



**St Bede's**

Roman Catholic High School

# **SAFEGUARDING CHILDREN & PROTECTION POLICY**

## **2021/22**

Designated Safeguarding Lead: Lucy Houston

Deputy Designated Safeguarding Lead: Tara Shannon

Nominated Governor: Kelly Harrison

**The Designated Safeguarding Lead is:**

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**The nominated safeguarding and child protection governor is: Kelly Harrison**

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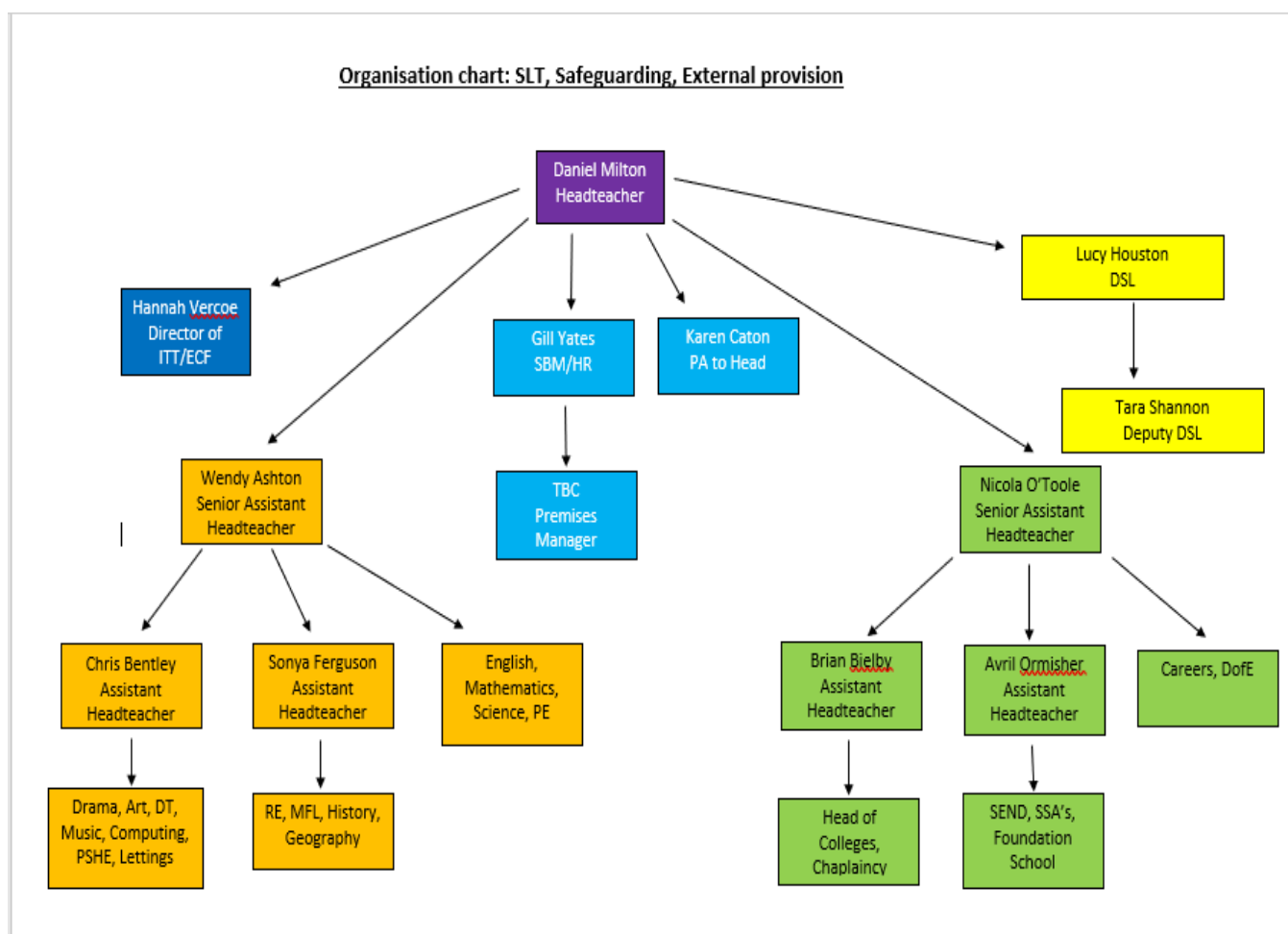
**Blackburn with Darwen – Children’s Advice and Duty Service (CADS): 01254 666400**

**Blackburn with Darwen – Emergency Duty Team: 01254 587547 (out of office hours)**

**Local Prevent Police - 01254-353591**

**Police- 101**

**Organisation chart: SLT, Safeguarding, External provision**



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**1. Policy Statement and Principles**

This policy is one of a series in the school's integrated safeguarding portfolio including but not limited to:

Education of Children in our Care, Attendance, Behaviour, Anti-Bullying, Drugs, Preventing Extremism and Radicalisation, PSHE, Sex and Relationships.

**Safeguarding & Child Protection Statement**

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

Where it is believed that a child is at risk of or is suffering significant harm, the school will follow the procedures set out by the Blackburn with Darwen, Blackpool and Lancashire Children's Safeguarding Assurance Partnership (CSAP)

[panlancashirescb.proceduresonline.com](http://panlancashirescb.proceduresonline.com)



Children's Safeguarding Assurance Partnership (CSAP) refers to the combined partnership arrangements (replacing LSCBs) between Blackburn with Darwen, Blackpool and Lancashire Local Authorities, Health and Lancashire Constabulary that support and enable local organisations to work together in a system that delivers positive outcomes and working relationships (as identified in Working Together to Safeguard Children 2018).

**Our core safeguarding principles are:**

- The school's responsibility to safeguard and promote the welfare of children is of paramount importance
- Safer children make more successful learners
- Representatives of the whole-school community of pupils, parents, staff and governors will be involved in policy development and review
- Policies will be reviewed at least annually

**Policy Aims**

- To provide all staff with the necessary information to enable them to meet their child protection responsibilities
- To ensure consistent good practice
- To demonstrate the school's commitment with regard to child protection to pupils, parents and other partners
- To contribute to the school's safeguarding portfolio

**Prevention:** St Bede's is committed to early help and identification of unmet needs and vulnerabilities. The school works in partnership with other agencies to promote the welfare of pupils and keep children safe.

**Protection:** All staff and volunteers are trained to recognise and respond to abuse and neglect. All staff and volunteers are expected to be vigilant and must act quickly when they suspect a child is suffering, or is likely to suffer harm (in line with Children's Safeguarding Assurance Partnership procedures).

**Support:** Our school acknowledges the sensitivity and complex nature of safeguarding and child protection and therefore ensures that pupils, staff and families are supported appropriately.

At St Bede's we recognise that effective safeguarding systems are those which:

- Put the child's needs first;
- Provide children with a voice;
- Promote identification of early help;
- Encourage multi-agency working and sharing of information.

## Terminology

**Safeguarding and promoting the welfare of children** refers to the process of protecting children from maltreatment, preventing the impairment of 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 (**Working Together to Safeguard Children 2018**).

**Child protection** refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm (**Children Act 1989**).

**Staff** refers to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity.

**Child** refers to all young people who have not yet reached their 18th birthday.

**Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents or legal guardian

## 2. Statutory Guidance

Education Act 2002: Section 175 of the Education Act 2002 requires local education authorities and the governors of maintained schools and further education (FE) colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

Working Together to Safeguard Children 2018 sets out organisational responsibilities for schools and colleges and this applies to maintained, independent, academies, free schools and alternative non provision academies.

Keeping children safe in education: Statutory guidance for schools and colleges 2021 was issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) Regulations 2014 and the Education (Non-Maintained Special Schools) (England) Regulations 2011. This contains information on what schools and colleges **should** do and sets out the legal duties with which schools **must** comply.

The Child Safeguarding Assurance Partnership (CSAP) from time to time will want to monitor schools compliance with their duties by way of a self-assessment audit. This audit will form a key part of local evidence and can be used by schools to identify improvements they require in their safeguarding arrangements.

### 3. Roles and Responsibilities

Safeguarding and promoting the welfare of children is everybody's responsibility.

Simplistically this is done by following the 4 R's:

- **Recognise** – unmet needs, abuse and harm
- **Respond** – alert the Designated Safeguarding Lead (DSL) and/or Children's Services
- **Record** – ensure records are kept up-to-date and secure
- **Refer** – share information and refer to external agencies to safeguarding and protect children from harm

#### All staff (including governors):

- Will have children's safeguarding training appropriate to their role and responsibility which is regularly updated. In addition all staff members should receive at least annual updates which can be in the form of emails, bulletins, staff meetings/discussion;
- Should be aware of the signs of abuse and neglect;
- Should be aware of how to respond to specific safeguarding concerns as outlined in this policy;
- Have a responsibility to identify those children who may require early intervention support and what action to take to ensure they are supported appropriately;
- Have a responsibility to identify and respond to a child who is or likely to suffer significant harm and what action they must take, appropriate to their role;
- Must be aware of the importance of multi-agency partnership working and information sharing processes;
- Who work directly with children and can contribute to early support and safeguarding assessments must be aware of the risk sensible approach to safeguarding adopted in Blackburn with Darwen.
- Have a responsibility to provide a safe environment in which children can learn.

#### The governing body will ensure that:

- The school complies with their duties under legislation.
- The school contributes to multi and inter-agency working in line with Working Together to Safeguard Children 2018. This includes early help, child in need and child protection assessments (see Chapter 5).
- There are appropriate safeguarding/child protection policies that are consistent with Legislation requirements, reviewed and updated annually and made available publicly (available on the school website).
- Safeguarding training is in line with advice from the CSAP.
- There are procedures for dealing with allegations of abuse made against members of staff including allegations made against the Head Teacher and a nominated person identified to liaise with the BwD Local Area Designated Officer, (LADO).
- Policies adopted by the governing body are disseminated, followed and understood by all staff.

- They appoint a specialist member of staff to the role of Designated Safeguarding Lead (DSL).
- Children are taught about safeguarding (including online) through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- There are written recruitment and selection procedures that include the requirement for appropriate pre-employment checks and at least one person on any appointment panel has undertaken safer recruitment training.
- There are procedures in place to handle allegations of abuse of children against other children.
- There are appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in the future.
- The child's wishes and feelings are considered when determining what action to take and what services to provide to protect individual children through ensuring there are systems in place for children to express their views and give feedback;
- They recognise the importance of information sharing between professionals and the local authority.
- They appoint a designated member of staff to promote the educational achievement of children who are looked after and this person has appropriate training.
- Ensure the school ICT policy addresses the safety of children in accessing inappropriate material when accessing the internet and that appropriate filtering and monitoring systems are in place.

#### **The Head Teacher:**

- Ensures that the child protection policy and procedures are implemented and followed by all staff.
- Allocates sufficient time and resources to enable the DSL (and deputies) to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings
- Ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and when required, in accordance with the whistle blowing procedures
- Ensures that pupils' safety and welfare is addressed through the curriculum; and
- Provides regular reports to the Governing Body

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

The DSL will always be available during school hours to discuss safeguarding concerns.

As set out in Annex C: Keeping children safe in education 2021

A deputy lead will be identified who can undertake those functions in the absence of the DSL

As identified in Keeping Children Safe in Education 2021, the responsibilities of the DSL include:



**Managing referrals:**

The DSL is expected to:

- Refer cases of suspected abuse to the Children’s Advice and Duty Service (CADS) as required
- Provide support to staff who make referrals to CADS
- Refer cases to the Channel Panel where there is a radicalisation concern as required
- Provide support to staff who make referrals to the Channel panel
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service (DBS) as required; and
- Refer cases where a crime may have been committed to the Police as required

**Working with others**

The DSL is expected to:

- Act as a source of support, advice and expertise for all staff
- Act as a point of contact with the safeguarding partners;
- Liaise with the headteacher (or principal) to inform them of issues or ongoing enquires under Section 47 of the Children Act 1989 and police investigations;
- Liaise with the Local Authority Designated Officer (LADO) for all cases involving a staff member;
- Liaise with all staff on matters of safety and safeguarding when deciding whether to refer by liaising with relevant agencies;
- Liaise with the senior mental health lead where safeguarding concerns are linked to mental health
- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances; and 10
  - Work with the headteacher and relevant strategic leads by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, including:
    - ensuring that the school knows which children have, or have had, a social worker
    - supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have, or have had a social worker reach their potential, even when statutory social care intervention has ended

**Training:**

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

In addition, DSL skills and knowledge will be refreshed at regular intervals but at least annually, and may involve e-bulletins, meeting other DSLs or reading and digesting safeguarding developments.

The DSL (and deputies) will:

- Understand the assessment process for providing early help and intervention, for example through the Child and Family (CAF) process;

- Have a working knowledge of how BwD Children’s Social Care conduct child protection case conferences and child protection review conferences and be able to attend and contribute to these effectively when required to do so;
- Ensure members of staff have access to, and understand, the Schools Child Protection Policy and procedures, Behaviour Policy, Online Safety Policy, management of children missing education and staff Code of Conduct Policy, especially new and part time staff;
- Be alert to the specific needs of children in need, children with special educational needs and young carers
- Be able to keep detailed, accurate, secure records of concerns and referrals
  - Understand and support the school with regards to the requirement of the Prevent Duty and able to provide advice to school staff;
- Recognise the additional risks that children with Special Educational Needs and Disabilities (SEND) face online including online bullying, grooming and radicalisation; and
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them

### **Raising Awareness:**

The DSL will:

- Ensure the school or college’s policies are known and used appropriately;
- Ensure this policy is reviewed annually (as a minimum), the procedures and implementation are updated and reviewed regularly and will work with governing bodies or proprietors regarding this;
- Ensure the Child Protection Policy is available publicly and parents/carers are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this;
- Link with the local children’s safeguarding partnership arrangements to make sure staff are aware of any training opportunities and the latest local policies on safeguarding;
- Be familiar with the Pan-Lancashire Children’s Safeguarding Assurance Partnership arrangements (which replace the former LSCBs);
- Where children leave school, ensure their child protection file is transferred to the new school or college as soon as possible. This will be transferred separately from the main pupil file, ensuring secure transit and a confirmation of receipt is obtained;
- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school and college leadership staff; and
- Understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication

**Further detailed information about the role of the Designated Safeguarding Lead is contained within Annex C of [Keeping Children Safe in Education 2021](#)**

## **4. Good Practice Guidelines**

To meet and maintain our responsibilities towards pupils we need to agree standards of good practice. This expectation of good practice applies to all staff.



**All staff and volunteers will, in matter of safeguarding:**

- Treat all pupils with respect;
- Treat pupils as individuals;
- Put the child's welfare first;
- Set a good example by conducting themselves appropriately;
- Involve pupils in decisions that affect them;
- Encourage positive and safe behaviour among pupils;
- Be a good listener;
- Be alert to changes in pupils' behaviour;
- Recognise that challenging behaviour may be an indicator of abuse;
- Read and understand the school's child protection policy and guidance documents on wider safeguarding issues, for example bullying, physical contact and information-sharing;
- Ask the pupil's permission before doing anything for them of a physical nature, such as assisting with dressing, physical support during PE or administering first aid;
- Maintain appropriate standards of conversation and interaction with and between pupils and avoiding the use of sexualised or derogatory language;
- Be aware that the personal and family circumstances and lifestyles of some pupils lead to an increased risk of abuse;
- Be aware and sensitive of different cultures and different communities;
- Be aware of the possible necessity for a neutral translator for a child who cannot express him/herself in English as well as in his/her mother tongue;
- Share concerns immediately with the DSL; and
- Always act in the best interests of the child or young person.

**5. Children who may be particularly vulnerable**

It is vital that children receive the right help and support at the right time to address unmet needs and identify risks to prevent issues from escalating.

**To ensure that all of our pupils receive equal protection, we will give special consideration to children who are:**

- Disabled or have Special Educational Needs (with or without a Health Care Plan);
- Young carers
- Affected by Adverse Childhood Experiences such as parental substance misuse, adult mental ill health or domestic abuse;
- Asylum seekers;
- Regularly absent from school;
- Attending alternative provision or subject to a managed move;
- Living away from home (frequent movers);
- Vulnerable to being bullied, or engaging in bullying;
- Living in temporary accommodation;
- Living a transient lifestyle;
- Living in chaotic and unsupportive home situations;

- Vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality;
- Involved directly or indirectly in prostitution or child trafficking;
- Speakers of another first language;
- Subject to a Child Protection Plan;
- Exhibiting any changing behaviours or risk taking behaviours that cause concerns;
- Children In Our Care/Care-experienced;
- Privately fostered.

### **Pan-Lancashire Continuum of Need and Response**

The Pan-Lancashire Children's Continuum of Need and Response (CoNR) framework is a tool to assist all those whose work brings them into contact with children, young people and their families (including the unborn child) to identify the level of help and protection required to ensure children grow up in circumstances that achieve their best outcomes. The framework supports a risk sensible approach (see Appendix A)

### **Early Support**

Early support and intervention to address unmet needs can be either single agency (such as within school) or multi-agency as part of the Child and Family (CAF) assessment and plan. All staff who are in positions to assess a child's needs should be aware of the CAF process and how to support a child/family using this process. They should also be aware of and undertake the role of Lead Professional appropriately.

***Under CSAP information sharing guidelines consent is required to undertake a CAF assessment***

## **6. Recognising and Responding to Safeguarding Concerns**

All staff should be aware of the signs of abuse and neglect and if they are unsure they should speak to the DSL. In exceptional circumstances or for advice and support, staff and the DSL can contact the Children's Advice and Duty Service (CADs) 01254 666400.

The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children. (Keeping Children safe in Education 2019, page 22, paragraph 78)

The Department for Education '**What to do if you are worried a child is being abused - Advice for practitioners**' is a booklet that helps staff to identify child abuse and neglect and take appropriate action in response. All staff can access this on the following web address:

[Child abuse concerns: guide for practitioners - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/child-abuse-concerns-guide-for-practitioners)

All staff should be able to identify actions required when they have a safeguarding concern. Page 23 of Keeping Children Safe in Education 2021 provides a detailed flowchart '**Actions where there are concerns about a child**' (See Appendix C) which will be made visible to all staff.

The above guidance has been amended from 'Keeping children safe in education' to reflect local procedures.

### **Child in Need (CIN)**

Under section 17 (s.17 (10)) of the Children Act 1989, a child is 'in need' if:

- The child is unlikely to achieve or maintain, or to have the opportunity to achieve or maintain, a reasonable standard of health or development, without the provision of services by a local authority;
- The child's health or development is likely to be impaired, or further impaired, without the provision of such services;
- The child is disabled.

Referral to Children's Services is via the Children's Advice and Duty Service (CADs).

### **Child in Need of Protection**

Under section 47(1) of the Children Act 1989, a local authority has a duty to make enquiries where they are informed that a child who lives or is found in their area:

- Is the subject of an Emergency Protection Order;
- Is in Police Protection; or where they have
- Reasonable cause to suspect that a child is suffering or is likely to suffer significant harm

A professional making a child protection referral under s.47 must provide information that highlights what the child's unmet needs (underlying risk factors) are as well as high risk indicators that potentially identify the child may be suffering or likely to suffer significant harm. (See Appendix B)

### **Referral to children's social care**

#### **Telephone Blackburn with Darwen Borough Council's CADs Team (Children's Advice and Duty Service)**

To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse and neglect. There are four categories of abuse: physical, emotional, sexual and neglect:

**Physical abuse**

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

**Emotional abuse**

Emotional abuse is the persistent emotional maltreatment of a child, such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only for meeting the needs of another person. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. It may feature age – or developmentally – inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

**Sexual abuse**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

**Neglect**

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

*(Definitions are taken from Working Together to Safeguard Children 2018).*

If, at any point, there is a risk of immediate serious harm to a child a referral should be made to CADS immediately. Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration.

**Key points for staff to remember for taking action are:**

- In an emergency take the action necessary to help and protect the child, for example, call 999;
- Report your concern to the DSL as soon as possible;
- Do not start your own investigation;
- Share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family;
- Document concern on CPOMs;
- Seek support for yourself if you are distressed.

### **If a pupil discloses to you**

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

If a pupil talks to a member of staff about any risks to their safety or wellbeing, the staff member will need to let the pupil know that they must pass the information on. The point at which they tell the pupil this is a matter for professional judgement. If they jump in immediately the pupil may think that they do not want to listen, if left until the very end of the conversation, the pupil may feel that they have been misled into revealing more than they would have otherwise.

### **During their conversations with the pupils, staff will:**

- Allow them to speak freely;
- Endeavour to utilise a neutral translator if necessary;
- Remain calm and collected – the pupil may stop talking if they feel they are upsetting their listener;
- Give reassuring nods or words of comfort – ‘I’m so sorry this has happened’, ‘I want to help’, ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’;
- Not be afraid of silences – staff must remember how hard this must be for the pupil;
- Under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the pupil’s mother think about all this;
- Tell the pupil that in order to help them, the member of staff must pass the information on;
- Not automatically offer any physical touch as comfort. It may be anything but comfort to a child who has been abused;
- Avoid admonishing the child for not disclosing earlier. Saying things such as ‘I do wish you had told me about this when it started’ or ‘I can’t believe what I’m hearing’ may be interpreted by the child to mean that they have done something wrong;
- Tell the pupil what will happen next. The pupil may agree to go to see the designated safeguarding lead. Otherwise it is the duty of the member of staff to inform the DSL of what has been discussed. If the pupil does agree to go and see the designated safeguarding lead, the staff member should inform the DSL that the child will be coming to see them at some point;

- Report verbally to the DSL even if the child has promised to do it by themselves;
- Write up their conversation as soon as possible on the record of concern form and hand it to the DSL;
- Seek support if they feel distressed.

### **Notifying parents**

The school will normally seek to discuss any concerns about a pupil with their parents (if safe to do so). This must be handled sensitively and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure.

However, if the school/DSL believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children's social care (particularly if the disclosure is sexual abuse, forced marriage, under Prevent Duty, Female Genital Mutilation or Fabricated and Induced Illness (FII)).

## **7. Specific Safeguarding Circumstances**

Part One in 'Keeping children safe in education 2020' sets out information about specific forms of abuse and safeguarding issues. All school staff who work directly with our children will read this and if they have concerns about a child's welfare speak to the DSL (or deputy) immediately.

In addition to the guidance above, school will ensure that the following safeguarding partnership arrangements are followed on the specific areas of concern using the following links (and additional information where provided):

### **Children in the Court system**

[https://panlancashirescb.proceduresonline.com/chapters/p\\_sg\\_youth\\_justice\\_sys.html](https://panlancashirescb.proceduresonline.com/chapters/p_sg_youth_justice_sys.html)

### **Children with family members in prison**

[https://panlancashirescb.proceduresonline.com/chapters/p\\_visit\\_prison.html](https://panlancashirescb.proceduresonline.com/chapters/p_visit_prison.html)

### **Child Sexual Exploitation (CSE) & Child Criminal Exploitation**

- All staff will undertake CSE training appropriate to their role including becoming familiar with indicators of involvement in CSE/ CCE.
- The school curriculum (where sexual relationships/PSHE is delivered) will include relevant information around the risks associated with CSE/ CCE.



The following link references the Pan Lancashire CSE Standard Operating Protocol which includes further guidance that school will follow if CSE is recognised:

[http://panlancashirescb.proceduresonline.com/chapters/p\\_child\\_sex\\_exp.html](http://panlancashirescb.proceduresonline.com/chapters/p_child_sex_exp.html)

### **County Lines**

[http://panlancashirescb.proceduresonline.com/chapters/p\\_gang\\_activity.html?zoom\\_highlight=county+lines](http://panlancashirescb.proceduresonline.com/chapters/p_gang_activity.html?zoom_highlight=county+lines)

### **Domestic Abuse**

[http://panlancashirescb.proceduresonline.com/chapters/p\\_domestic\\_violence\\_abuse.html?zoom\\_highlight=domestic+abuse](http://panlancashirescb.proceduresonline.com/chapters/p_domestic_violence_abuse.html?zoom_highlight=domestic+abuse)

### **Honour Based Abuse**

[http://panlancashirescb.proceduresonline.com/chapters/p\\_honour\\_abuse.html?zoom\\_highlight=honour+based+abuse](http://panlancashirescb.proceduresonline.com/chapters/p_honour_abuse.html?zoom_highlight=honour+based+abuse)

### **Homelessness**

[https://panlancashirescb.proceduresonline.com/chapters/p\\_child\\_living\\_away.html](https://panlancashirescb.proceduresonline.com/chapters/p_child_living_away.html)

### **Children Missing from Education**

This can be a potential sign of abuse or neglect including sexual exploitation, undergoing female genital mutilation, forced marriage or travelling to conflict zones. Staff must follow school procedures when a child misses education particularly on repeat occasions to help identify the risk of abuse and neglect, including sexual exploitation, and prevent the risk of them going missing in the future.

Schools must have an admissions and an attendance register and school must inform the Local Authority of any pupil who is going to be removed from the admission register where the pupil:

- Has been removed by parents and school has received written notification from the parent that they are being educated outside of the school system e.g. home schooling;
- They have ceased to attend school and no longer live within reasonable distance of the school;
- They have been certified by the school medical officer as unlikely to be fit to attend school before ceasing to be of compulsory school age;

- The child is in custody for a period of more than four months and school does not believe they will return at the end of that period;
- The child has been permanently excluded;

**School must also inform the Local Authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more.**

The following links provides both the procedure and forms for school to follow:

[https://panlancashirescb.proceduresonline.com/chapters/p\\_children\\_missing.html](https://panlancashirescb.proceduresonline.com/chapters/p_children_missing.html)

<http://www.lscb.org.uk/new-cme-form>

## Operation Encompass

Operation Encompass is a police and education early intervention safeguarding partnership which ensures that a child's school is informed, prior to the start of the next school day, that there has been an incident of domestic abuse to which the child or young person has been exposed, and which might then have an impact on them in school the following day.

Each school in Blackburn with Darwen is informed of all domestic abuse incidents, not just those where an offence can be identified or those which are graded as high risk. The partnership recognises that all incidents of domestic abuse can be harmful to children and young people.

Operation Encompass notifications should be transferred onto the schools preferred recording system with actions linked to the notification. This will help clearly identify any assessment, support and any actions taken that are linked to the notification.

A nominated member of staff, known as a Key Adult, has been trained to liaise with the police. They will be able to use information that has been shared with them, in confidence, to ensure that the school makes provision for possible difficulties experienced by children or their families.

Staff should conduct an individual assessment of the child's needs, and decide on any school routine modifications that need to be made, for instance, allowing the child time out, additional time to complete homework, discreetly providing the child with access to washing facilities, food and clothing (if available). They should record a brief summary of their assessment, and any support actions taken that directly relate to it.

If school staff have additional concerns around the child's safety and wellbeing due to being aware of previously unknown information, they should make a CP referral following existing referral procedures, even if they are aware of one having been done by the Police and Operation Encompass officers. They may possess unique information that they can share, that will more fully inform the picture of risk to a child or victim adult.

Schools will, on occasion, be asked to provide the Local Authority, Safeguarding Partnership or the Domestic Abuse Strategic Board information in relation to analysis/audit of Operation Encompass notification

## Preventing Radicalisation

All schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act of 2015, to have 'due regard to the need to prevent people from being drawn into terrorism', known as the 'Prevent Duty'.

[http://panlancashirescb.proceduresonline.com/chapters/p\\_radicalisation.html](http://panlancashirescb.proceduresonline.com/chapters/p_radicalisation.html)

## Peer abuse, sexual violence and sexual harassment between children

Peer on peer abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse; For further information about sexual violence see Annex B. For further information about sexual harassment see Annex B.
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

All staff will understand what sexual violence and harassment constitutes in line with the comprehensive guidance provided in Part 1 of Keeping Children Safe in Education 2021.

All staff should be aware that children can abuse other children (peer on peer/child on child abuse) and that it can happen both inside and outside of school or college and online.

It is important that all staff recognise the indicators and signs of peer on peer /child on child abuse and know how to identify it and respond to reports.

All staff should understand that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important that if staff have any concerns regarding peer on peer /child on child abuse they should speak to their Designated Safeguarding Lead (or deputy).

This means that ALL staff will take a 'zero-tolerance' approach to any unacceptable behaviour including 'banter' and will seek to prevent, challenge and take action so that all children understand that any concerns regarding their welfare and safety will be taken seriously. In cases where the police are involved school will liaise with the police and discuss appropriate action.

This will encourage and promote a culture of acceptable behaviour and a safe educational environment for all children.

All staff must ensure that they reassure any victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report

In addition, pastoral and safeguarding staff should be familiar with the DfE departmental advice: Sexual Violence and Sexual Harassment Between Children in Schools and Colleges which contains further detailed information and the Pan-Lancashire procedures on Peer Abuse:

DfE: Sexual Violence and Sexual Harassment Between Children in Schools and Colleges

<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

[http://panlancashirescb.proceduresonline.com/chapters/p\\_peer\\_abuse.html](http://panlancashirescb.proceduresonline.com/chapters/p_peer_abuse.html)

## **Serious Violence**

[Preventing youth violence and gang involvement - Practical advice for schools and colleges \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/publications/preventing-youth-violence-and-gang-involvement-practical-advice-for-schools-and-colleges)

## **Up-Skirting**

'Upskirting' is where someone takes a picture under a person clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any sex, can be a victim. (Keeping Children Safe in Education 2021, page 139).

## **Female Genital Mutilation (FGM)**

Female Genital Mutilation (FGM) is encompassed within a range of crimes of so-called 'honour based abuse' or 'honour based violence' including forced marriage, the practice of breast ironing and FGM.

There is a statutory duty upon teachers that they must report to the police cases where they discover that an act of FGM appears to have been carried out.

The duty above does not apply in cases where a pupil is at risk of FGM or FGM is suspected but is not known to have been carried out. Staff must inform the DSL if they have any concerns that a pupil may be having FGM surgery in the future in the UK but also abroad. Staff should not examine pupils.

[http://panlancashirescb.proceduresonline.com/chapters/p\\_female\\_mutilation.html](http://panlancashirescb.proceduresonline.com/chapters/p_female_mutilation.html)

Any other member of staff who discovers that an act of FGM appears to have been carried out on a pupil under 18 must speak to the DSL and follow the above pan Lancashire safeguarding procedures.

Warning signs for FGM can be found in the HM Government Multi-Agency Practice Guidance (link below), and pages 61-63 focuses on the role of schools and colleges. Pages 42-43 provide guidance on the warning signs that FGM may be about to take place or has already taken place

<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genitalmutilation>

- There is a statutory duty upon teachers that they must report to the Police cases where they discover that an act of FGM appears to have been carried out.
- Staff must also follow Pan-Lancashire procedures.

Warning signs for FGM can be found in the HM Government Multi-Agency Practice Guidance (link below), and pages 59-62 focuses on the role of schools and colleges. Pages 38-41 gives guidance on the warning signs that FGM may be about to take place or has already taken place.

[HM Government - Multi-agency statutory guidance on Female Genital Mutilation \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

## **Forced Marriage and Honor Based Violence**

A forced marriage is one whereby one or both parties do not consent to marriage but are forced to do so through violence, threats or any form of coercion. Schools play an important role in safeguarding children from being forced to marry. The school will follow national and local guidance as identified in the Pan-Lancashire procedures:

[https://panlancashirescb.proceduresonline.com/chapters/p\\_forced\\_marriage.html](https://panlancashirescb.proceduresonline.com/chapters/p_forced_marriage.html)

## **Online Safety**

Mobile phones, computers and other digital devices can be a source of fun, entertainment, communication and education. However, we know that some adults and young people will use these technologies to harm children. The harm may include sending hurtful or abusive

texts and emails; enticing children to engage in sexually harmful conversations online; inappropriate/indecent webcam filming and photography or face-to-face meetings.

The school's online safety policy (also available on the website) will explain how we try to keep pupils safe in school when using the internet and mobile technology. Children and young people may unknowingly also engage in activities that could put themselves and others at risk, such as revealing personal information and uploading images of others.

Online bullying by pupils, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures.

- School policies/measures will encourage good behaviour and respect (this includes around bullying);
- We have an anti-bullying / behaviour policy that links to online safety;
- We ensure policies take into account equality and diversity;
- We ensure policies relating to searching a student or their property with and without their consent are written correctly; (These are included in our behaviour policy)
- We have an up to date home / school agreement regarding the use of social media to make complaints relating to pupils / staff; these are completed as part of the referral procedure and kept in pupil files, a blank copy is available from the school office.
- We ensure we have the appropriate filters and monitoring systems in place that do not restrict what children can be taught in regard to online teaching and safeguarding.

School will use 'Teaching online safety in school (DfE 2019) to ensure teaching of online safety is age and developmentally appropriate as outlined in:

<https://www.gov.uk/government/publications/teaching-online-safety-in-schools>

## Modern Slavery

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

Children do not need to give their consent to be referred to the NCA.

- Staff must be aware of the above and contact the DSL should they suspect or receive information that either parents or their children may be victims of modern slavery
- The DSL should then contact the NCA and the following persons:
  - BwD CADS for concerns about children possibly subject to Modern Slavery.

Pan-Lancashire guidance - Victims of Modern Slavery:

[https://panlancshirescb.proceduresonline.com/chapters/p\\_child\\_from\\_abroad.htm](https://panlancshirescb.proceduresonline.com/chapters/p_child_from_abroad.htm)

## **Gender-based violence/violence against women and girls/Racist, disability and homophobic or transphobic abuse**

[https://panlancashirescb.proceduresonline.com/chapters/p\\_diversity.html](https://panlancashirescb.proceduresonline.com/chapters/p_diversity.html)

## **Relationships, education, relationships and sex education (RSE) and health education (DfE, 2019)**

This curriculum is statutory with safeguarding and keeping safe at the heart of these topics. Good practice will allow children and young people to discuss potentially sensitive issues in a safe environment. However, should these raise safeguarding concerns then the safeguarding and child protection policy will apply.

### **Other specific safeguarding circumstances**

- Children missing from home or care
- Bullying including cyber/online bullying
- Domestic violence
- Substance misuse
- Fabricated or induced illness
- Faith abuse
- Forced marriage
- Gangs and youth violence
- Gender-based violence/violence against women and girls (VAWG)
- Mental health
- Private fostering
- Sexting
- Teenage relationship abuse
- Hate crime.

## **8. Support for those involved in a child protection issue**

Child abuse is devastating for the child and can also result in distress and anxiety for staff who become involved.

We will support pupils, their families, and staff by:

- Taking all suspicions and disclosures seriously;
- Nominating a link person (DSL) who will keep all parties informed and be the central point of contact;

- Nominating a separate link people for the child and member of staff, where a member of staff is the subject of an allegation made by a pupil, to avoid any conflict of interest;
- Responding sympathetically to any request from pupils or staff for time out to deal with distress or anxiety;
- Maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies;
- Storing records securely;
- Offering details of helplines, counselling or other avenues of external support;
- Following the procedures laid down in our whistleblowing, complaints and disciplinary procedures
- Cooperating fully with relevant statutory agencies;
- Making sure a neutral interpreter is available when English is not the child's first language;
- Providing time for the member of staff to reflect on child protection issues (e.g. through peer support and/or reflective safeguarding practice/supervision) as outlined in Working Together to Safeguard Children 2018. Counselling will also be offered to both parent and child where appropriate

## 9. Safer Recruitment

Our school endeavours to do our utmost to employ 'safe' staff by ensuring our recruitment, selection and pre-employment processes are in line with statutory guidance including Disclosure and Barring Service (DBS) and 'Keeping children safe in education 2021' .

See also 'single central record' below.

### In Brief:

**Regulated activity** requires an enhanced DBS certificate and this includes barred list information. Regulated activity is if a member of staff:

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

### **Secretary of State Teacher Prohibition Orders and Section 128 Direction**

**A teacher** who is appointed will require an additional check to ensure they are not prohibited from teaching.

School will register and complete these checks as appropriate:



<https://www.gov.uk/guidance/teacher-status-checks-information-for-employers>

In addition, the Secretary of State 128 direction prohibits or restricts a person from taking part in the management or as a governor of a maintained school.

**For staff who have regular contact not classed as regulated activity:** an enhanced DBS certificate, which does not include a barred list check, will be appropriate. This would include contractors that would have the opportunity for contact with children and who work under a temporary or occasional contract

**Supervised volunteers:** In a school (or college), a supervised volunteer who regularly teaches or looks after children is not in regulated activity. The Department for Education (DfE) has published separate statutory guidance on supervision and regulated activity which the schools will have regard to when considering which checks should be undertaken on volunteers. This is set out at Annex F of Keeping Children Safe in Education.

**Staff who work in childcare provision:** In October 2014 schools received supplementary advice detailing a new requirement for childcare disqualification checks to be carried out on relevant staff working in schools and academies. These checks arise from the Childcare (Disqualification) Regulations 2009, which in turn arose out of the Education Act 2006. See below.

A person is disqualified if any of the following apply:

- They have been cautioned for, or convicted of certain violent or sexual criminal offences against adults e.g. murder, kidnap, rape, indecent assault or assault causing actual bodily harm;
- They have been cautioned for, or convicted of any offences against children;
- They are the subject of an order, direction or similar in respect of childcare, including orders made in respect of their own children (i.e. removing a child from their care or preventing a child from living with them);
- They have had registration refused or cancelled in relation to childcare or children's homes or have been disqualified from private fostering;

St Bede's will:

- Ensure all relevant staff have completed and returned a disclosure form
- Advice will be sought if it is not clear whether the individual should be suspended from duty, advice will be sought on whether a 'relevant' offence has been committed from the DfE at:

[Mailbox.disqualification@education.gsi.gov.uk](mailto:Mailbox.disqualification@education.gsi.gov.uk)

or from Ofsted at:

[disqualification@ofsted.gov.uk](mailto:disqualification@ofsted.gov.uk)

- Anyone who is disqualified will be immediately removed from the relevant setting and Ofsted will be notified within 14 days. Should the school need to consider suspending an employee, the matter should be discussed with a member of the School's HR Team;
- All new appointees to relevant settings, from this point onwards, will be required to complete the declaration

**External Contractors:**

- St Bede's will ensure that any contractor or their employees has been subject to the appropriate level of DBS check prior to undertaking work in school.

**Single Central Record:**

Keeping Children Safe in Education (2021) sets out the schools responsibility to keep all staff details on the Single Central Record. This will cover

- All staff (including supply staff, and teacher trainees on salaried routes) who work at the school
- All members for independent schools, including academies and free schools, and the proprietor body.
- All governors and volunteers

Safer recruitment means that all applicants will (appropriate to the role and responsibility)

Have the following:

- Their identity checked
- A barred list check
- An enhanced DBS check/certificate
- A prohibition from teaching check
- Further checks on people living or working outside the UK
- A check of professional qualifications
- A check to establish the person's right to work in the UK

Further information on details that school must keep can be found in 'Keeping children safe in education 2021'.

School has a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm to a child (or vulnerable adult). School will follow DBS guidance on referrals as per the GOV.UK website

## 10. Allegations of abuse

### Against teachers and other staff

When an allegation is made against a member of staff, set procedures must be followed. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.

A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we must accept that some professionals do pose a serious risk to pupils and we must act on every allegation. Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress.

Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

- Allegations against staff should be reported to the Head Teacher;
- Allegations against the Head Teacher should be reported to the Chair of Governors;
- The Head Teacher and/or Chair of Governors must discuss the allegation with the Local Authority Designated Officer (LADO);
- The full procedures for dealing with allegations against staff can be found in the LSCB's policy on allegations against staff:

[http://panlancashirescb.proceduresonline.com/chapters/p\\_allegations.html](http://panlancashirescb.proceduresonline.com/chapters/p_allegations.html)

**Staff conduct:** Staff that are concerned about the conduct of a colleague towards a pupil are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount and that they have a duty to respond and inform the Designated Safeguarding Lead.

The school's whistleblowing policy enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.

All concerns of poor practice or possible child abuse by colleagues should be reported to the Head Teacher. Complaints about the Head Teacher should be reported to the Chair of governors.

## 11. Complaints

Our complaints procedure will be followed where a pupil or parent raises a concern about poor practice towards a pupil that initially does not reach the threshold for child protection action. Complaints are managed by senior staff, the Head Teacher and governors.

Complaints from staff are dealt with under the school's complaints, disciplinary and grievance procedures which can be found in our school complaints policy which is available on the website.

## 12. Staff training

It is important that all staff have appropriate training and are confident and competent to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern (see also Chapter 3: Roles and Responsibilities).

New staff and governors will receive training during their induction. All staff, including the Head Teacher (unless the Head Teacher is the DSL) and governors will receive training that is regularly updated and the DSL will receive training updated at least every two years appropriate to the knowledge and skills required for the role.

In addition all staff members should receive regularly safeguarding updates which can be in the form of email, bulletins, staff meetings, as required but at least annually.

Training should be in line with advice from the CSAP .

Supply staff and other visiting staff will be given the school's Visiting Staff guide (available from the office)

***Guidance for Safer Working Practice*** – a copy of this guidance should be given to every member of staff (paid or voluntary) to assist with appropriate behaviour and minimise allegations of professional abuse.

The Governing body, via the Head Teacher, must be satisfied that every member of staff has received, read and understood the guidance, with a signed declaration agreeing to operate in line with the best practice guidance.

A copy of the most recent guidance can be found here:

<http://www.lscb.org.uk/category/education/>

## 13. Confidentiality, Information Sharing & Record Keeping

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the pupil and staff involved but also to ensure that being released into the public domain does not compromise evidence.

Staff should only discuss concerns with the Designated Safeguarding Lead, Head Teacher or Chair of governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

Child protection information will be stored and handled in line with guidance from the Information Commissioner's Office and UK GDPR requirements. Information is:

- Processed for limited purposes
- Adequate, relevant and not excessive
- Accurate
- Kept no longer than necessary – local authority guidance is 25 years after leaving school/education
- Processed in accordance with the data subject's rights
- Secure

Record of concern forms and other written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals.

Every effort will be made to prevent unauthorised access, and sensitive information should not be stored on laptop computers, which, by the nature of their portability, could be lost or stolen. If it is necessary to store child protection information on portable media, such as a CD or flash drive, these items will also be kept in locked storage. Child protection information will be stored separately from the pupil's school file and the school file will be 'tagged' to indicate that separate information is held.

Safeguarding information must follow the child throughout their education as an additional separate record but a copy must be retained by each school attended for the set time as above/99 years.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act and GDPR, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a pupil or parent to see child protection records, they will refer the request to the Head Teacher or DSL.

The Data Protection Act and GDPR does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

The school's policy on confidentiality and information-sharing is available to parents and pupils on request.

The school policy will reflect the Pan-Lancashire arrangements on Information Sharing and Confidentiality:

[http://panlancashirescb.proceduresonline.com/chapters/p\\_info\\_share\\_confident.html](http://panlancashirescb.proceduresonline.com/chapters/p_info_share_confident.html)

## **14. Policies that offer additional safeguarding information/links:**

- Health and Safety
- Complaints procedure
- Anti-bullying
- E safety
- School attendance policy
- Whistleblowing
- Behaviour
- Safer recruitment
- Managing allegations
- Grievance and disciplinary
- Educational Visits
- Data Protection

St Bede' R C High School – Covid-19 Addendum to School Safeguarding Policy

KEY AREA	CONTENT
Maintaining links with safeguarding partners	<ul style="list-style-type: none"> <li>The school will check briefings from the DfE, BwD Council (<i>add others as appropriate</i>) local Safeguarding Officers, and the Children's Advice and Duty Service (CADS)</li> </ul>
Referrals to CSC and LADO	<ul style="list-style-type: none"> <li>LADO Services are operating during the pandemic, using Skype as necessary and so any concerns about harm to children are subject to consultation with LADO as in normal operating. Please contact LADO on (01254) 585184</li> <li>CADS contact is Monday to Friday: 8:45am to 5:00pm telephone:01254 666400 Emergency out-of-hours (evenings and weekends) telephone: 01254 587547</li> </ul> <p>If you believe that a child is at immediate risk and in need of protection then you should <b>call the police on 999 immediately.</b></p>
Designated Safeguarding Lead	<ul style="list-style-type: none"> <li>L Houston (DSL) and Daniel Milton (DSL) will be on site within a staff rota. This information is shared with all staff.</li> <li>If DSL is not available on site then they are available via direct contact number or email address. These details are shared with all staff.</li> <li>We will ensure that if children from another school are being cared for on our site or vice versa then links will be in place between the respective DSL functions to share information.</li> <li>We will ensure arrangements to ensure that all staff, including volunteers and any adults who are not familiar with the setting know who to speak to if they have concerns about a child.</li> <li>We will have arrangements to ensure that all adults on school site understand the school's commitment to acting immediately in response to any safeguarding concerns. Any concerns will be reported to the DSL either on site or via phone contact.</li> </ul>
Supporting Vulnerable Children (allocated to a social worker)	<ul style="list-style-type: none"> <li>Ensure that school can identify by name which children are vulnerable or should be in school - including how to contact them. School should request up-to-date contact details.</li> <li>DSL has a file protected log which identifies children whom have SWs and how to contact the SW – school will agree interim safeguarding plans with the SW.</li> <li>DSL has a file protected log which can identify which children are looked after and becoming looked after. The contact arrangements for LAC are shared with Social worker and Virtual School.</li> </ul>

	<ul style="list-style-type: none"> <li>• DSL will contact carers/parents of LAC and children open to a CP plan daily.</li> <li>• DSL will contact families' children open to CIN twice weekly.</li> <li>• DSL will contact families of vulnerable children whom are on our roll but are being educated off site/alternative provision weekly and will liaise with alternative provision safeguarding team.</li> </ul>
Supporting potentially Vulnerable Children (not allocated to a social worker)	<ul style="list-style-type: none"> <li>• Children/families being supported through CAF/TAF will be contacted weekly by DSL. Any concerns will be shared with CAF lead or if needed contact with CADs will be implemented.</li> </ul>
Peer on peer abuse	<ul style="list-style-type: none"> <li>• What additional arrangements are in place to prevent and respond to any concerns related to peer on peer abuse between children who do not ordinarily attend your school or are being looked after by adults who do not know them well</li> <li>• The primary responsibility for the safeguarding of pupils remains with the staff of their own school.</li> <li>• Other pupils will be segregated while on the school site</li> </ul>
Online Safeguarding	<ul style="list-style-type: none"> <li>• All staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the child protection policy and where appropriate referrals should still be made to children's social care and as required the police.</li> <li>• When DSL is carrying out welfare phone calls to families the importance of children being safe online will be reinforced.</li> <li>• Online safety support services will be signposted via the school website.</li> </ul>
Children with specific health needs	<ul style="list-style-type: none"> <li>• Information about pupils from other schools remains the responsibility of their home school.</li> <li>• The school will risk assesses their own pupils so that all staff are aware of the specific health needs of individual pupils.</li> <li>• Pupils attending school who require 1:1 support will be supported by a special support assistant if they are available. If no support is available, the pupils place will be reviewed and may be withdrawn.</li> <li>• The school will ensure there is a trained first aider on the school site.</li> </ul>



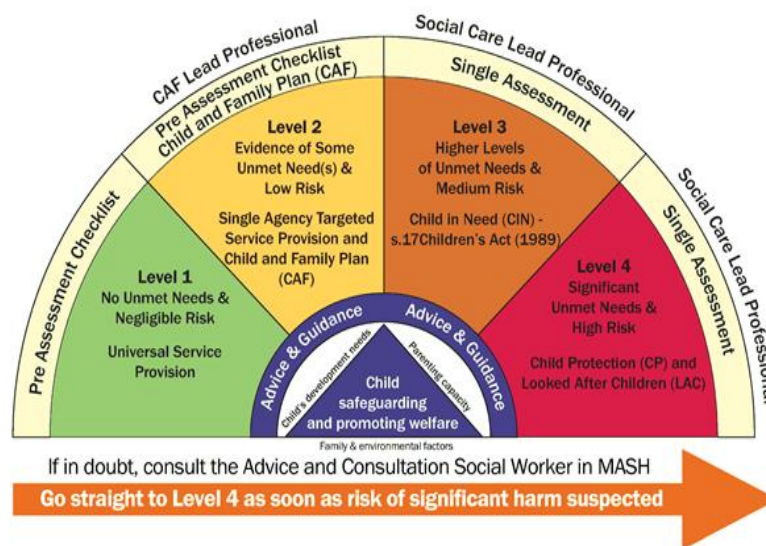
Safer Recruitment & use of Volunteers	<ul style="list-style-type: none"> <li>• The school will not use volunteers during the current school closure.</li> <li>• If the school is used as a hub for pupils from neighbouring schools, the Headteacher will ensure that have been appointed in line with safer recruitment practices and are included on their own school's SCR.</li> <li>• All staff will receive health and safety briefing afro the building and will wear clear identification with photo ID while in the building.</li> </ul>
Operation Encompass	<ul style="list-style-type: none"> <li>• DSL to respond to Operation Encompass notification for a child that is not attending school as they would in normal working, including speaking to parents and seeking advice from CADs / Schools Safeguarding.</li> </ul>

Named person responsible for ensuring staff are aware of the above.  
DSL NAME: Lucy Houston

Named governor aware of the school/colleges interim arrangements  
GOVERNOR NAME: Kelly Harrison

## Appendix A

### Pan-Lancashire Continuum of Need and Response



The Pan-Lancashire Children's Continuum of Need and Response (CoNR) Framework is a guidance tool to assist all those whose work brings them into contact with children, young people and their families (including the unborn child) to identify the level of help and protection required to ensure children grow up in circumstances that achieve their best outcomes.

Each local authority area covered by Working Well with Children and Families in Lancashire has its own Part 3 which sets out local services and how these can be accessed. All of the documents can be accessed here:

[https://panlancshirescb.proceduresonline.com/chapters/p\\_work\\_well\\_chfam.html](https://panlancshirescb.proceduresonline.com/chapters/p_work_well_chfam.html)

## Appendix B

### Blackburn with Darwen Children's services Risk Management Model

#### Underlying Risk Factors

Those elements that are often present in risk situations but which do not, of themselves, constitute a risk:

- Poverty
- Poor housing
- Lack of support network / isolation
- Experiences of poor parenting
- Low educational attainment
- Physical /learning disability ( adult/ Child)
- Mental health difficulties (adult / child)
- Drug and alcohol use/misuse
- Victimisation from abuse /neglect
- Discorded / discordant relationships
- Previous history of offending
- Rejecting/antagonistic to professional support
- Behavioural /emotional difficulties in parent
- Behavioural /emotional difficulties in child
- Young, inexperienced parent
- Physical ill health ( adult/child)
- Unresolved loss of grief.

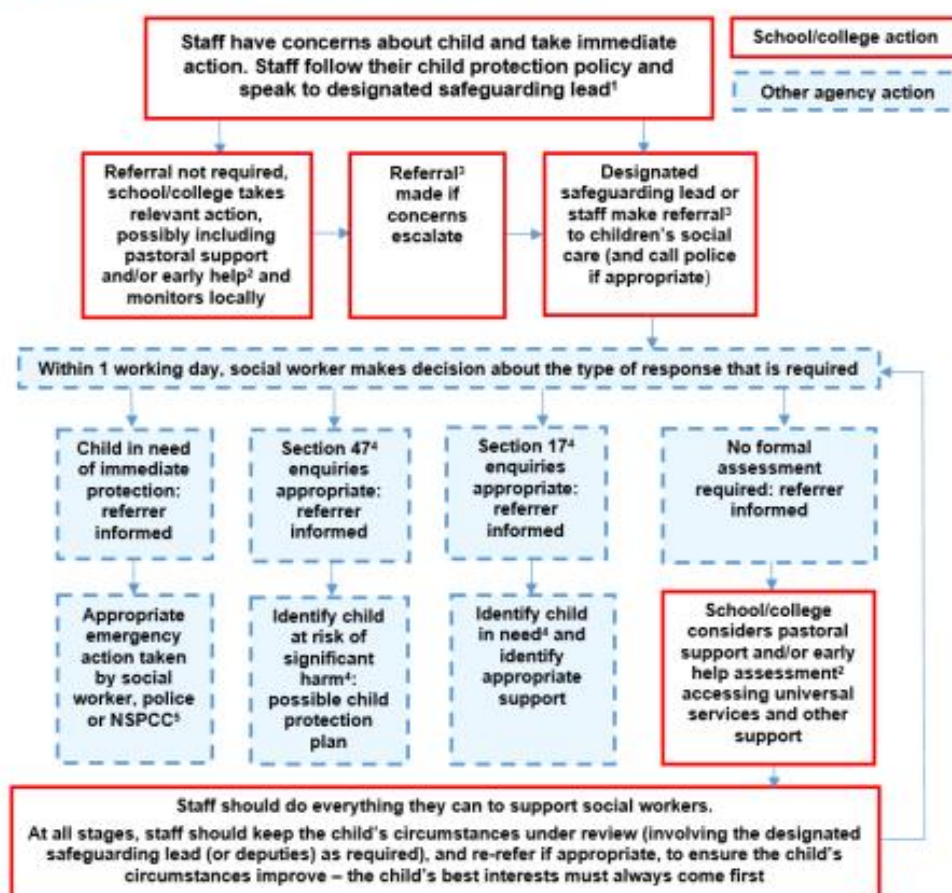
#### High Risk Indicators

**Those elements which, by their presence, do constitute a risk:**

- Previous involvement in child physical and sexual abuse and or neglect.
- History of being significantly harmed through neglect as a child
- Seriousness of abuse ( and impact on the child)
- Age of the child (particularly if less than three years old)
- Incidence of abuse ( how much abuse over how long a period of time
- Record of previous violent offending ( against both children and adults)
- Older child removed or relinquished
- Unexplained bruising ( particularly in pre mobile children
- Uncontrolled mental health difficulties (including periods of hospitalisation)
- Personality disorders
- Chaotic drug/alcohol misuse
- Denial /failure to accept responsibility for abuse or neglect
- Unwillingness / inability to put the child's needs first and take protective action.
- Cognitive distortions about the use of violence and appropriate sexual behaviour
- Inability to keep self safe
- Unrealistic, age inappropriate expectations of the child.

## Appendix C

## Actions where there are concerns about a child



<sup>1</sup> In cases which also involve a concern or an allegation of abuse against a staff member, see Part Four of this guidance.

<sup>2</sup> 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.

<sup>3</sup> Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).

<sup>4</sup> 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. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#).

<sup>5</sup> This could include applying for an Emergency Protection Order (EPO).