

Signed: Mr R Barnes Fleetwood High School	Signed: Mr S MacNeill On behalf of the Governing Body
Head Teachers name: Mr R Barnes	Chair of Student Welfare and Wellbeing: Mr S MacNeill
Date: 08/11/2018	Proposed Review date: November 2019

## Whole-School Policy on Safeguarding and Child Protection

## 1. Named staff/personnel with specific responsibility for Child Protection

Academic Year	Designated Senior Lead & 'Back-Up' or Deputy DSL	Nominated Governor
2018/2019	Jackie Hibbert	
2018/2019	Kim Whitehouse	Sally Nightingale

## 2. Training for Designated Staff in School

Name of Staff Member / Governor	Date when last attended CP Training	Provided by Whom (e.g. LCC, Governor Services)
Jackie Hibbert	12/09/2017	LCC
Kim Whitehouse	11/07/2017	LCC
Sally Nightingale	01/03/2016*	LCC

*(DSLs refresh their training every 2 years KCSIE 2018)*

*\*Booked onto DSL course for this term.*

## 3. Whole School Child Protection Training

Who attended	Date	Training Delivered by
Safeguarding – teaching and support staff.	01/09/2018 05/10/2018	Jackie Hibbert DSL
Safeguarding and Prevent/Channel awareness training - governors	07/06/2018	Jackie Hibbert DSL / Online training
Safeguarding / Prevent/Channel awareness training – welfare staff	09/05/2018	Jackie Hibbert DSL / Online training
Prevent/Channel awareness training – new staff as at 01/09/18	01/09/2018	Online training
Prevent/Channel awareness training – all other teaching and support staff.	30/10/2017	Online training

*All staff receive induction and "regular" updated training on an annual basis. (KCSIE 2018) and*

*Lancashire Safeguarding Children Board state that best practice guidance for education is this minimally should be every 2 years and best practice is annually.*

#### 4. Safer Recruitment Training

Name of Staff / Governor	Date Attended	Update Due	Provided by Whom
Andrew Abbass	March 2017	March 2022	LCC HR
Helen Lees	January 2017	January 2022	LCC HR
Kate Condon	March 2014	March 2019	LCC HR
Shaun MacNeill	February 2017	February 2022	LCC HR
Sue Sheard	October 2011	October 2016	LCC HR
Jan Finch	August 2013	August 2018	LCC HR
Jonathon Hewitt	June 2016	June 2021	LCC HR
Roddy McCowan	November 2013	November 2018	LCC HR
Sally Nightingale	December 2015	December 2020	LCC HR
D Hanlon Catlow	14 February 2017	February 2022	FCAT HR
A Cronshaw	21 June 2017	June 2022	LCC HR
M Bateman	10 October 2017	October 2022	LCC HR

*In line with KCSIE 2018 at least one person on any recruitment and selection panel has to have undertaken Safer Recruitment training (LCC recommends this is updated every 5 years)*

#### 5. Review dates for this policy (annual review required KCSIE 2018)

Review Date	Changes Made	By Whom
09/11/17	<ul style="list-style-type: none"><li>New staff added</li><li>Prevent Duty requirements added</li></ul>	J Hibbert
25/05/18	<ul style="list-style-type: none"><li>Staffing change at LCC – new Schools Safeguarding Officer: Tammy Tywang</li></ul>	J Hibbert
01/11/18	<ul style="list-style-type: none"><li>Updates relating to new KCSIE (2018).</li><li>Additional information related to roles and responsibilities added.</li><li>Additional information related to categories of need added.</li><li>Training record updated</li></ul>	J Hibbert

#### 6. Name of LCC Safeguarding link

Tammy Tywang – Lancashire Safeguarding Team

#### 7. Purpose of the Policy

The purpose of this safeguarding policy is to ensure every child who is a student at Fleetwood High School is safe and protected from harm. This means we will always work to:

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

- Undertake that role so as to enable children at our school to have the best outcomes.

This policy will give clear direction to staff, volunteers, visitors and parents about expectations and our legal responsibility to safeguard and promote the welfare of all children at our school.

Our school fully recognises the contribution it can make to protect children from harm and to support and promote the welfare of all children who are registered students at our school.

There are three main elements to our child protection policy providing:

**(a) Prevention:**

Creating a positive school atmosphere, teaching and pastoral support to students where children have opportunities to have a voice and that their wishes and feelings are listened to and taken into account.

**(b) Protection:**

By following agreed procedures, ensuring staff are trained to recognise possible signs and symptoms of abuse and are trained and supported to respond appropriately and sensitively to child protection concerns.

**(c) Support:**

To students and school staff and to children who may have been abused.

***This policy applies to all students, staff, parents, governors, volunteers and visitors.***

## **8. Legislation related to safeguarding in education**

- **Education Act 2002:** *Section 175 of the Education Act 2002 requires local education authorities and the governors of maintained schools and further education (FE) colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.*
- *Section 157 of the same act and the Education (Independent Schools Standards) (England) Regulations 2003 require proprietors of independent schools (including academies and city technology colleges) to have arrangements to safeguard and promote the welfare of children who are students at the school.*
- **Working Together to Safeguard Children 2018** *sets out organisational responsibilities for schools and colleges and this applies to maintained, independent, academies, free schools and alternative non provision academies.*

- **Keeping children safe in education 2018:** *Statutory guidance for schools and colleges 2016 was issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) Regulations 2014 and the Education (Non-Maintained Special Schools) (England) Regulations 2011. This contains information on what schools and colleges **should** do and sets out the legal duties with which schools **must** comply*
- **What to do if you are worried a child is being abused 2015**
- **Guidance for Safer Working Practice**
- **The Children Act 1989**
- **The Children Act 2004**

## 9. School commitment

We recognise that for all our students, high esteem, confidence, supportive friends and clear lines of communication with a trusted adult helps prevention. Our school will therefore:

- Establish and maintain an ethos where students feel safe, secure and are encouraged to talk and are listened to.
- Ensure that all students know that there are adults in school who they can approach if they are worried or in difficulty.
- Include in the curriculum activities (in particular in Citizenship) and in assemblies opportunities to equip students with the skills and knowledge of how to stay safe from abuse. Students should be confident in this so that they can where necessary take responsibility for their own safety. (Child abuse often takes place during school holidays and weekends when students have no school based adult to confide in. Citizenship aims to empower students to be able to seek areas of help confidently at such times. The schools Citizenship co-ordinator will monitor this aspect and liaise closely with the Designated Safeguarding Lead.

## 10. Roles and responsibilities

Fleetwood High School is committed to providing the relevant personnel with clear and explicit roles and responsibilities to ensure accountability when safeguarding children. We therefore ensure that:

**ALL ADULTS: (Including volunteers, working in or on behalf of the school)**

- Demonstrate an understanding that safeguarding is everyone's responsibility
- Maintain and demonstrate a mind set of "it could happen here"
- Do all they can within the capacity of their role, to ensure that children are protected from harm
- Do all they can within the capacity of their role, to ensure that children grow up in circumstances consistent with safe and effective care
- Do all they can within the capacity of their role, to ensure that children have the best outcomes
- Report cases of suspected abuse to the DSL. This will be done as

soon as possible using the school's agreed procedures.

- Report lower level concerns to the Head of Year or Assistant Head of Year
- Monitor all students, particularly those that are deemed vulnerable
- Report any concerns regarding adults conduct to the DSL or Headteacher

#### **ALL STAFF:**

- Should act immediately on concerns and should always speak to the DSL or Deputy DSL as a matter of urgency and before the end of the school day. In exceptional circumstances staff should consider speaking to a member of SLT or the Head to discuss safeguarding concerns if the DSL is not immediately available
- Should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments

#### **THE DSLs WILL:**

- take **lead responsibility** for safeguarding and child protection
- manage referrals to Children's Social Care, Police and other agencies
- work with others in order to improve outcomes for children
- attend DSL training every 2 years
- undertake Prevent awareness training
- update their skills and knowledge on a regular basis, but at least annually
- raise awareness of safeguarding throughout school
- ensure that this policy is reviewed annually and is available publicly
- maintain, update and amend the school's safeguarding portfolio regularly
- ensure that parents are aware of schools responsibilities regarding safeguarding and child protection
- maintain accurate safeguarding records that are stored securely
- be available during school hours
- arrange cover of DSL role for any out of hours/out of term activities
- represent school in multi-agency meetings
- be provided with appropriate support and supervision in order to carry out the role safely and effectively
- DSLs must take a holistic view to ensure wider environmental factors are considered which may be a threat to safety and welfare of children (Contextual Safeguarding)
- The DSL will consider when a child is moving school if it would be appropriate to share information in advance of the student moving.
- The DSL should have details and liaise with the Local Authority Personal Advisors for any Care Leavers

#### **THE GOVERNING BODY WILL:**

- Ensure that the policies, procedures and training in Fleetwood High School are effective and comply with the law at all times
- Ensure that safeguarding policies and procedures are followed by all staff
- Put in place safeguarding responses in cases where children go missing from education

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

## 11. Training

Fleetwood High School will ensure that the Designated Safeguarding Leads and the nominated governor for child protection will attend training relevant to their role every two years. All staff will undertake awareness raising training during their induction into the school and annually to refresh and update their knowledge.

## 12. Profession Confidentially

Confidentiality is an issue, which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. The only purpose of confidentiality in this respect is to benefit the child. A member of staff must never guarantee confidentiality to a student nor should they agree with the student to keep a secret, as where there is a child protection concern this must be reported to the named person and may require further investigation by appropriate authorities. This would lead to a breakdown in trust of adults by the student and could potentially compromise their wellbeing and safety.

Staff will be informed of relevant aspects in respect of child protection on a 'need to know basis' only. Any information shared with a member of staff in this way must be held confidentially to themselves.

## 13. Records and Monitoring

Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concerns held about a child or children within our school, the status of such records and when these records should be passed over to other agencies.

Fleetwood High School is committed to recording all matters relating to the welfare of children in a relevant format. We therefore ensure that:

- DSLs refer to the LCC's Record Keeping Guidance to assist them in creating and maintaining accurate safeguarding records
- there is an agreed format for reporting all matters relating to child wellbeing, from an early help requirement to a disclosure of abuse
- ALL staff follow the procedures for passing on concerns
- We use CPOMS (the electronic Child Protection on-line monitoring safeguarding system)
- Recorded concerns are factual and evidence based
- Recorded concerns written in ink, signed and dated if it has not been possible to record them on CPOMS
- Concerns are passed directly to the DSL
- ALL concern logs are kept either in whole school safeguarding files or in an individual student safeguarding file
- a student will have an individual safeguarding file when there has been a number of concerns, an offer of Early Help or the family is, or has been at Level 2 or above on the Continuum of Need
- DSLs record all discussions, decisions and rationale behind decisions and sharing of information in the child's records
- DSLs record evidence of child's wishes, professional challenge, offers of early help and multi-agency working
- when individual students are discussed during staff meetings, such as supervision, staff updates or risk assessments etc. student information is kept anonymised or stored in a secure manner
- all safeguarding records are stored securely – with any paper based records being stored securely in a locked room/cabinet
- only DSLs and other named staff have access to safeguarding records
- Where a student leaves the school their safeguarding file is transferred to the new school or college as soon as possible and in accordance with LSCB best practice guidance. This will be within 15 working days of the child going off role. A student's safeguarding file is transferred, in its entirety, to the educational establishment where the child moves to, unless there is ongoing legal action. The safeguarding file is hand delivered to the DSL at the receiving school. If this is not possible, the safeguarding file is sent by recorded delivery. The files will be forwarded to the student's new school marked confidential and for the attention of the receiving school's child protection named person. A receipt is obtained at the time of transfer such that the responsibility for the file will then pass on to the receiving school.
- It is recognised that best practice is that there will be a verbal handover between the DSL and the DSL at the receiving school/college prior to the file transfer happening

- Where possible, the safeguarding file is transferred electronically using CPOMS
- The school securely retains the safeguarding records of all students until their 25th birthday. Safeguarding records are then destroyed securely
- advice is sought from legal services and/or Schools Safeguarding Officer if any staff are unclear about any aspects of safeguarding record keeping

#### 14. Supporting students at risk

Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. This school may be the only stable, secure and predictable element in the lives of children at risk. Whilst at school, their behaviour may still be challenging and defiant.

The school will endeavour to support students through:

- (a) The curriculum to encourage self-esteem and self-motivation.
- (b) The school ethos and its mission statement which promotes a positive, supportive and secure environment and which gives all students and adults a sense of being respected and valued.
- (c) A commitment to develop productive, supportive relationships with parents and carers whenever it is in the child's interests to do so.

#### 15. The Continuum of Need - Early Help, Child in Need and Child Protection

##### EARLY HELP

**Fleetwood High School is committed to providing our families with the right help at the right time.** Any child may benefit from early help, but all school staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is misusing drugs or alcohol themselves;
- Is at risk of modern slavery, trafficking or exploitation;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is a privately fostered child

**We therefore ensure that:**

- ALL staff and volunteers can identify the risk factors that indicate a family or student may benefit from Early Help
- ALL staff and volunteers will use the school's agreed format for letting the DSL know about Early Help requirements
- DSLs will undertake a CAF assessment, when appropriate, to identify what Early Help is required
- DSLs will signpost and refer to appropriate support agencies
- DSLs will lead on TAF meetings where it is appropriate for them to do so
- DSLs will refer to CSC where Early Help has not been successful in reducing risk and meeting unmet needs using Lancashire Continuum of Need and Thresholds Guidance and CSC referral form
- DSLs will utilise Children and Family Wellbeing Service using the Request for Support form
- DSLs and other identified staff will identify and work with any organisations that are relevant in meeting the needs of students and their families
- DSLs and other identified staff will initiate and maintain positive and supportive relationships with parents and carers of children who may benefit from Early Help
- DSLs will generally be the lead for Early Help cases

## **CHILD IN NEED**

**Fleetwood High School is committed to ensuring the appropriate level of support is offered to a "Child in Need" and their family. We therefore ensure that:**

- DSLs will make a Section 17 referral to Children's Social Care where Early Help has not been successful in reducing risk and meeting unmet needs using **Lancashire Continuum of Need and Thresholds Guidance** and **CSC referral form**
- DSLs will make a Section 17 referral to Children's Social Care where there is evidence that the Level 3 threshold has been met on the Continuum of Need
- this will be determined and assessed by the DSL using the **Lancashire Continuum of Need and Thresholds Guidance** and the **Risk Management Toolkit**
- DSLs will obtain parental consent for the referral and for information to be shared, prior to contacting Children's Social Care
- when consent is not given, DSLs will continue to offer Early Help with consent, gather evidence of engagement or lack thereof, disguised compliance, impact on the child, increase in risk or level of unmet need, improvements or deteriorations
- DSLs will review such cases regularly and assess whether there is evidence that meets Level 4 threshold on the Continuum of Need. In such cases Child Protection Procedures will be followed
- DSLs, or other appropriate member of staff, will contribute to Child in Need Meetings and Reviews
- DSLs, or other appropriate member of staff, will attend CiN meetings, produce and present reports, liaise with staff, work with parents, work with other agencies and ensure the voice of the child is evidenced throughout these processes
- DSLs will meet regularly to ensure that decisions made about children

- who are subjects of CiN Plans are agreed and a clear rationale for the decision is documented
- a copy of the child's CiN Plan is included in the child's individual safeguarding file

## **CHILD PROTECTION**

**School is committed to PREVENTING abuse, PROTECTING children from abuse and SUPPORTING those involved in cases of abuse. We therefore ensure that:**

- ALL staff and volunteers understand the importance of teaching children how to keep themselves safe from all types of abuse
- ALL staff and volunteers seek out opportunities that are relevant to their role, to teach children the skills to keep themselves safe
- ALL staff and volunteers make and maintain positive and supportive relationships with children which enable children to feel safe and valued
- safeguarding has a high status throughout school by being on the agenda at staff meetings/briefings, information being readily available on notice boards, regular updates
- ALL staff feel confident in approaching DSLs to raise concerns
- ALL staff and volunteers have an understanding of the four categories of abuse; NEGLECT, EMOTIONAL ABUSE, SEXUAL ABUSE, PHYSICAL ABUSE.
- ALL staff and volunteers understand that there are other ways in which children can be abused such as; Online, Child Sexual Exploitation, Female Genital Mutilation, Honour Based Violence, Radicalisation, Trafficking, Slavery, Peer Abuse, Forced Marriage and others
- ALL staff and volunteers have the knowledge, skills and expertise to recognise the signs and symptoms of all types of abuse
- For all staff, if they have concerns, these should be acted on immediately: early information sharing being vital in keeping children safe. In exceptional circumstances staff should consider speaking to a member of SLT or Children's Social Care to discuss safeguarding concerns if the DSL is not immediately available
- DSLs keep up to date with emerging and specific safeguarding issues and update training and the School's Safeguarding Portfolio accordingly
- DSLs update staff and volunteers knowledge and understanding of such issues in order for them to be able to identify children who are at risk of such specific safeguarding issues
- ALL staff and volunteers will maintain and demonstrate an attitude of "it can happen here"
- ALL staff and volunteers are child-centred in their practice and act in the best interests of the child at all times
- ALL staff recognise and understand that behaviour can be a child's way of communicating distress and changes to behaviour may be an indicator of abuse
- ALL staff and volunteers have the skills to respond appropriately and sensitively to disclosures or allegations of abuse
- ALL staff and volunteers report cases of suspected abuse to the DSL. This will be done as soon as possible using the school's agreed format
- where a child is at risk of immediate harm, ALL staff understand that they must refer to the Police or Children's Social Care
- ALL staff and visitors know how to refer to Children's Social Care

- DSLs will make a Section 47 referral to Children's Social Care where a child is in need of protection, has been significantly harmed or is at risk of significant harm, using Lancashire Continuum of Need and Thresholds Guidance and Risk Management Toolkit to determine whether this threshold has been met
- this referral will be done by telephone and followed with a CSC Referral Form as soon as possible
- consent from parents/carers and child (if age appropriate) will be sought prior to this referral, except where this will cause delay or place anyone at risk
- where consent is not given, parents and carers are informed that a referral will still be made, except where this will cause delay or place anyone at risk
- DSLs adhere to policy, procedures and guidance from the LSCB with regard to sharing information
- DSLs contribute to Strategy Discussions, Strategy Meetings, Initial and Review Child Protection Conferences, Core Group Meetings and other CP meetings
- DSLs or another appropriate member of staff, will attend CP meetings, produce and present reports, liaise with staff, work with parents, work with other agencies and ensure the voice of the child is evidenced throughout these processes
- DSLs meet regularly to ensure that decisions made about children who are subjects of CP Plans are agreed and a clear rationale for the decision is documented
- a copy of the child's CP Plan is included in the child's individual safeguarding file
- ALL staff and volunteers will support victims of abuse in a capacity that is relevant to their role. This will be determined by the DSL
- DSLs will determine what information staff members need to know in order to safeguard and support children. This may be different information for different staff
- staff are offered appropriate support and/or supervision that is relevant to their role or involvement in particular cases
- communication and work with parents and carers will always be undertaken in a supportive manner and in the best interests of the child
- ALL staff understand that children who perpetrate abuse or display harmful behaviour should be treated as victims first and foremost and supported in the same way a victim of abuse would be supported
- specific programmes of work and support are offered to children and families who are vulnerable
- Risk Assessments will be undertaken where a child's behaviour poses a risk to others, themselves or the environment

## 16. Safer Recruitment

**Fleetwood High School is committed to keeping students safe by ensuring that adults who work or volunteer in school are safe to do so. We therefore ensure that:**

- There is a strong reference and commitment to safeguarding during advertisement, selection and recruitment of new staff
- at least one governor and one staff member have attended Safer Recruitment Training in the last 5 years
- there are at least 2 people on each selection panel and at least one person on every selection panel has attended Safer Recruitment Training
- ALL staff will monitor the conduct of all adults who come into contact with

children at school and report any concerns to the DSL, headteacher or Chair of Governors as appropriate

- relevant, proportionate and lawful checks are undertaken on all adults who regularly work at, or visit the school
- a Single Central Record is kept of checks that are undertaken on all adults who regularly work at, or visit the school – additional guidance has been provided in KCSIE 2018 regarding who and what should be included on the SCR – please refer to this when updating policy
- the SCR is stored securely (electronically), and only accessed by designated staff and governors
- DSLs/HT/Safeguarding Governor/Chair of Governors evidence regular oversight/scrutiny of the SCR using the SCR Audit Sheet
- evidence of staff members identity, required qualifications and the right to work in the UK will be kept in individual personnel files
- covering (umbrella) letters will be obtained from agencies and other employers that provide staff to work in school
- individual identity checks will be undertaken on those staff detailed above to ensure they are employees of the named agency/employer
- a transfer of control agreement will be used where other agencies/organisations use school premises and are not operating under school's safeguarding policies and procedures
- this declaration will be renewed annually and evidenced using the Declaration Form. This form will be retained and stored securely
- when an issue is declared, advice will be sought from Ofsted about the need to apply for a waiver. If a waiver is necessary, a risk assessment will be carried out and proportionate measures put in place until a waiver has been issued or matters resolved otherwise [disqualification@ofsted.gov.uk](mailto:disqualification@ofsted.gov.uk)
- advice will be sought from Human Resources, LADO and/or Schools Safeguarding Officer if any staff are unclear about any aspects of Safer Recruitment

## 17. Visitors

**Fleetwood High School is committed to keeping students safe by ensuring that visitors to school do not pose a risk to children at our school. We therefore ensure that:**

- visitors to school sign in and wear identification (a badge & lanyard) to indicate they have done so
- ALL staff and children, where appropriate, will challenge visitors to school who are not wearing correct identification
- visitors sign out and remove/hand in their identification when they leave the school
- visitors are aware of who to speak to if they are worried about a child during their visit
- visitors are accompanied during their visit, when children are present, unless they have undergone relevant checks and these are accepted and verified by DSL or headteacher
- visitors will behave in a way that is compliant with the school's expectations, in line with **Guidance for Safer Working Practice**
- visitors will not use mobile phones or other similar electronic devices during their visit unless agreed by the headteacher or DSL.

- visitors will not initiate contact or conversations with students unless this is relevant and appropriate to the reason for their visit
- when there are several visitors to the school at the same time (such as for an assembly etc) there will be adequate staff supervision of children and visitors. A risk assessment will be undertaken if deemed necessary or appropriate
- when visitors are undertaking activities with children, content of the activity will be agreed with the headteacher or DSL, prior to the visit.

## 18. Allegations of abuse

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

- all staff and volunteers are aware of the requirement to, and process of referring allegations against staff to the headteacher
- all staff and volunteers are aware of the requirement to, and process of referring allegations against the headteacher to the nominated Governor
- The headteacher and/or Chair of Governors will discuss the allegation with the Local Authority Designated Officer (LADO)
- LSCB procedures for dealing with allegations against staff will be followed [http://panlancashirescb.proceduresonline.com/chapters/p\\_allegations.html](http://panlancashirescb.proceduresonline.com/chapters/p_allegations.html)
- All staff and volunteers remember that the welfare of the child is paramount and that they have a duty to inform the DSL if any adult's conduct gives cause for concern
- All concerns of poor practice or possible child abuse by staff and volunteers should be reported to the headteacher.
- Complaints about the headteacher should be reported to the Chair of Governors
- All staff are aware of the school's **Whistleblowing Policy** which enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place

## 19. Cameras, Mobile Phones and Devices

**Fleetwood High School is committed to keeping students safe by ensuring that electronic devices such as cameras, phones and tablets are used in an appropriate manner. School will therefore ensure that:**

- parental consent is obtained to take and use photographs and/or videos of children
- parental consent is obtained for photographs to be taken by the media for use in relation to promoting or publishing the school
- separate parental consent is obtained if any other agency requests to take photographs of any child
- parental consent will be valid for 5 years but may be sought more regularly at the discretion of the headteacher
- images will be uploaded to, and stored in a secure place for a relevant amount of time, this may be for longer than the child is at school if appropriate
- photographs and videos of children are only taken to provide evidence of their achievements for developmental records or for other school related purposes
- staff, visitors, volunteers and students follow the **ICT Policy (including the ICT**

**Statement and Guidelines)** with regard to the usage of cameras, including those on mobile phones, for recording purposes.

- parents are reminded of the risks associated with posting images of children to social media
- parents are reminded that they are not permitted to distribute or post images that contain children other than their own
- staff, volunteers and visitors will not use mobile phones in toilet or changing areas
- The **ICT Policy (including the ICT Statement and Guidelines)** will outline when and where staff, volunteers and visitors can use their mobile phones
- ALL staff, volunteers and visitors will adhere to the above policies and failure to do so will be addressed appropriately by the headteacher and/or the Governing Body
- Students' use of mobile phones and other devices will be managed under the school's **Mobile Phone Policy**
- DfE Advice; [Searching, Screening and Confiscation](#) is followed where there is a need to search a student for a mobile device

## 20. Online Safety

**Fleetwood High School is committed to keeping students safe online. We therefore ensure that:**

- ALL staff and volunteers understand that children can be harmed online via hurtful and abusive messages, enticing children to engage in age inappropriate conversations, sharing and production of indecent images or encouraging risk taking behaviour
- The school's **ICT Policy** details how we keep students safe when using the internet and mobile technology
- Online bullying by students, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our **Anti-bullying / Behaviour Policy**
- **The Mobile Phones Policy** details the procedures for dealing with mobile phones that are brought into school by children
- DfE advice; **Searching, Screening and Confiscation** is followed where there is a need to search a student for a mobile device
- When school become aware of an online safety issue that has occurred outside of school, it is managed in accordance with the school **ICT Policy**.
- The school has appropriate filters and monitoring systems in place regarding use of internet (3G and 4G) in school – these are detailed in the **ICT Policy**

## 21. Forms of Abuse

**ALL staff and volunteers understand that there are specific and emerging ways in which children can be abused, including...**

### **Radicalisation**

Refers to the process by which a person comes to support terrorism and forms of extremism, there is no single way of identifying an individual who is likely to be susceptible to an extremist ideology.

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

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

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

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

### **Honour Based Violence (HBV)**

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

### **Forced Marriage**

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

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

Encompassed within the term Honour Based Violence

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

- Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific **legal** duty on **teachers**. If a **teacher**, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.

### **Modern Slavery**

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

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

### **Peer on Peer Abuse**

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

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

- bullying (including cyberbullying);
  - physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
  - sexual violence and sexual harassment;
  - sexting (also known as youth produced sexual imagery); and
  - initiation/hazing type violence and rituals
- ALL staff and volunteers understand that children can abuse other children
  - ALL staff and volunteers will inform the DSL of suspected peer abuse and record in line with schools recording policy
  - If it is deemed that the behaviour may involve safeguarding concerns, then the Managing Allegations against Other Students Policy must be followed. This policy provides guidance, including examples of what safeguarding issues against a student could include.
  - Peer on peer abuse will be taken as seriously as any other form of abuse
  - All staff understand that abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up"
  - All staff will understand that students with SEND are more prone to peer group isolation and school will have extra pastoral support to address this.
  - Physical abuse between peers will be managed mindful of the school's

## **22. Children Missing in Education**

Children Missing from Education can be a potential sign of abuse or neglect including sexual exploitation, undergoing female genital mutilation, forced marriage or travelling to conflict zones.

- ALL staff and volunteers follow school procedures when a child misses education particularly on repeat occasions to help identify the risk of abuse and

neglect

- The school **Attendance Policy** is up to date, reviewed annually and includes reference to CME
- There is an admissions policy and an attendance register
- The Local Authority is informed of any student who fails to attend school regularly, or has been absent without the schools permission for a continuous period of 10 school days or more
- **where reasonably possible** schools and colleges should hold more than one emergency contact number for their students and students.
- All staff will be aware that children going missing from education can be a warning sign of safeguarding considerations and act on these in line with the policy

A compulsory school-age child who is **not** on the roll of a school, not placed in alternative provision by a local authority, and who is not receiving a suitable education at home.

There are a number of recognised points where children or young people could go missing from education. These include:

- Failure to start appropriate provision at Reception age and therefore never entering the educational system
- Following any form of exclusion from education
- Failure to complete the transition from Primary to Secondary school
- Delays in applying for a new school when a family arrive in the County

This is not an exhaustive list but contains the main ways by which children and young people could miss education.

If a member of staff is aware of a child or young person who they think may be 'Missing in Education' they must notify one of the DSLs (Ms Hibbert / Ms Whitehouse) or the Headteacher, Mr Barnes as a matter of urgency.

The Education and Inspections Act 2006 places a duty on local authorities to have in place robust multi-agency systems that will identify children in their area who are not receiving a suitable education. The duty applies to children of compulsory school age (5-16 years) who are not on a school roll and are not receiving suitable education.

The local authority is expected to put into place arrangements for joint working and appropriate information sharing with other agencies and LA's which come into contact with children, young people and families in line with sections 10;11 and 12 of the Children Act 2004. The following are the key partner agencies:

- Maintained and Independent Schools
- Health (Strategic Health Authorities, primary Care Trusts)
- Police and police authorities
- Youth Offending Teams
- Young Carers
- Young Offender Institutions; Secure Training Centres
- Local authority Secure Children's Homes
- Housing providers
- Lancashire Children & Young People's service (Connexions)

A dedicated Children Missing Education Team in Lancashire was established in August 2008 as part of the Children's Integrated Services redesign and in March 2010 was placed under the umbrella of the Student Access Team. The team consists of three CME Officers and one County Co-ordinator.

It is the responsibility of the Children Missing Education Team to:-

Ensure accurate compilation of data and actions related to identifying children missing education. Ensure that the Children Missing from Education database is updated. Undertake the tracking process of students when their whereabouts are unknown.

The support and protection of children and young people cannot be achieved by a single agency. The key stakeholders identified below have placed upon them the expectation that the primary responsibility is to the child. In addition, it is part of the wider responsibilities of the Children Missing Education Team to raise the awareness levels of the community so that individuals and organisations are clear of the referral route and the responses they will receive.

### 23. Other vulnerable categories

ALL staff must read Annex A of Keeping Children Safe in Education and be aware of specific forms of abuse and safeguarding issues and vulnerable groups of children including;

- Children in the Court system;
- Children with family members in prison
- Child Criminal Exploitation (County Lines)

For all specific safeguarding issues, DSLs will seek advice from the School's Safeguarding Officer and follow national and local guidance.

### 24. Staff response to all disclosures

#### TALKING AND LISTENING TO CHILDREN

##### If a child wants to confide in you, you **SHOULD**

- Be accessible and receptive;
- Listen carefully and uncritically, at the child's pace;
- Take what is said seriously;
- Reassure children that they are right to tell;
- Tell the child that you must pass this information on;
- Make sure that the child is ok ;
- Make a careful record of what was said (see *Recording*).

##### You should **NEVER**

- Investigate or seek to prove or disprove possible abuse;
- Make promises about confidentiality or keeping 'secrets' to children;
- Assume that someone else will take the necessary action;
- Jump to conclusions, be dismissive or react with shock, anger, horror.
- Speculate or accuse anybody;
- Investigate, suggest or probe for information;

- Confront another person (adult or child) allegedly involved;
- Offer opinions about what is being said or the persons allegedly involved;
- Forget to record what you have been told;
- Fail to pass this information on to the correct person (the Designated Senior Leader).

### **Children with communication difficulties, or who use alternative / augmentative communication systems**

- While extra care may be needed to ensure that signs of abuse and neglect are interpreted correctly, any suspicions should be reported in exactly the same manner as for other children;
- opinion and interpretation will be crucial (be prepared to be asked about the basis for it and to possibly have its validity questioned if the matter goes to court).

The LA's Child Protection Information Pack (2004) provides guidance on these issues insofar as children with disabilities/complex needs are concerned – See Document C4.

### **Recordings should**

- State who was present, time, date and place;
- Be written in ink and be signed by the recorder;
- Be passed to the DSL or backup immediately (certainly within 24 hours);
- Use the child's words wherever possible;
- Be factual/state exactly what was said;
- Differentiate clearly between fact, opinion, interpretation, observation and/or allegation.

### **What information do you need to obtain?**

- Schools have **no investigative role** in child protection (Police and Children's Social Care will investigate possible abuse very thoroughly and in great detail, they will gather evidence and test hypotheses – leave this to them!);
- Never prompt or probe for information, your job is to listen, record and pass on;
- Ideally, you should be clear about what is being said in terms of **who, what, where and when**;
- The question which you should be able to answer at the end of the listening process is 'might this be a child protection matter?';
- If the answer is yes, or if you're not sure, record and pass on immediately to the Designated Safeguarding Lead /Head Teacher/line manager.

### **If you do need to ask questions, what is and isn't OK?**

- **Never** asked closed questions i.e. ones which children can answer yes or no to e.g. Did he touch you?
- **Never** make suggestions about who, how or where someone is alleged to have touched, hit etc e.g. Top or bottom, front or back?
- If we must, use only '**minimal prompts**' such as 'go on ... tell me more about that ... tell me everything that you remember about that ... '
- Timescales are very important: '**When was the last time this happened?**' is an important question.

### **What else should we think about in relation to disclosure?**

- Is there a place in school which is particularly suitable for listening to children e.g. not too isolated, easily supervised, quiet etc;
- We need to think carefully about our own body language – how we present will dictate how comfortable a child feels in telling us about something which may be extremely frightening, difficult and personal;
- Be prepared to answer the ‘what happens next’ question;
- We should never make face-value judgements or assumptions about individual children. For example, we ‘know that [child.....] tells lies’;
- Think about how you might react if a child DID approach you in school. We need to be prepared to offer a child in this position exactly what they need in terms of protection, reassurance, calmness and objectivity;
- Think about what support **you** could access if faced with this kind of situation in school.

## 25. Additional Information

### [Children Missing Education Referral Form](#)

This form should be used to refer any child or young person not receiving suitable education to the CME Team.

### [CME9 \(Notification of removal from roll\)](#)

If you are sending sensitive or confidential information from a non LCC email address, please use the secure email message centre at the following link

<https://securemail.lancashire.gov.uk/s/login?b=lancashire>

Lancashire Safeguarding Children Board ‘Safeguarding Children Procedures’ (May 2015) - <http://panlancashirescb.proceduresonline.com/index.htm>

Keeping Children Safe in Education (KCSIE 2018 ) (DfE Sept 2018)

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Working Together To Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children (DfE Aug 2018);

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

What To Do If You’re Worried A Child Is Being Abused (DfE 2015)

<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>

Multi-agency guidelines on FGM for those with statutory duties to safeguard children and vulnerable adults. (DfE Oct 2018)

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

Guidance on information sharing for people who provide safeguarding services to children, young people, parents and carers. (DfE July 2018)

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

Definition of child sexual exploitation, potential vulnerabilities and indicators of abuse and appropriate action to take in response.

<https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners>

### Multi Agency Statutory Guidance on FGM

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

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

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

### What to do if you suspect a child is being sexually exploited

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

### Sexting in Schools Guidance

[Sexting in schools and colleges: responding to incidents and safeguarding young people](#)

[ACPO CPAI Lead's Position on Young People Who Post Self-Taken Indecent Images](#)

NSPCC Whistleblowing Helpline – 0808 800 5000