult       Other child  
 (Name of victim is not needed in this context)      Sex M/F      Is this same as birth? Y/N

If child - Year Group /Age

If adult - Age Group:       16-24       25-34       35-44       45-55       Over 55

Please indicate in the appropriate box how you would describe the victim:

**Religion/belief**

- Buddhist       Rastafarian       Don't know  
 Christian       Sikh  
 Hindu       Other   
 Jewish       No religion  
 Muslim       Prefer not to say

**Sexual orientation**

- Heterosexual  
 Bisexual  
 Gay/Lesbian  
 Prefer not to say  
 Don't know

**Ethnicity**

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> White British              | <input type="checkbox"/> White & Black Caribbean | <input type="checkbox"/> Any other black background  |
| <input type="checkbox"/> White & Black African      | <input type="checkbox"/> Indian                  | <input type="checkbox"/> Chinese                     |
| <input type="checkbox"/> White Irish                | <input type="checkbox"/> Pakistani               | <input type="checkbox"/> Any other ethnic background |
| <input type="checkbox"/> White & Asian              | <input type="checkbox"/> Bangladeshi             | <input type="checkbox"/> Prefer not to say           |
| <input type="checkbox"/> Other white background     | <input type="checkbox"/> Black Caribbean         | <input type="checkbox"/> Don't know                  |
| <input type="checkbox"/> Any other mixed background | <input type="checkbox"/> Black African           |  |
| <input type="checkbox"/> Eastern European           |  |  |

Is the victim from a Gypsy or Traveller background?

- Yes       No       Don't know

Disability – please describe

      Don't know



**Section D: About the offender(s)**

**Details, with Year or age group/s if pupil/s; ethnicity; gender/gender identity; other relevant characteristics**

*(Name/s of offender/s not needed in this context)*

**If adult - Age Group:**

16-24

25-34

35-44

45-55

Over 55

**Role / reason for presence at school**

**If offender/s is/are unknown, can you describe them?** (Consider height, ethnicity, build and clothing).

**Section E: What now?**

**Details of actions agreed with everyone involved – including parents and carers where appropriate:**

**Outcomes of follow up**

**Section F: Details of person reporting (victim, witness or third party)**

**Form Completed by:**

**Role:**

**Date**

**Date this incident was reported to the authority:**

**Police involvement:**

**Does the person reporting / victim/parents or carers / school want the Police to investigate?**

Yes  No

The police will want to collect evidence i.e. photograph any injuries the victim has; look for fingerprints left by the offender or swab any areas where the suspect has touched. If you have any evidence, which may be of use to the police then please ring them and tell them **immediately**. Shropshire Police 24 hour telephone number is: **101**.

**Authorisation:**

**Certain agencies can share de-personalised information without your consent. Do you agree to the information being passed to all the agencies involved in the local agency partnership?** (The local agency partnership includes West Mercia Police, Shropshire Diversity Officer, Citizens Advice Shropshire and Victim Support Shropshire).  
**This is requested to help in assessing and countering the levels of hate crime in Shropshire.**

Incident details only  Yes  No

Personal details  Yes  No

Signature  Date

**Follow-up – for any further interventions related to this incident (for School use – no additional formal reporting required).**

**If the behaviour does not stop after initial interventions, this space can be used to record additional steps being taken and outcomes for both victim and perpetrator:**

Victim:-

Perpetrator:-

