School Child Protection & Safeguarding Policy 2020-21

SCHOOL NAME: Chapel St Leonards Primary School

Head teacher: Mr Graham Almond

Named personnel with designated responsibility for Safeguarding

Academic year	Designated Safeguarding Lead	Cover for Designated Safeguarding Lead	Safeguarding Governor	Chair of Governors
2020/2021	Sherilyn Pruhs-Borrell	Graham Almond	Pam Powell	Pam Powell

Policy review dates (No later than one year following publication of the policy)

Review Date	Changes made	By whom	Date Shared

Contents

Introduction

Section 1 – School Commitment **page 5**

Section 2 – Pupil information **pages 6-7**

2.1 Pupil Information

2.2 Transfer of files

Section 3 – Role and Responsibilities **pages 8-12**

3.1 Governing Body

3.2 Head teacher

3.3 Designated Safeguarding lead

3.4 All Staff and Volunteers

Section 4 - Child Protection Procedures **pages 12-16**

4.1 Definitions

4.2 Concerns that staff must immediately report

4.3 Responding to disclosure

4.4 Action by the Designated Safeguarding lead

4.5 Action following a child protection referral

4.6 Recording and monitoring

Section 5 – Safeguarding Issues **pages 16-26**

5.1 Children and the court system

5.2 Children Missing from Education

5.3 Children with family members in prison

5.4 Child Sexual Exploitation

5.5 Child Criminal Exploitation: County Lines & Cyber Crime

5.6 Domestic Abuse & Operation Encompass

5.7 Homelessness

5.8 'Honour-based' violence (including Female Genital Mutilation and Forced Marriage

5.9 Female Genital Mutilation/FGM

5.10 Forced Marriage

5.11 Preventing Radicalisation, The Prevent Duty and Channel

5.12 Peer on Peer Abuse

5.13 Serious Violence

5.14 Sexual Violence and Sexual Harassment

5.15 Upskirting

5.16 Youth Produced Sexual Imagery

5.17 Contextual Safeguarding

5.18 Carrying Knives,/Offensive weapons and gang culture

5.19 Children who may require Early Help

5.20 Children with Special Educational Needs and/or Disabilities

5.21 Looked After Children

5.22 Online Safety

5.23 Pre-Birth Protocol

Section 6 - Providing a Safe and Supportive Environment pages 26-30

6.1 Safer Recruitment and Selection

6.2 Home-stays (Exchange Visits)

6.3 Safe Working Practice

6.4 Risk Assessments

6.5 Safeguarding Information for Pupils

6.6 Partnership with Parents

6.7 Partnership with others

6.8 Safeguarding Training and Induction

6.9 Support, Advice and Guidance for Staff

6.10 Alternative Provision

Section 7 - Allegations regarding Person(s) Working in or on behalf of School (including Volunteers) page 31

Appendices:

Appendix 1 Body Map Guidance

Appendix 2 Meeting the needs of children and families in Lincolnshire

Appendix 3 Lincolnshire Safeguarding Children Partnership (LSCP)

Appendix 4 Safeguarding Contacts

Appendix 5 Useful contacts

Appendix 4 Referral flowchart (KCSIE)

Introduction

The aims of these procedures are:

- To clarify roles and responsibilities of everyone within our school in relation to child protection and safeguarding
- To have clear procedures that are followed when a child is identified as needing more than universal services can provide
- The term "child "or "children" refers to anyone under the age of 18 years

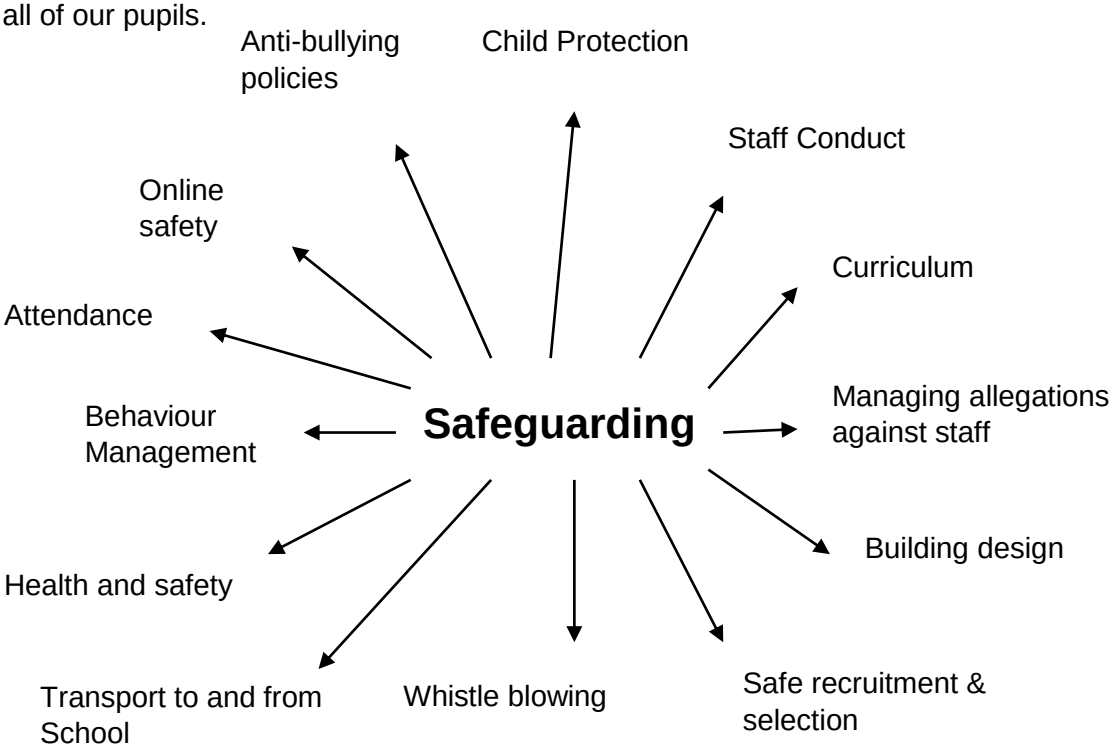
Section 1 School Commitment

This policy applies to all adults, including volunteers, working in or on behalf of the school.

We aim to work in partnership and have an important role in inter-agency safeguarding arrangements as set out by Working Together 2018 and Keeping Children Safe in Education 2020. Everyone working in or for our school service shares an objective to help keep children and young people safe by contributing to:

- providing a safe environment for children and young people to learn and develop in our school setting, and
- identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in our school setting'

Chapel St Leonards Primary School is committed to safeguarding and promoting the well-being of all of its pupils. Each pupil's welfare is of paramount importance. We recognise that some children *may* be especially vulnerable to abuse. We recognise that children 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 at school, behaviour may be challenging. We recognise that they may exhibit concerning behaviours and at times this may impact on other children either directly or indirectly. We will always take a considered and sensitive approach in order that we can support all of our pupils.



Section 2 – Pupil Information

2.1 In order to keep children safe and provide appropriate care for them the school requires accurate and up to date information regarding:

- names, contact details and relationship to the child of any persons with whom the child normally lives.
- names and contact details of all persons with parental responsibility (if different from above)
- emergency contact details (if different from above), ensuring that if the person(s) with parental responsibility is unable to collect this person, who could collect the child and keep them safe until either the person(s) with parental responsibility is available or a more suitable arrangement is made. The school encourages all parents and carers to provide more than one emergency contact, providing the school with additional options to make contact with a responsible adult when a child missing education is identified as a welfare and/or safeguarding concern
- details of any persons authorised to collect the child from school (if different from above)
- any relevant court orders in place including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.)
- if the child is or has been subject to a Child Protection Plan
- if the child is or has been subject to an Early Help Assessment (EHA) or Child In Need (CIN) processes
- If the child is a Looked After Child (LAC) or previously looked after
- name and contact detail of G.P
- any other factors which may impact on the safety and welfare of the child

The school will collate, store and agree access to this information, ensuring all information held electronically is stored securely with due regard to meeting data protection and safeguarding requirements.

2.2 Transfer of files

When a child leaves the school, the pupil record, including child protection file which is separated from the main pupil record in a sealed envelope clearly marked as such, is transferred to the new school as soon as possible. This is usually done with a face-to face meeting unless the child moves out of area. If this is the case, the file is transferred with an accompanying list of the files, e.g. pupil file, child protection file etc., by recorded delivery and signed for. The child protection file is clearly marked Child Protection, Confidential, for attention of Designated Safeguarding Lead and a receipt of this transfer will be retained.

The receiving school should sign a copy of the list to say that they have received the files and return that to the sending school for tracking and auditing purposes.

This information should be added to a record of transfer which the sending school keep until the child reaches their 25th birthday and must contain:

- Name & DOB of child
- Name & address of receiving school
- Date file(s) transferred with name and role of person who received it
- Date sending school received confirmation of receipt of files from receiving school
- Summary of case at the time of transfer e.g. Child Protection Plan: Neglect.

In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

The pupil record should not be weeded before transfer to the next school unless any records with a short retention period have been placed in the file. It is important to remember that the information which may seem unnecessary to the person weeding the file may be a vital piece of information required at a later stage.

Electronic documents that relate to the pupil file also need to be transferred, or, if duplicated in a master paper file, destroyed.

Sending schools do not need to keep copies of any records in the pupil record except if there is an ongoing legal action when the pupil leaves the school. Custody of and responsibility for the records passes to the school the pupil transfers to.

The school which the pupil attended until statutory school leaving age is responsible for retaining the pupil record until the pupil reaches the age of 25 years. This school retains a copy of the child's chronology and any documents that the school created e.g. risk assessment in an archive until the child reaches the age of 25 years, the receipt of the transferred file is kept alongside this archive. Any archived files are stored securely in the same way as an active file. If any records relating to child protection issues are placed on the pupil file, it should be in a sealed envelope and then retained for the same period of time as the pupil file. (DOB + 25 years).

Sources of further support:

- IRMS Information Management Toolkit for Schools June 2019
- Data Protection Toolkit for Schools August 2018

DfE Data protection: a toolkit for Schools August 2018

- Lincolnshire County Council Data Protection Advice Service

LCC Data Protection Advice Service for Schools

- Perspective Light/Safeguarding/Safeguarding Documents/IRMS Toolkit for schools 2019 + Data Protection Toolkit for Schools

Section 3 - Roles and Responsibilities

3.1 The Role of Our Governing Body is so important in robust safeguarding practice. Our Governors will ensure that:

- there is a named Safeguarding Governor
- the school has an effective Child Protection and Safeguarding policy and procedures in place that are in accordance with local authority guidance and locally agreed inter-agency procedures, and the policy is available publically via the school website or other means. The policy will be reviewed and updated on an annual basis
- the school has a staff behaviour policy or code of conduct and that this is provided to all staff and volunteers on induction. The policy includes acceptable use of technology, staff/pupil relationships and communications including the use of social media
- the school operates safer recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children; and that any panel involved in the recruitment of staff has at least one member who has undertaken the Safer Recruitment Training.
- the school has procedures for dealing with allegations against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures.
- online safety policy and procedures are in place and training and support is provided for staff and pupils to ensure that there is a good understanding of child protection issues related to electronic media.
- the school has appropriate electronic filtering and monitoring systems in place to ensure that children are safeguarded from potentially harmful and inappropriate online material; whilst recognising that "over blocking" should not lead to unreasonable restrictions as to what children can be taught.
- a senior member of the school's leadership team is appointed to the role of DSL who will take lead responsibility for safeguarding and child protection.
- the school has one or more deputy DSL's who are trained to the same standard as the lead DSL.
- children are taught about safeguarding, including online safety as part of providing a broad and balanced curriculum. This may include covering relevant issues through Relationships Education and Relationships and Sex Education, and/or where delivered, through Personal, Social, Health and Economic (PSHE) education. The Government has made regulations which will make Relationships Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education (for all pupils in state-funded schools) mandatory from September 2020.
- staff including the Head teacher undertake appropriate safeguarding training which is updated annually
- they remedy, without delay, any deficiencies or weaknesses regarding child protection arrangements
- a governor is nominated to be responsible for liaising with the LA and /or partner agencies in the event of allegations of abuse being made against the head teacher
- where services or activities are provided on the school premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the school on these matters where appropriate.
- they review their policies and procedures annually

- the school appoints an appropriately trained designated teacher with responsibility for "promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales" in addition to Looked After Children (LAC).

3.2 Our Head Teacher will ensure that:

- the policies and procedures adopted by the Governing Body or Proprietor are fully implemented, and followed by all staff;
- sufficient resources and time are allocated to enable the designated safeguarding lead and other staff to discharge their responsibilities including taking part in strategy discussions and other inter-agency meetings and contributing to the assessments of children.
- there are arrangements in place for Safeguarding Supervision for the Designated Safeguarding Lead and the deputy Designated Safeguarding Lead(s)
- all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies and use of the LSCP Professional Resolution & Escalation Protocol. The NSPCC's 'What you can do to report abuse dedicated helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school or college. Staff can call 0800 028 0285 – line is available from 8am-8pm Mon-Fri and email: help@nspcc.org.uk
- the Designated Safeguarding Lead is supported in providing a contact for the school to provide a report and attend Initial Child Protection Case Conferences, Reviews and Looked After Children Reviews out of school term time when needed
- allegations regarding staff or any other adults in the school are referred to the Local Authority Designated Officer (LADO), as set out in the Managing Allegations procedure.
- individuals are referred to the Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child). This is a legal duty placed upon the school.

3.3 Our Designated Safeguarding Lead (DSL) as stated in KCSIE (2020) will ensure that they:

Manage referrals

- refer cases of suspected abuse to the local authority children's social care (Customer Service Centre)
- support staff who make referrals to Customer Service Centre
- seek advice from Prevent Team regarding radicalisation concerns & refer cases to the Channel programme when necessary
- support staff who make referrals to the Channel programme when advised by Prevent team

- support the Head to refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required

- refer cases to the Police where a crime may have been committed

Work with others

- liaise with the head teacher to inform them of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations

- as required, liaise with the "case manager" (as per Part four of KCSIE) and the designated officer (LADO) for child protection concerns (all cases which concern a staff member or volunteer)

- 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.

    - take into account the learning from the following review: Help, protection, education: concluding the Children in Need review June 2019 (page 38)

    - help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school and college leadership staff. Their role could include ensuring that the school or college, and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

Supporting the child and partnership with parents

School recognises that the child's welfare is paramount, however good child protection and safeguarding practice and outcomes rely on a positive, open and honest working partnership with parents

Whilst we may, on occasion, need to make referrals without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child

We will provide a secure, caring, supportive and protective relationship for the child

Children will be given a proper explanation (appropriate to age and understanding) of what action is being taken on their behalf and why

We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The Designated Safeguarding Lead will determine which members of staff "need to know" personal information and what they "need to know" for the purpose of supporting and protecting the child.

Undertake training

The DSL (and any deputies) will undergo training to provide them with the knowledge and skills required to carry out the role. This training will be updated at least every two years. They will also undertake Prevent awareness training.

In addition to the formal training, their knowledge and skills will be refreshed at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role *(this will be done by attending the termly LCC DSL Safeguarding Briefings, DSL Drop-in's and by attending appropriate Lincolnshire Safeguarding Children Partnership inter-agency training and other relevant training and/or conference opportunities)* 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 be able to attend and contribute to these effectively when required to do so

- ensure each member of staff, especially new and part time staff has access to and understands the school's or college's child protection policy and procedures

- are alert to the specific needs of children in need, those with special educational needs and young carers

- are able to keep detailed, accurate, secure written records of concerns and referrals

- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation

- obtain access to resources and attend any relevant or refresher training courses

- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Raise Awareness

- ensure the school or college's child protection and safeguarding policies are known, understood and used appropriately

- ensure the school or college's child protection and safeguarding policy is reviewed annually, the procedures and implementation are updated and reviewed regularly and work with governing bodies or proprietors regarding this

- ensure the child protection and safeguarding policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this

- link with the Lincolnshire Safeguarding Children Partnership to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Availability

- during term time the designated safeguarding lead (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns.

- It is a matter for individual schools and colleges and the DSL to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

3.4 All staff and volunteers will:

- read and sign to say that they understand and will fully comply with the school's policies and procedures
- read and sign to say that they understand parts 1 and 5 of 'Keeping Children Safe in Education' (2020)
- identify concerns as early as possible and provide help, to prevent concerns from escalating and identify children who may be in need of extra help or who are suffering or are likely to suffer significant harm
- attend annual whole school safeguarding training and other appropriate training identified
- provide a safe environment in which children can learn
- be aware that they may be asked to support a Social Worker to take decisions about individual children
- inform the designated safeguarding lead of any concerns about a child immediately
- inform the head of any concerns regarding an adult within school at the earliest opportunity
- inform the Chair of Governors of any concerns regarding the head at the earliest opportunity
- act on the concern and make the referral themselves if they feel the concern is not being taken seriously.

Section 4 – Child Protection Procedures

4.1 Definitions: ('Working Together' 2018 and 'Keeping Children Safe in Education' 2020)

A child: any person under the age of 18 years.

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

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

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; maltreatment includes sexual abuse and other forms of ill-treatment which are not physical.

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

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

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, 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 is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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

All staff follow the school's Child Protection Procedures which are consistent with 'Working Together to Safeguard Children 2018', Keeping Children Safe in Education 2020 and the Lincolnshire Safeguarding Children Partnership guidance.

Teachers and other adults in school are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The

relationships between staff, pupils, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns.

All staff will also have an awareness of specific safeguarding issues as referred to in section 3, in particular Domestic Abuse, Child Exploitation (CE), Radicalisation and the Prevent Duty, Female Genital Mutilation (FGM), Attendance and Children Missing from Education (CME) and Contextual Safeguarding. Staff will also be aware that behaviours linked to drug taking, alcohol abuse, truanting and sexting put children in danger.

All staff will also be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Staff are clear as to the school or college's policy and procedures with regards to peer on peer abuse.

It is ***not*** the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All members of staff however, have a duty to recognise concerns and maintain an open mind. Accordingly all concerns regarding the welfare of pupils will be recorded and discussed with the designated safeguarding lead (or the deputy DSL in the absence of the DSL) prior to any discussion with parents.

If children are placed in any form of Alternative Provision for any part of their school day, this school will seek reassurance that the same child protection procedures will be followed and that any concerns will likewise be reported to our Designated Safeguarding Lead and their counterpart within the Alternative Provision.

4.2 Concerns that staff must act on immediately and report:

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
- any explanation given which appears inconsistent or suspicious
- any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play)
- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment
- any concerns that a child is presenting signs or symptoms of abuse or neglect
- any significant changes in a child's presentation, including non-attendance
- any hint or disclosure of abuse from any person
- any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present)
- any potential indicators of Child Exploitation
- any potential indicators of FGM
- any potential indicators of Radicalisation
- any potential indicators of living in a household with Domestic Abuse

4.3 Responding to disclosure

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

The Designated Safeguarding Lead will ensure that the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Child Protection processes will operate with the best interests of the child at their core.

Staff will:

- listen to and take seriously any disclosure or information that a child may be at risk of harm
- try to ensure that the person disclosing does not have to speak to another member of school staff
- clarify the information
- try to keep questions to a minimum and of an 'open' nature e.g. using TED technique – 'Tell me, Explain to me, Describe to me….'
- try not to show signs of shock, horror or surprise
- not express feelings or judgements regarding any person alleged to have harmed the child
- explain sensitively to the person that they have a responsibility to refer the information to the designated safeguarding lead, children need to know that staff may not be able to uphold confidentiality where they are concerns about their safety or someone else's
- 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 who will be involved as appropriate
- record details including date, what the child has said, in the child's words on a 'Record of Concern'/Cause for Concern' form and pass to DSL or on electronic system e.g. CPOMS and record any visible signs, injuries or bruises on a Body Map
- record the context and content of their involvement, and will distinguish between fact, opinion and hearsay

4.4 Action by the Designated Safeguarding Lead (or deputy DSL in their absence)

Following any information raising concern, the designated safeguarding lead will consider:

- any urgent medical needs of the child
- whether the child is subject to a child protection plan
- discussing the matter with other agencies involved with the family
- consulting with appropriate persons e.g. Duty and Advice Team
- the child's wishes

Then decide:

- to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk
- whether to make a child protection referral to Children's Social Care-Duty and Advice Team because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately

  OR

  - not to make a referral at this stage
  - if further monitoring is necessary
  - if it would be appropriate to undertake an assessment (e.g. Early Help Assessment - EHA) and/or make a referral to Children's Social Care- Customer Service Centre.

All information and actions taken, including the reasons for any decisions made, will be fully documented and the process depicted in the flowchart in Appendix 6 will be followed. All referrals to Customer Service Centre will be followed up in writing and these referrals will always be kept on file irrespective of the outcome.

4.5 Action following a child protection referral

The designated safeguarding lead or other appropriate member of staff will:

- make regular contact with the social worker involved to stay informed
- wherever possible, contribute to the strategy discussion
- provide a report for, attend and contribute to any subsequent child protection conference
- if the child or children are made the subject of a child protection plan, contribute to the child protection plan and attend core group meetings and review conferences
- where possible, share all reports with parents prior to meetings
- where in disagreement with a decision and concerns still remain with the child firstly:
  1. Talk in the first instance to the DSL
  2. Check the referral included all the relevant information and clearly documented the concerns about the child
  3. Finally follow the professional resolution and escalation protocol shown on the LCSB website.
- where a child subject to a child protection plan moves from the school or goes missing, immediately inform Children's Social Care Customer Service Centre.

4.6 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 state who is providing the information, the date and time, information will be recorded in the child's words where possible and a note made of the location and description of any injuries seen, if this is a paper record than this should be signed. An example of how this is done can be found in Appendix 1. Photographs of injuries must not be taken.

The DSL ensures that the method for other members of staff or volunteers passing on concerns or information is always adhered to as consistency is paramount in ensuring that nothing gets missed. All record of concerns are followed up and clearly show what action is being taken as a result of the concern and the outcomes of this action.

All documents will be retained in a 'Child Protection file', separate from the child's school file. This will be locked away and only accessible to the head teacher and the DSL if a paper file. If an electronic file e.g. using CPOMS (Child Protection Online Management System), it will be stored securely with appropriate levels of limited access. See section 1.2.for details about record transfer & retention.

Section 5 Safeguarding Issues

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to behaviours such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger.

5.1 Children and the court system

Children are sometimes required to give evidence in criminal courts. There are two age appropriate guides to support children 5-11 year olds and 12-17 year olds.

5.2 Children Missing from Education

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in the future. Staff should be aware of their school's or college's unauthorised absence and children missing from education procedures.

5.3 Children with family members in prison

School understands that children with a parent(s) in prison are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. They may require specific services and support. Families and children of people in prison will be seen as families first and school will work to ensure their needs are appropriately met. This will include providing support to ensure the voice of the child is considered when seeking contact with a family member in prison. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

5.4 Child Sexual Exploitation

_____School is aware that; Child Sexual Exploitation (CSE) is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

(Child sexual exploitation: Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation (2017)

Staff have been made aware of some of the key indicators of CSE by *Sherilyn Pruhs-Borrell* In addition Chapel St Leonards Primary School appreciates that it has a role to play in the prevention of CSE within its Safeguarding curriculum e.g. *Healthy Relationships.*

If staff identify children for whom CSE may be a concern they will apply the usual referral process and Child Protection procedures and pass this information to the Designated Safeguarding Lead (DSL). The DSL can then refer cases where relevant to Lincolnshire Customer Services Team. Chapel St Leonards Primary School also appreciates that they have a role to play in sharing soft intelligence relevant to perpetrators of CSE, and therefore if such information should come to light within school the DSL will share this appropriately with the police on Tel: 101.

5.5 Child Criminal Exploitation: County Lines and Cyber Crime

School recognise that criminal exploitation of children is a geographically widespread form of harm that can affect children both in a physical and virtual environment.

County Lines Criminal Activity: Drug Networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs. School will consider whether a referral to the National Referral Mechanism (NRM) should be undertaken in order to safeguard that child and/or other children.

Cybercrime Involvement: Organised criminal groups or individuals exploit children and young people due to their computer skills and ability, in order to access networks/data for criminal and financial gain.
There are a number of signs that may indicate a pupil is a victim or is vulnerable to being exploited which include;

- Missing from education
- Show signs of other types of abuse/aggression towards others
- Have low self-esteem, and feelings of isolation, street or fear
- Lack trust in adults and appear fearful of authorities
- Have poor concentration or excessively tired
- Become anti-social
- Display symptoms of substance dependence
- Excessive time online computer/gaming forums
- Social Isolation in school with peers
- High-functioning with an interest in computing

This is not an exhaustive list and Chapel St Leonards Primary School are aware of other factors which may also impact on the child. Like with all other safeguarding concerns, if our children are in this situation, support will be provided through the school or partner agency. Please refer to useful contacts for further advice and support regarding concerns of this nature.

5.6 Domestic Abuse and Operation Encompass

Chapel St Leonards Primary School understands that the cross-government definition of domestic violence and abuse is:

- any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality.
- the abuse can encompass, but is not limited to: psychological, physical, sexual, financial and emotional.
- controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.
- coercive behaviour is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.

If staff identify children for whom Domestic Abuse may be a concern they should apply the usual referral process and Child Protection procedures and pass this information to the Designated Safeguarding Lead (DSL). The DSL can then refer cases where relevant to Lincolnshire Customer Services. Where DV Notifications are received from the Multi-Agency Risk Assessment Conference (MARAC), this information will be added to a child's chronology and child protection record to ensure that appropriate support can be provided where necessary. A coding system will be in place. Domestic Abuse Resource Pack for Schools and Educational Settings in Lincolnshire 2019 Ending Domestic Abuse in Lincolnshire site; https://edanlincs.org.uk/ email: info@edanlincs.org.uk Tel: 01522 510041

Operation Encompass

Operation Encompass is a national police-led initiative to notify schools, prior to the start of the next school day, when a child or young person has experienced, any domestic abuse. An officer attending a domestic abuse incident will record at the scene the names and school of any children in the household. This will result in an email notification to our school in readiness for the start of the next school day. This information sharing will enable us to take any appropriate action we see fit.

Further guidance on what to do and the resources we may require are located via https://www.lincolnshire.gov.uk/domestic-abuse. If we are unsure whether our concerns need to be reported to Children's Services, we will contact 01522 782111 and request a consultation with a social worker, which will be arranged for the following working day. If we notify the parents that we wish to discuss the situation with Children's Services, the consultation can be recorded on the child's record and the social worker can review any relevant history beforehand. If we do not notify the parents, a hypothetical consultation can be held, though the social worker will only have the information available during the discussion.

If the child referred to in the email does not attend our school and we have been sent a notification in error, we will report this to OperationEncompass@lincs.pnn.police.uk

5.7 Homelessness

Being homeless or at risk of homeless presents a real risk to a child's welfare. The DSL (and deputy) should be aware of contact details and referral routes in to the Lincolnshire Housing Authority so they can raise /progress concerns at the earliest opportunity. Homeless

Reduction Act Factsheets summarise the new duties that focus on early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

5.8 'Honour-based' violence (including Female Genital Mutilation and Forced Marriage)

So called 'honour-based violence' (HBV) encompasses incidents or crimes which have been committee to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of HBV are abuse and should be handled and escalated as such. Professionals in all agencies need to be alert to the possibility of a child being at risk form HBV, or already having suffered HBV.

5.9 Female Genital Mutilation/FGM

Chapel St Leonards Primary School understands that Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. Staff know that FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

FGM mandatory reporting duty for teachers

Chapel St Leonards Primary School is aware that Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers (and those employed or engaged to carry out teaching work)** to report to the police where they discover that FGM appears to have been carried out on a girl under 18 years of age. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should **not** be examining pupils or students. Information on when and how to make a report can be found at: Mandatory reporting of female genital mutilation procedural information

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the DSL and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases. In these cases, teachers should follow usual safeguarding procedures reporting to DSL.

5.10 Forced Marriage

A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. It is an appalling and indefensible practice and is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights.

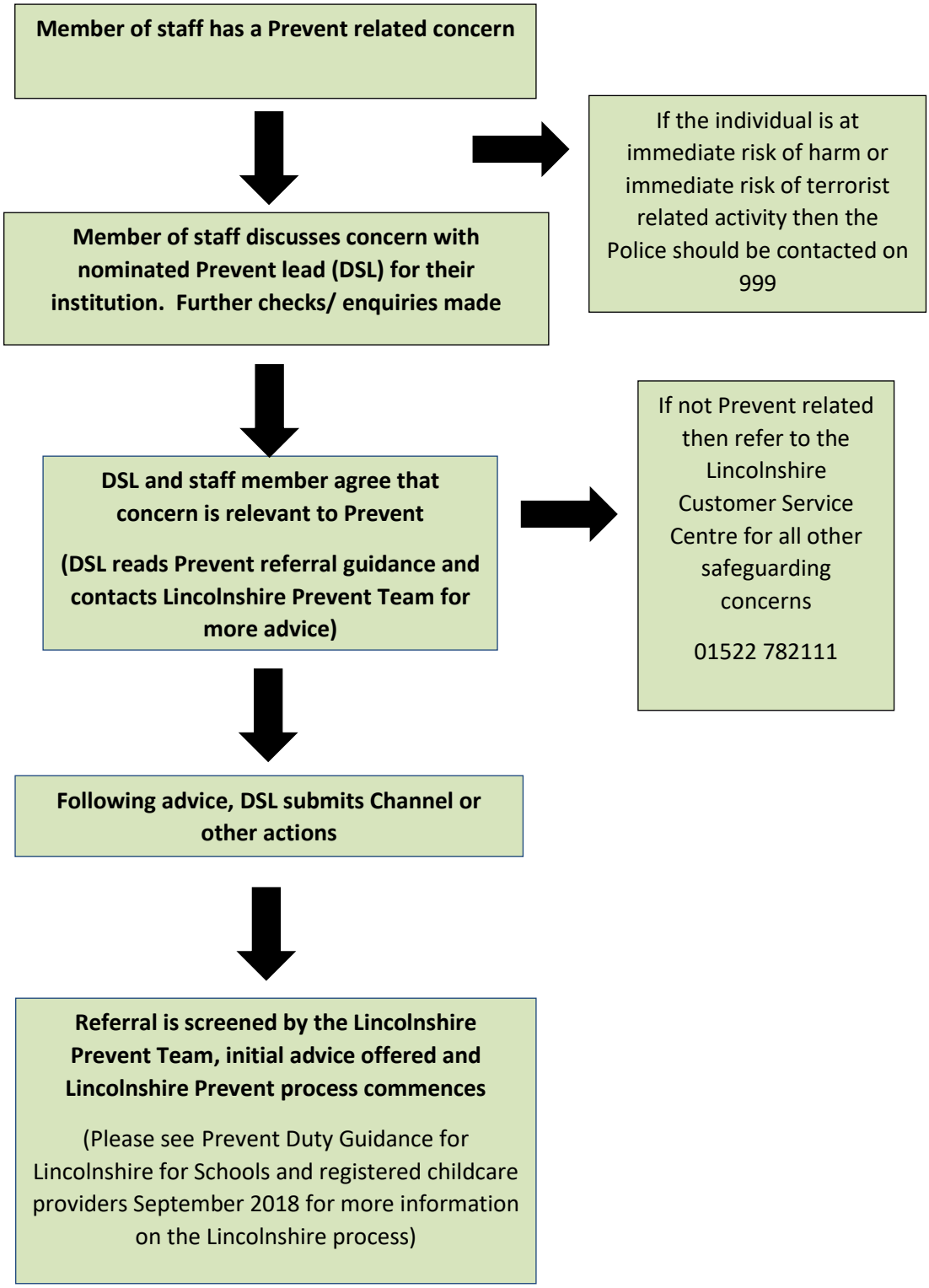
Staff at Chapel St Leonards Primary School understand that likewise this is a potential Safeguarding issue and thus they would pass on concerns by applying the usual referral process and Child Protection procedures and pass this information to the Designated Safeguarding Lead (DSL). The Forced Marriage Unit may be contacted on Tel; 020 7008 0151 for advice or information and has published statutory guidance; https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/322310/HMG_Statutory_Guidance_publication_180614_Final.pdf

5.11 Preventing Radicalisation, The Prevent Duty and Channel

- Children are vulnerable to extremist ideology and radicalisation. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection and report concerns to the DSL.
- Under section 26 of the Counter-Terrorism and Security Act 2015, Chapel St Leonards Primary School is aware that we must have due regard to the need to prevent people from being drawn into terrorism, and that this is known as the Prevent Duty.
- In order to fulfil the Prevent Duty staff have received information/training to help them to identify children who may be vulnerable to radicalisation, and the school is committed to accessing further training to ensure that all staff are up to date and aware of this duty. If staff identify children for whom this may be a concern they should apply the usual referral process and Child Protection procedures and pass this information to the Designated Safeguarding Lead (DSL).
- Prevent duty guidance: for England and Wales – see page 57-76 which contains specific information for schools.
- The Designated Safeguarding Lead will contact the Prevent Coordinator should there be concerns about a child or family linked to potential radicalisation or extremism. The Prevent Coordinator will then assist the DSL regarding whether a referral is appropriate and whether this child or family will need to be referred to the Channel Panel. Channel guidance
- Chapel St Leonards Primary School will also incorporate the promotion of fundamental British Values into the Safeguarding Curriculum and/or PSHE in order to help build pupils' resilience and enable them to challenge extremist views. School will provide a safe space in which children and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments (insert how or whether you are able to provide this...)
- Radicalisation will also be considered within current Online Safety policies, procedures and curriculum in terms of having suitable filtering and monitoring in place and also raising awareness with staff, parents and children about the increased risk of online radicalisation, through the use of the internet, Social Media and Gaming.
- For more information about Prevent in Lincolnshire, including referral forms and project examples please read the Prevent Duty Guidance for Lincolnshire for Schools and registered childcare providers September 2018, available within the Safeguarding folder on Perspective light and at Lincolnshire Safeguarding Children Partnership

Contact Lincolnshire Police, Prevent Officer 01522 558304 prevent@lincs.pnn.police.uk or LCC, Prevent Officer 01522 555367 prevent@lincolnshire.gov.uk

Lincolnshire Prevent Referral pathway



5.12 Peer on Peer Abuse

All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). This is most likely to include, but not limited to:

- bullying (including cyber bullying);

- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- 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, distress or alarm;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals;

All staff should be clear as to the school's or college's policy and procedures to peer on peer abuse.

5.13 Serious Violence

- All 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, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or 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 network or gangs.
- All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provides in the Home Office's guidance; https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violenceand https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines

5.14 Sexual Violence and Sexual Harassment

Staff are aware of sexual violence and sexual harassment and that children can, and sometimes do, abuse their peers in this way. Sexual violence refers to Rape, Assault by Penetration and Sexual Assault as described in the Sexual Offences Act 2003. Sexual harassment means 'unwanted conduct of a sexual nature' that can occur online and offline. Staff understand that when we reference sexual harassment we do so in a context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Keeping Children Safe in Education 2020 section 5 has guidance.
Neither is acceptable and will not be tolerated by the school. School take all such reports seriously and they will receive the same high standard of care that any other safeguarding concern receives. A multi-agency approach will be undertaken when responding to all such complaints; however the school will always take immediate action to protect children despite the actions of any other agency. These actions may include an immediate risk assessment in respect of the needs of the child victim and will address any risks identified to any child in respect of an alleged perpetrator of sexual violence or sexual harassment to ensure children are protected from harm. Any risk assessment will be fluid and may change to reflect any developments during the management of the case. All such reports will be managed by the Designated Safeguarding Lead. There are a number of options the school may consider in respect of the management of a report of sexual violence or sexual harassment between children and each case will receive an appropriate bespoke response once all the facts are known. Irrespective of any potential criminal outcome, the school have a duty to safeguard all children and may deal with any such report on a balance of probability basis when considering the outcomes for children involved. Should an outcome involve a move to an

alternative school for any child then full information sharing of the case will be undertaken with the Designated Safeguarding Lead professional at that school.

5.15 Upskirting
'Upskirting' 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. It is now a criminal offence. Staff should always act in the best interests of a child and follow usual safeguarding procedures.

5.16 Youth Produced Sexual Imagery
Where there is a disclosure or the school becomes aware that a child may have been involved in sending 'youth produced sexual imagery' which is sometimes referred to as 'sexting' it will refer to the guidance in the document 'Sexting in Schools and Colleges, Responding to incidents and Safeguarding young people' published by the UK Council for Child Internet Safety (2016). Staff understand that when an incident involving youth produced sexual imagery comes to their attention:

- the incident should be referred to the DSL as soon as possible
- the DSL should hold an initial review meeting with appropriate school staff
- there should be subsequent interviews with the young people involved (if appropriate)
- parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm
- at any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to children's social care and/or the police immediately

We will also refer to:
The DfE guidance 2018 on Searching Screening and Confiscation Advice for Schools

5.17 Contextual Safeguarding

School recognises that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. All staff, but especially the designated safeguarding lead will consider the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. The school will provide as much information as possible to children's social care as part of any referral undertaken.

https://www.contextualsafeguarding.org.uk/

5.18 Carrying Knives/offensive weapons and gang culture

Bringing and carrying a knife/offensive weapon onto school/college premises is a criminal Offence and immediate action will be taken by calling the police and informing all relevant personnel. The guidance on Searching, Screening and Confiscation for Head teachers, schools and Governors, January 2018 will be consulted and the school/college will consider and may apply the disciplinary procedure. If a member of staff suspects a pupil/student being involved in gang culture, this is a Safeguarding concern and will require a discussion with the Designated Safeguarding Lead who will seek advice from agencies and professionals including reference to the Safeguarding procedures as outlined by the local

authority. The pupil/student may be an exploited child and victim to which the school/college will offer support

5.19 Children who may require Early Help

Meeting the Needs of Children & Families in Lincolnshire 2019 is Lincolnshire's safeguarding model based on Signs of Safety.

All Staff (Governors and Volunteers) working within the School are aware safeguarding is not just about protecting children from deliberate harm, neglect and failure to act. It relates to broader aspects of care and education, including:

- Children's health and safety and well-being, including their mental health
- Meeting the needs of children who have special educational needs and/or disabilities.
- The use of reasonable force
- Meeting the needs of children with medical conditions
- Providing first aid
- Educational visits
- Intimate care and emotional well-being
- Online safety and associated issues
- Appropriate arrangements to ensure children's security taking into account the local context.
- Young carers;
- Privately fostered children;
- Children who have returned home to their family from care:
- Children showing signs of engaging in anti-social or criminal behaviour;
- Family circumstances presenting challenges for the child, such as substance abuse, adult mental health, domestic violence; and/or
- Early signs of abuse and/or neglect;
- Signs of displaying behaviour or views that are considered to be extreme;
- Children misusing drugs or alcohol themselves:
- Not attending school or are at risk of exclusion from school;
- Frequently going missing/goes missing from care or from home;
- Is at risk of modern slavery, trafficking, exploitation, radicalised;
- Not in education, training or employment after the age of 16 (NEET);
- Unborn babies – LSCP pre-birth protocol

www.lincolnshire.gov.uk/tac TACadmin@lincolnshire.gov.uk

These children are therefore more vulnerable; this School/College will identify who their vulnerable children are, ensuring all Staff and Volunteers know the processes to secure advice, help and support where needed.

When using restraint this is in line with national guidelines and takes into account individual pupil needs and risk management /care plans and in particular with regard to SEND; Lincolnshire SEND offer

5.20 Children with Special Educational Needs and/or Disabilities

Lincolnshire SEND offer is available for every child and family in Lincolnshire. Special consideration should be given to safeguarding and protecting children who may have additional vulnerabilities;

- Additional barriers can exist to the recognition of abuse and neglect which can include assumptions that indicators of abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- Vulnerable children can disproportionately be impacted by things like bullying and abuse, without outwardly showing any signs.
- Communication barriers and difficulties in overcoming these barriers
- Seeing a disability first and abuse second.
- These additional challenges are addressed through a high level of pastoral care and our communication and interaction with our young people. These communication tools may include Makaton, communication in print and Colourful Semantics to ensure the child's voice is heard despite their additional needs.

5.21 Looked After Children

All staff recognise that looked After Children and care leavers are more vulnerable than other children, often having poorer educational outcomes; therefore, ensuring their wellbeing, safety and welfare, helping them to reach their potential which includes the looked after child who is moving on. The school/college will also ensure that care leavers are supported with pathways including liaison with the local authority where a personal advisor will be appointed and a full working relationship is maintained with the Lincolnshire Virtual School head teacher Kieran Barnes, Head of Virtual School LAC Lincolnshire, email Kieran.barnes@lincolnshire.gov.uk in respect of all pupils at the school who are subject of 'looked after' status.

Andrew Morris is Lincolnshire County Council's Corporate Parenting Manager, M: 07770 648 087, T: 01522 553916 Andrew.Morris@lincolnshire.gov.uk. Care Leavers queries should be addressed with the social worker until 17 years 6 months and to Andrew for broader queries and once they are 18. In Lincolnshire all 16 year old Looked After Children (LAC) have a social worker until they are 17 years 6 months. At that point they will be allocated a leaving care worker, transferring to Lincolnshire Leaving Care Service at 18 years old. We would expect schools to be working closely with the young person and their social worker.

5.22 Online safety

Staff are aware of and follow the DfE guidance Teaching online safety in school 2019

to ensure our pupils understand how to stay safe and behave online as part of existing curriculum requirements. We also make use of UKCIS Education for a connected world framework

Staff are aware that safeguarding also relates to broader aspects of care and education including Children's health and safety and well-being, including their mental health

5.23 Pre-Birth Protocol

Section 11 of the Children Act 2004 requires agencies to have in place mechanisms to ensure that they are able to safeguard and promote the welfare of children.

All practitioners whether adult or children services, have a responsibility to protect and safeguard children and work collaboratively with Children's Services and other childcare professionals in contributing to assessments and interventions. Therefore, the professional who is first made aware of the pregnancy should initiate the pre-birth protocol and complete an Early Help Assessment, or make a referral for unborn to Social Care.

A young person of statutory education age is entitled to 18 weeks of maternity leave. Either side of this period there is an expectation that the young person continues to attend school or alternative provision. The educational establishment is required to make all reasonable adjustments to allow the young person to have appropriate access to the curriculum whilst they attend the establishment including timetable and learning environment adjustments. It is important that the provision participate in the Team Around the Child (see Team Around the Child Supporting Documentation,) in order for them to fully support the continued education of the young parent. Education establishments should have a clear strategy for engaging with the young person while they are away from the provision so as to limit the disruption to their education and make appropriate arrangements that work for the young person and educational establishment. Where there is robust medical evidence that indicates that the young person is unfit to attend, the educational establishment can make a referral to the pupil reintegration team on 01522 554525 who will assess and consider alternative arrangements if appropriate.

The Lincolnshire Pre-Birth Protocol link to the full document is below;

https://lincolnshirescb.proceduresonline.com/chapters/p_pre_birth_protocol.html?zoom_highlight=pre+birth+protocol

https://lincolnshirescb.proceduresonline.com/pdfs/pre_birth_flow_chart.pdf

Section 6 Providing a Safe and Supportive Environment

6.1 Safer Recruitment and Selection (please download guidance on DBS, Vetting and Barring – see links in Keeping Children Safe in Education 2020

The school pays full regard to DfE guidance 'Keeping Children Safe in Education 2020'

We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity academic and vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking

interviews and all relevant safer recruitment checks, e.g. Disclosure and Barring Service and right to work in the UK checks etc.

In line with statutory changes, underpinned by regulations, the school/college will maintain a Single Central Record (SCR). The LCC SCR template is on Perspective Lite. This document will cover the following people:

- all staff (including supply staff, and teacher trainees on salaried routes) who work at the school: in colleges, this means those providing education to children; and
- for independent schools, including academies and free schools, all members of the proprietor body

The information that must be recorded in respect of all staff members mentioned above is whether the following checks have been carried out or certificates obtained**, and** the date on which each check was completed/certificate obtained apply:

- an identity check;
- a barred list check;
- an enhanced Disclosure and Barring Service (DBS) check
- a prohibition from teaching check;
- a section 128 check (for management positions as set out in paragraph 99 for independent schools, including free schools and academies);
- further checks on people who have lived or worked outside the UK: this would include recording checks for those European Economic Area (EEA) teacher sanctions and restrictions;
- a check of professional qualifications; and
- a check to establish the person's right to work in the United Kingdom.

For supply staff, the school will include whether written confirmation that the employment business supplying the member of supply staff has carried out the relevant checks and obtained the appropriate certificates, whether any enhanced DBS check certificate has been provided in respect of the member of supply staff and the date that confirmation was received. Where checks are carried out on volunteers, the school will record this on the single central record. Under no circumstances will a volunteer in respect of whom no checks have been obtained be left unsupervised or allowed to work in regulated activity with a child.

Graham Almond (Head Teacher)…….. (Date)

Pam Powell (School Governor).....…….…. (Date)

Sherilyn Pruhs-Borrell (DSL)……(Date)

The above named have undertaken Safer Recruitment in Education Training. One of the above will be involved in all staff and volunteer appointments and arrangements (including, where appropriate, contracted services).

Home-stays (Exchange Visits)

Where children from overseas are staying with UK parents as part of an exchange organised by the school, those parents will be deemed to be in 'Regulated Activity' for the duration of the stay and as such will require to submit an enhanced DBS check including barring check. As a volunteer, all checks will be processed free of charge by the DBS. Where additional people in the host family are aged over 16 (i.e. elder siblings) the school will consider on a case by case risk assessment basis whether such checks are necessary

6.2 Safe Working Practice

Our school will comply with the current Guidance for Safer Working Practice for Adults who work with children and young people in education settings

Safe working practice ensures that pupils are safe and that all staff:

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

School/College staff having concerns about another member of staff:

- Staff members having concerns about another member of staff will report these to the head teacher/principal.

- Where staff members have concerns about the head teacher/principal, these will be reported to the chair or governors, chair of management committee or proprietor of an independent school as appropriate. Where the head teacher/principal is the proprietor then the concern should be reported to the Local Authority Designated Officer (LADO)

School/College staff having concerns about safeguarding practices:

- All staff and volunteers should feel able to challenge and raise concerns about poor or unsafe practice and potential failures in the school or college's safeguarding regime or concerns about other agencies by using the LSCP Professional Resolution

and Escalation Protocol Any such concerns will be taken seriously by the senior leadership team and others involved.

- Appropriate whistleblowing procedures, are in place within the school / college and can be read in further detail by accessing the separate school/college whistleblowing policy.

6.3 Risk Assessments

Risk assessments are taken seriously and used to good effect to promote safety. Risk assessments are available for all aspects of the school's work, *(such as premises and equipment, on-site activities, off-site activities, venues used, transport)*. Where relevant, risk assessments are carried out for individual pupils, and supported by action plans identifying how potential risks would be managed. *At* Chapel St Leonards Primary School we use Exeant to record our risk assessments/

Individual risk assessments are also used when deciding a response to a child demonstrating potentially harmful behaviour such as sexually harmful behaviour or when identifying whether a child who may be particularly vulnerable, such as a child at risk of Child Sexual Exploitation.

6.4 Safeguarding Information for pupils

All pupils in our school regularly reminded that they can approach any member of staff. The school is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All pupils know that we have a senior member of staff (DSL) with responsibility for child protection and safeguarding and know who this is. We inform pupils of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm. PSHE and online safety awareness materials we use to help pupils learn how to keep safe are ChildLine, NSPCC Speak Out Stay Safe, Police, Stranger Danger, and Anti-bullying.

Our school will ensure that pupils are made aware that information can be found at the following helplines, *NSPCC and CEOP.*

School's arrangements for consulting with and listening to pupils are *school council, peer support schemes, emotional health & well-being officer, nurture groups and we also have access to JollyBees Counselling Services.*

6.5 Partnership with Parents

The school shares a purpose with parents to educate and keep children safe from harm. Via newsletters and the noticeboard outside of school we provide information to parents on keeping children safe and how they can report concerns if they are worried a child is at risk of harm. We also share the websitescwww.lincolnshire.gov.uk/lscb; www.nspcc.org.uk; www.ceop.gov.uk and Lincolnshire Customer Service Centre 01522 782111.

We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect a child. We make safeguarding information available in a variety of formats, e.g. for families with English as an additional language (EAL) etc.

Chapel St Leonards Primary School will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm.

We encourage parents to discuss any concerns they may have with *Sherilyn Pruhs-Borrell.*

The school's child protection & safeguarding policy is available by accessing the school website or a written copy will be provided on request to the school office.

Chapel St Leonards Primary School is committed to ensuring the welfare and safety of all children in school. All Lincolnshire schools, including Chapel St Leonards Primary School, follow the Lincolnshire Safeguarding Children Partnership procedures. The school will, in most circumstances, endeavour to discuss all concerns with parents about their children. However, there may be exceptional circumstances when the school will discuss concerns with the Children's Services Customer Service Centre and/or the Police without parental knowledge (in accordance with Lincolnshire Safeguarding Children Partnership Procedures). The school will, of course, always aim to maintain a positive relationship with all parents.

6.6 Partnerships with others

Our school recognises that it is essential to establish positive and effective working relationships with other agencies who are partners in Lincolnshire Safeguarding Children Board. e.g. LA, Barnardo's, Police, Health, NSPCC Speak out Stay Safe Project.

There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children.

6.7 School Training and Staff Induction

The school's Designated Safeguarding Lead (**DSL**) with responsibility for child protection, undertakes appropriate child safeguarding training and inter–agency working training (provided by the Lincolnshire Safeguarding Children Partnership)

The DSL and any deputies will undergo training to provide them with the knowledge and skills required to carry out the role. The training should be updated every two years.
In addition to their formal training, their knowledge and skills will be updated (for example, via the weekly safeguarding bulletin uploaded on Perspective Light, meeting other DSL's, or taking time to read and digest safeguarding developments), at regular intervals, **but at least annually**, to keep up with any developments relevant to their role. DSL's or their deputy from Maintained schools will attend at least 2 out of the 3 safeguarding briefings per academic year.

The Head teacher and all other school staff, including non-teaching staff, will receive appropriate safeguarding and child protection training which is regularly updated and follow the LSCP 6 year training pathway
In addition, all staff members will receive safeguarding and child protection updates (for example, via e-mail, e-bulletins and staff meetings), as required, **but at least annually**, to provide them with relevant skills and knowledge to safeguard children effectively.

Our school accesses training from LCC Safeguarding in School's Training Package, LSCP training directory and through CIT (LEARN).

All staff (including temporary staff and volunteers) are provided with the school's child

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

6.8 Support, Advice and Guidance for Staff

Staff will be supported by Cromer, the school, the Local Authority and professional associations.

The designated Safeguarding Lead for Child Protection will be supported by the headteacher and the CIT Safeguarding Lead.

Chapel St Leonards Primary School seek advice about safeguarding concerns from Lincolnshire Customer Services on 01522 782111 and for non-urgent early help queries from our Early Help Consultant. The LCC Safeguarding and Education Welfare Supervisor for Education Settings Ruth Fox is available on 01522 554695 or safeguardinginschool@lincolnshire.gov.uk for non-urgent safeguarding advice about training, policy, audit etc.

6.9 Alternative Provision

This school is committed to safeguarding our children even if they are placed in alternative provision for a period of time within the school day/week. We therefore seek written reassurance that any Alternative Provision provider has acceptable safeguarding practices in place including; their response to concerns about a child; safer recruitment processes; attendance and child missing education procedures; and appropriate information sharing procedures. The school will also obtain a written statement from the provider that they have completed all the vetting and barring checks that are necessary on their staff.

When organising work placements the school will ensure that the placement provider has policies and procedures in place to safeguard pupils.

Section 7 Allegations regarding Person(s) Working in or on behalf of School (including Volunteers)

Where an allegation is made against any person working in or on behalf of the school that 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
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children. This is to take account of situations where a person's behaviour outside school may suggest 'transferable risk'. For example, where a member of staff or volunteer is involved in an incident outside of school which did not involve children but could have an impact on their suitability to work with children'

We will apply the same principles as in the rest of this document and we will always follow the Lincolnshire Safeguarding Children Partnership Procedures that can be accessed at Lincolnshire Safeguarding Children Partnership. Detailed records will be made to include

decisions, actions taken, and reasons for these. All records will be retained securely in the safe room in school.

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.

Initial action to be taken:

- The person who has received an allegation or witnessed an event will immediately inform the head teacher and make a record
- In the event that an allegation is made against the head teacher the matter will be reported to the Chair of Governors who will proceed as the 'head teacher'
- The head teacher will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs
- The member of staff will not be approached at this stage unless it is necessary to address the immediate safety of children
- The head teacher may need to clarify any information regarding the allegation; however no person will be interviewed at this stage.
- The head teacher (or Chair of Governors if the allegation is about the Head Teacher) will consult with the Local Authority Designated Officer via the LADO referral form immediately, in order to determine if it is appropriate for the allegation to be dealt with by school or whether there needs to be a multi-agency response to the matter.
- The needs of the child or children will remain at the centre of all action taken. With this in mind, any referral to the Local Authority Designated Officer should also be accompanied by consultation with Lincolnshire Customer Service Centre when appropriate. This is to establish from the outset whether the concerns identified meet the threshold for a Section 47 child protection investigation and/or the police in respect of any criminal investigation
- Consideration will be given throughout to the support and information needs of pupils, parents, staff and the employee the subject of the allegation. .
- The head teacher will inform the Chair of Governors of any allegation against a member of school/college staff.

If consideration needs to be given to the individual's employment and immediate management of risk, advice will be sought from either Lincolnshire County Council HR or the HR advisor employed by the school/college.

Allegations of Abuse Made Against Supply Teachers

Where there is an allegation about a supply teacher whilst schools and colleges are not the employer of supply teachers, they should ensure allegations are dealt with properly. In no circumstances should a school or college decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome. The school or college will usually take the lead in any investigation because agencies do not have direct access to children or other school staff, so they will not be able to collect the facts when an allegation is made, nor do they have all the relevant information required by the LADO as part of the referral process.

Appendix 1 Body Map Guidance

Body Map Guidance

Body Maps should be used to document and illustrate visible signs of harm and physical injuries.

Always use a black pen (never a pencil) and do not use correction fluid or any other eraser.

Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

***At no time should an individual teacher/member of staff or school take photographic evidence of any injuries or marks to a child's person, the body map below should be used. Any concerns should be reported and recorded without delay to Customer Service Centre or the child's social worker if already an open case to social care.**

When you notice an injury to a child, try to record the following information in respect of each mark identified e.g. red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:

- Exact site of injury on the body, e.g. upper outer arm/left cheek.
- Size of injury - in appropriate centimetres or inches.
- Approximate shape of injury, e.g. round/square or straight line.
- Colour of injury - if more than one colour, say so.
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff etc.?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?
- Has the child's body shape changed/are they holding themselves differently?

Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required.

Ensure First Aid is provided where required and then recorded appropriately.

A copy of the body map should be kept on the child's concern/confidential file.

Meeting the needs of Children & Families Lincolnshire is Lincolnshire's safeguarding model based on Signs of Safety.

STATUTORY INTERVENTIONS

If you suspect or believe a child is suffering, or is likely to suffer, significant harm (including any form of mistreatment or abuse) you should ALWAYS report your concerns

In an emergency always dial 999

If there is no immediate danger to the child, or if you need some advice or information, you can contact the Children Services Customer Service Centre (CSC) on **01522 782111**. If it is outside normal office hours you can contact the Emergency Duty Team (EDT) on **01522 782333**.

Telephone calls are answered by customer services staff and they will always ask for the child's name, date of birth and address and will check if the child already has an Early Help or Social Worker involved. They will then ask a number of questions which is based on the Signs of Safety model to help to understand what your concern or worry is.



In an emergency always dial 999

23

Appendix 3 Lincolnshire Safeguarding Children Partnership

- Promotes safeguarding awareness
- Produces multi-agency policies, procedures and protocols
- Monitors and evaluates the effectiveness of local safeguarding services
- Provides core inter-agency safeguarding training
- Reviews child deaths
- Undertakes serious case reviews and shares key messages
- The three safeguarding partners; Lincolnshire County Council, Clinical Commissioning Group and Lincolnshire Police have a shared and equal duty to work together with schools and colleges to safeguard and promote the welfare of children.

Safeguarding is everyone's responsibility

Customer Service Centre for referrals and advice

Tel: 01522 782111

Lincolnshire Safeguarding Children Partnership website

Safeguarding Contacts

Advice on any aspect of Child Protection and Safeguarding may be sought from the Safeguarding Team;

Designated Safeguarding Lead (DSL)	**Sherilyn Pruhs-Borrell**
Deputy Designated Safeguarding Lead(s)	**Graham Almond**
Our local contact numbers are:	
Safeguarding of children concerns *(Children living in Lincolnshire)*	**01522 782111** ***Lincolnshire's Children's Services Customer Service Centre for reporting concerns and Early Help Team for Advice*** ***Emergency Duty Team*** **01522 782333** (6pm-8am + weekends and Bank Holidays)
Safeguarding of children concerns *(Children living in other Authorities)*	…
Allegations against /concerns about adult(s) working with children **Staff must report concerns to the head teacher or in the event of concerns about the head teacher concerns must be reported to the Chair of Governors.**	Lincolnshire Local Authority Designated Officers (LADO) **Rachael Powis, Kim Murray & Ildiko Kiss** **01522 554674** **LSCP_LADO@lincolnshire.gov.uk** **The Head/Chair must contact LADO to discuss concerns & course of action.**
Police *(Emergency)* **Police** *(Non-Emergency)*	**999** **101**
Safeguarding Cluster	
LCC Safeguarding in Schools *for advice around safeguarding policy, audits, training etc.*	**Ruth Fox – Safeguarding & Education Welfare Supervisor** safeguardinginschools@lincolnshire.gov.uk **Tel: 01522 554695**

Appendix 5

Useful Contacts within the local authority

- Lincolnshire Safeguarding Children Partnership Multi-Agency Procedures
- Working Together to Safeguard Children & Young People 2018
- Keeping Children Safe in Education 2020
- Information Sharing Document 2018
- What to do if you're worried a child is being abused 2015
- Children Act 1989 and Children Act 2004
- Education Act 2002
- Teaching Standards 2013
- Guidance for Safer Working Practice for Adults who work with Children and Young People 2019
- Sexting in Schools and Colleges 2016
- Sexual Violence and Sexual Harassment between children in Schools and Colleges May 2018
- Local Authority Designated Officers (LADO) Rachael Powis, Kim Murray and Ildiko Kiss

Tel: 01522 554674
LADO email address LSCP_LADO@lincolnshire.gov.uk

Customer Service Centre: 01522 782111

LADO referral form

Out of Hours

Emergency Duty Service (6pm-8am + weekends and Bank Holidays) 01522 782333

Lincolnshire County Council Education Safeguarding Team

safeguardinginschools@lincolnshire.gov.uk
Service Manager John O'Connor
Team Manager Jill Chandar-Nair
Team Leader Joanne Carr
Safeguarding & Education Welfare Supervisor Ruth Fox 01522 554695

Head of Virtual School LAC Lincolnshire Kieran Barnes Kieran.barnes@lincolnshire.gov.uk

Elective Home Education (EHE) ehe@lincolnshire.gov.uk

Children Missing Education (CME) cme@lincolnshire.gov.uk

Child in Entertainment or Employment cee@lincolnshire.gov.uk

Attendance Queries attendance@lincolnshire.gov.uk

Prevent

- Paul Drury, Prevent Support Officer, Lincolnshire County Council, 01522 555367, prevent@lincolnshire.gov.uk
- PREVENT Officer, East Midlands Special Operations Unit – Special Branch, 01522 558304, Email: prevent@lincs.pnn.police.uk

Online Safety incidents

National helpline
www.saferinternet.org.uk/helpline

Lincolnshire Police

101 non-emergency or 999

Early Help Team

TACadmin@lincolnshire.gov.uk www.lincolnshire.gov.uk/tac
earlyhelpconsultants@lincolnshire.gov.uk

Training Materials

LSCP Online and face to face Safeguarding Training courses including Safer Recruitment training and the new 6 year training pathway: LSCP Training

LCC Safeguarding in Schools Training Package safeguardinginschools@lincolnshire.gov.uk

Safeguarding Governor Training governorsupport@lincolnshire.gov.uk

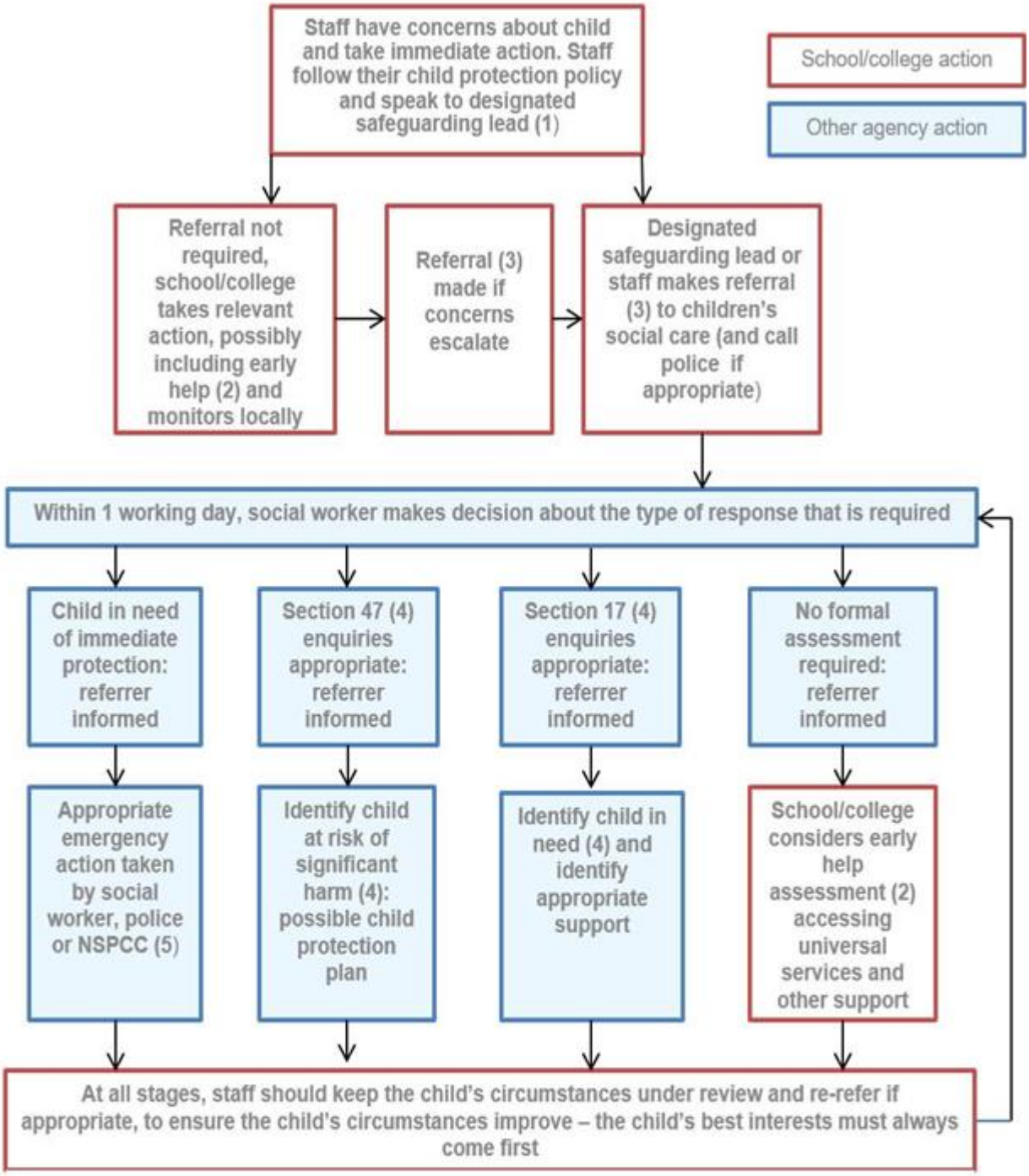
Prevent Training;

All staff can undertake e-learning which is equivalent to WRAP 2 via the LSCP website.

In addition free face to face Prevent Awareness training is available through contacting either of the following:

- Lincolnshire Police, Prevent Officer, 01522 558304, prevent@lincs.pnn.police.uk.
- Lincolnshire County Council, Prevent Officer, 01522 555367, prevent@lincolnshire.gov.uk

Actions where there are concerns about a child



(1) In cases which also involve an allegation of abuse against a staff member, see Part Four of this guidance.

(2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of Working together to safeguard children provides detailed guidance on the early help process.

(3) Referrals should follow the local authority's referral process. Chapter one of Working together to safeguard children.

(4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include section 17 assessments of children in need and section 47 assessments of children at risk of significant harm. Full details are in Chapter One of Working together to safeguard children.

(5) This could include applying for an Emergency Protection Order (EPO).