



File: Safeguarding Policy
H/B ref: 6.5
Updated: 09/18 HSc

COPTHILL SCHOOL

Child Protection and Safeguarding Policy for Children and Young People

PERSON RESPONSIBLE FOR POLICY:	JONATHAN TEESDALE (DIRECTOR IN CHARGE OF SAFEGUARDING)
APPROVED: HEAD ADVISORY PANEL	
SIGNED:	
REVIEWED & UPDATED:	SEPTEMBER 2018
TO BE REVIEWED:	SEPTEMBER 2019

At Copthill School the named personnel with designated responsibility for safeguarding are:

Designated Safeguarding Lead & EYFS	Deputy Designated Safeguarding Lead	Safeguarding Director
<i>Helen Schofield</i> 07527859853	<i>Mark Thomas</i> 07708352202	<i>Jonathan Teesdale</i> (01780) 765465
	Deputy Designated Safeguarding Lead & EYFS Safeguarding Contact	Advisory Panel Member
	<i>Tamsin Fleming</i> 07817743409	<i>Julia Harbage</i> 07866 577127

The named personnel with designated responsibility regarding allegations against staff or Directors are:

Designated Senior Manager (Headteacher)	Safeguarding Director (in the event of an allegation against the Headteacher)	Advisory Panel Member
<i>Helen Schofield</i> 07527859853	<i>Jonathan Teesdale</i> (01780) 765465	<i>Julia Harbage</i> 07866 577127

SAFEGUARDING DEFINITION:

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

- protecting children from maltreatment;
- preventing impairment of children's 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 is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

RATIONALE:

At Copthill School we are committed to safeguarding children and young people and we expect everyone who works in our school to share this commitment. Adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them. We will always act in the best interest of the child. Pupils are taught about safeguarding, including online, through various teaching and learning opportunities as part of a broad and balanced curriculum.

We recognise the responsibility we have under Section 157 (Academies and Independent Schools) of the Education and Inspections Act 2002 to have arrangements for safeguarding and promoting the welfare of children. The Directors approve the S157 on a yearly basis. This policy demonstrates the school's commitment and compliance with safeguarding legislation.

Through their day-to-day contact with pupils and direct work with families, staff at our school have a crucial role to play in noticing indicators of possible abuse or neglect and referring them to Children's Services (in Lincolnshire or neighbouring authorities dependent upon the child's area of residence*). This also involves understanding serious case reviews and how to improve practice to prevent children from falling through the gaps.

**Where referenced to Lincolnshire procedures – other Local Authority LSCB procedures will be followed*

PURPOSE:

The purpose of the policy is to ensure that:

- the welfare of the child is paramount.
- all children regardless of age, gender, ability, culture, race, language, religion or sexual identity have equal rights to protection.
- all staff have an equal responsibility to act on suspicion or disclosure that may suggest a child is at risk of harm.
- pupils and staff involved in Safeguarding issues receive appropriate support.
- staff adhere to a Code of Conduct and understand what to do if a child discloses any allegations against teaching staff, Headteacher or the Directors or members of the Advisory Panel.

The procedures contained in this policy apply to all staff, volunteers, sessional workers, students, agency staff or anyone working on behalf of Copthill School

They are consistent with Lincolnshire Local Safeguarding Children's Board (LSCB) multi-agency child protection procedures. www.lincolnshire.gov.uk/lscb

TERMINOLOGY:

Safeguarding and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of children's health or development, ensuring that children are growing up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best life chances.

Child Protection refers to the activity undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Staff refers to all those working for or on behalf of the School in either a paid or voluntary capacity.

Child refers to all young people who have not yet reached the age of 18.

Parent refers to birth parents and other adults who are in a parenting role – step-parents, foster parents, carers and adoptive parents.

LADO refers to the Local Authority Designated Officer – this will depend on the LA and is also known as 'Designated Officer' or 'Team of Officers' (ref: ISI 92 - 2016)

CONTENTS

PART 1. General Policy and Key Aims

- 1 Prevention
- 2 Extended School Activities
- 3 Early Identification, Recognising and Responding to Safeguarding Needs
- 4 Procedures and Record-Keeping
- 5 Roles and Responsibilities
- 6 Supporting Pupils At Risk
- 7 Children Missing Education (CME)
- 8 Private Fostering
- 9 Online Safety
- 10 Peer To Peer Abuse
- 11 Youth Produced Sexual Imagery (Sexting)
- 12 Child Sexual Exploitation
- 13 Child Criminal Exploitation: County Lines
- 14 Extremism and Radicalisation
- 15 Female Genital Mutilation (FGM)
- 16 'Honour-based' Violence (HBV)
- 17 Safer Recruitment and Professional Boundaries
- 18 Mobile Phones
- 19 Whistleblowing Procedure
- 20 Communication With Parents and Carers
- 21 Directors' Responsibilities
- 22 LADO – Allegations Made Against Adults Who Work With Children
- 23 Other Related Policies and Information

PART 2. Definitions and Signs of Abuse

- 1 Definitions of Abuse
- 2 Signs of Abuse – detailed information

Appendices

- 1 – Initial Local Authority Contacts
- 2 – [Keeping children safe in education: Part 1 & Annex A \(September 2018\)](#)
- 3 – Continuum of Need
- 4 – Immediate Safeguarding Procedure
- 5 – Flowchart for Raising Safeguarding Concerns about a Child
- 6 – Receiving Disclosures
- 7 – Concern Form
- 8 – Body Map
- 9 – Records and Monitoring
- 10 – The 5 Year Safeguarding Training Pathway
- 11 – Lincolnshire Early Help Pathway
- 12 – Allegation Against Staff Policy - Policy 6.16

There are 4 main elements to the Policy:

- 1 Prevention – through the curriculum and pastoral support offered to pupils and through the creation and maintenance of a whole school protective ethos.
- 2 Procedures – for identifying and reporting cases, or suspected cases of abuse.
- 3 Support to children – who may have been abused.
- 4 Preventing unsuitable people working with children – by following the DfE guidance in [Keeping children safe in education \(September 2018\)](#) together with the school's individual procedures.

PART 1 – General Policy and Key Aims

1 PREVENTION

The school will establish an ethos where:

- 1.1 Children feel secure in a safe environment in which they can learn and develop.
- 1.2 Children know that there are adults in the school whom they can approach if worried or in difficulty.
- 1.3 Adequate signposting to external sources of support and advice is in place for staff, parents, carers, pupils and visitors. We will ensure that parents have an understanding of the responsibility placed on the school and staff for child protection and have access to the school's Child Protection and Safeguarding Policy – **see Website - <http://www.copthill.com/School-Policies>**.
- 1.4 Importance and prioritisation is given to equipping the children with the skills needed to stay safe; including providing opportunities for Personal, Social and Health Education throughout the curriculum.
- 1.5 Children develop realistic attitudes to their responsibilities in adult life and are equipped with the skills needed to keep themselves safe; including understanding and recognition of healthy/unhealthy relationships and support available.
- 1.6 Children are supported in recognising and managing risks in different situations, including on the internet; being able to judge what kind of physical contact is acceptable and unacceptable; recognising when pressure from others, including people they know, threatens their personal safety and well-being and they are supported in developing effective ways of resisting pressure. We will take opportunities to teach children about important safeguarding issues in a way that is age appropriate through our broad curriculum, including PSHEE.
- 1.7 All adults feel comfortable and supported to draw safeguarding issues to the attention of the Headteacher and/or the Designated Safeguarding Lead (DSL) and are able to pose safeguarding questions with “respectful uncertainty” as part of their shared responsibility to safeguard children ‘Think the unthinkable’ [Keeping children safe in education \(September 2018\)](#).
- 1.8 Emerging themes are proactively addressed and fed back to the local authority and LSCB to ensure a coherent approach so that multi-agency awareness and strategies are developed.
- 1.9 There is a proactive approach to substance misuse. Issues of drugs and substance misuse are recorded.
- 1.10 It works in accordance with [Working together to safeguard children \(2018\)](#) and supports the Lincolnshire Local Safeguarding Children Board (LSCB) Continuum of Need (see Appendix 3) to ensure children and young people receive the most appropriate referral and access provision; actively supporting multi agency planning for those children and, in doing so, providing information about the ‘voice of the child’ and the child’s lived experience as evidenced by observations or information provided through the multi-agency forum.
- 1.11 Our school’s arrangements for consulting with, listening and responding to pupils are made through Form Teachers, Tutors, School Council and a friendly environment which encourages pupils to talk to staff.

1.12 There is a commitment to the continuous development of staff with regard to safeguarding training:

- All staff receive a mandatory safeguarding update as part of their induction -
 - Safeguarding Induction Information (S:\Policies- Copthill\6 Safeguarding):
 - 2.6 - Discipline & Behaviour Policy
 - 5.4 - E-safety Policy
 - 6.2-i Signs of abuse
 - 6.3-i Induction of New Staff in Safeguarding
 - 6.4-i Restraint Policy
 - 6.5-i Child Protection and Safeguarding Policy, including:
 - The identity and role of the Designated Safeguarding Lead (DSL) and deputies
 - Response to children who go missing from education
 - 6.13-i Staff Code of Conduct, including:
 - Professional Relationships
 - Mobile Phones
 - Participation in online social networking websites and blogs
 - Emails
 - Working with Pupils
 - Safeguarding Children
 - 6.14-i [Keeping children safe in education: part 1 & annex A \(September 2018\)](#)
 - 6.15-i Whistleblowing Policy
- All staff receive safeguarding updates at regular intervals, at least annually, in line with LSCB advice and the LSCB 5 Year Safeguarding Training Pathway (Appendix 10), including PREVENT and online safety, to enable them to understand and fulfil their safeguarding responsibilities effectively. They also receive informal updates.
- The Designated Safeguarding Lead (DSL) follows the LSCB 5 Year Safeguarding Training Pathway (Appendix 10) and attends the LSCB Inter-Agency Safeguarding training.
- There is a Deputy Safeguarding Lead who also attends training.
- The DSL and deputies complete inter-agency training at least every 2 years to help them understand their role and responsibilities.
- In addition to formal training, the DSL and deputies refresh their knowledge and skills at least annually. The DSL and/or deputy attend the termly briefings for Designated Safeguarding Leads coordinated by Lincolnshire County Council Safeguarding in Schools team, therefore enabling them to remain up to date with safeguarding practices and be aware of any emerging concerns and themes in Lincolnshire. The expectation is that the Designated Leads will attend at least 2 briefings per academic year.

2 EXTENDED SCHOOL AND BEFORE & AFTER SCHOOL ACTIVITIES

Copthill provides extended school facilities, including before and after school activities, directly under the supervision and management of school staff. Copthill. arrangements for safeguarding children and young people as written in this policy shall apply.

Where services or activities are provided for Copthill pupils separately by another body assurance is obtained that appropriate child protection checks and procedures, which are in line with those of Copthill, apply to any staff employed by that organisation, be the activity on or off site, and that there are arrangements to liaise with Copthill on these matters where appropriate.

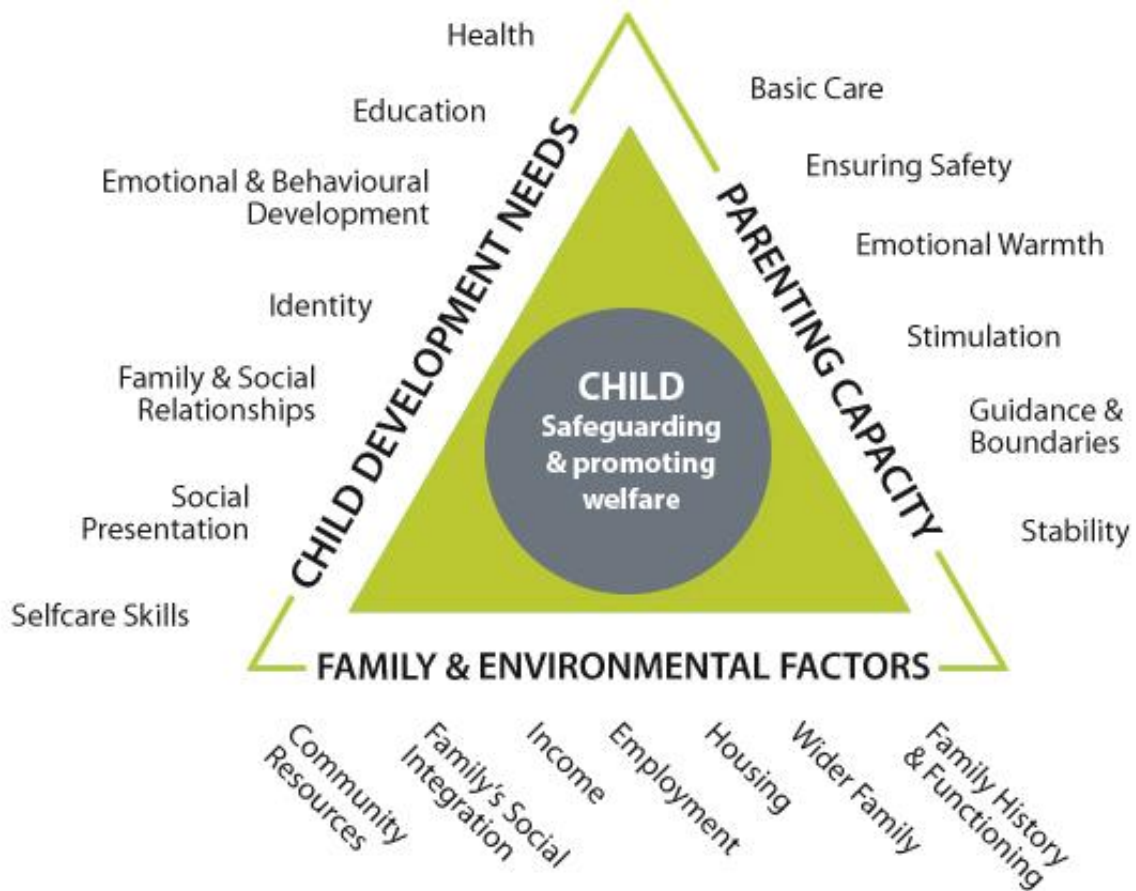
Where services or activities are provided separately by another body for other children on Copthill premises, the Directors will require confirmation that the body concerned has appropriate policies and procedures in place for safeguarding children and young people, which are in line with those of Copthill, and that there are arrangements to liaise with Copthill on these matters where appropriate.

3 EARLY IDENTIFICATION RECOGNISING AND RESPONDING TO SAFEGUARDING NEEDS

In Lincolnshire there is an Early Intervention approach to addressing all children's needs. There is an expectation that all schools use the Early Help Assessment to identify the holistic needs of a child and seek support through the Early Help Consultants or Team Around the Child Coordinators (refer to Appendix 11 for the specific types of support on offer).

- 3.1 The School acknowledges serious case review findings and shares lessons learned with all staff with the aim to ensure no child falls through the gap.
- 3.2 All staff should understand the [Meeting the Needs of Children in Lincolnshire](#) procedures and know how to pass on any concerns no matter how trivial they seem. They are consistent with Lincolnshire's Local Safeguarding Children's (LSCB) child protection procedures.
- 3.3 All staff understand the difference between a 'concern' about a child and 'immediate danger or at risk of harm' and know the procedures to follow for each.
- 3.4 The School knows how to identify and respond to:
 - Signs/symptoms of any type of abuse, e.g. Physical, Sexual, Emotional (see Part 2)
 - Neglect – Section 2 and useful information in the [Safeguarding in Schools Training Package](#) and on the [NSPCC website](#)
 - [Drug/substance/alcohol misuse \(both pupil and parent\)](#)
 - [Child sexual exploitation / trafficked children](#)
 - [Children Missing in Education](#) (CME) and Elective Home Education (EHE) Risk Assessment
 - [Domestic abuse](#)
 - [Sexting](#)
 - [Peer to peer abuse](#)
 - [Risky behaviours including concerns around extremism/radicalisation](#)
 - [Sexual health needs](#)
 - [Obesity/malnutrition](#)
 - [Inclusion and diversity including SEND, HIV, LGBT pupils](#)
 - On line grooming – [E Safety Advice here](#)
 - Inappropriate behaviour of staff towards children – see section 16
 - [Bullying, including homophobic, racist, gender and disability. Breaches of the Equality Act 2010.](#)
 - [Self Harm](#)
 - [Female Genital Mutilation](#) & [Multi-agency statutory guidance on FGM – April 2016](#)
 - [Forced Marriage](#)
 - [Unaccompanied asylum seeking children](#)
 - [Looked after Children](#)
- 3.5 School staff contribute to assessments along the 'Continuum of Need' (see Appendix 3) and actively support multi agency planning for those children. Staff have an understanding of the *Framework of Assessment of Need* (see below) and make decisions based on a child's development needs, parenting capacity and family & environmental factors.

Framework of Assessment of Need



3.6 Early Help

Early Help is the term used to describe arrangements and services that identify the need for help for children and families as soon as the problems start to emerge, or when there is a strong likelihood that problems will emerge in the future. [Working together to safeguard children \(2018\)](#) identifies the critical features of effective Early Help as:

A multi-disciplinary approach that provides:

- a range of practice that empowers families and helps them to develop the capacity to resolve their own professional skills and expertise through a "Team around the Child" approach.
- a relationship with a trusted lead professional who can engage with the child and their family, and coordinate the support needed from other agencies.
- a holistic approach that addresses the children's needs in the wider family context.
- a simple, streamlined referral and assessment process.

Early Help in Lincolnshire includes both the TAC and ESCO process. Signs of Safety is embedded throughout. ESCO is similar to the TAC process but specifically supports the care coordination of Children with Disabilities (CWD) Further information can be seen at www.lincolnshire.gov.uk/ESCO All forms and guidance for Early Help including Signs of Safety, TAC Handbook, TAC Consultants contact details etc. are available at www.lincolnshirechildren.net

3.7 What is Team Around the Child (TAC)?

TAC is a shared assessment and planning framework which is in use by a variety of agencies across the county and is employed in similar format throughout the country. It aims to help with the early identification of additional needs of children and young people and promote a co-ordinated multi agency response to meet them. TAC can be used to support children and young people between 0–19 years, including unborn babies and can also be used with consent up to the age of 24 where a young person has a learning difficulty or disability. There are four main stages in setting up a TAC:

- Early identification of needs.
- Assessing strengths and needs in a consistent and methodical framework.
- Developing and delivering an integrated service.
- Reviewing and refining the support arrangements.

3.8 Support and Guidance Available

Please refer also to the LSCB Website and publications (particularly [Meeting the Needs of Children in Lincolnshire](#)) at <https://www.lincolnshire.gov.uk/lscb>. In addition the following staff are available to support professionals:

Early Help Advisors are available to support professionals. These advisors are based within Customer Service Centre (01522 782111). They offer consultations to professionals for new cases where practitioners need some advice or guidance. The Advisors are qualified social workers who will advise on all levels of safeguarding and thresholds.

Early Help Consultants provide support, advice and guidance to lead professionals on existing TAC Cases. They will use Signs of Safety methodology to map and/or quality assure cases in order to secure improved outcomes for children, young people and their families. Contact via your local TAC Co-ordinator in your locality or email earlyhelpconsultants@lincolnshire.gcsx.gov.uk

TAC Administrators provide administrative support, maintain records, monitor processes, and can signpost professionals to local services. Contact tacadmin@lincolnshire.gcsx.gov.uk

Further Support for Schools and Academies In addition to the support outlined above, schools and academies can request case supervision for all TAC cases where the Lead Professional is employed in an educational setting. For these cases administrative support can be also be requested in the form of arranging meetings and typing of assessments and plans. This support can be accessed via the Request Forms at <http://microsites.lincolnshire.gov.uk/children/practitioners/team-around-the-child/forms-and-documents/53681.article>

- 3.9 The **Designated Safeguarding Lead (DSL)** acts as the focal point for all matters concerning child protection and safeguarding children and young people. One of the primary tasks is to act as the contact between school, the family and other agencies. Incidents of possible child abuse obviously need to be handled with sensitivity and confidentiality consistent with the multi-disciplinary approach. If there is any cause for concern whatsoever it is vital that information is passed to the **DSL** immediately. In the event, following statutory investigation, of concerns proving to be unfounded, staff should not reproach themselves for having raised the issue. In cases of this nature it is always better to be safe than sorry.

4 PROCEDURES AND RECORD-KEEPING

Copthill School will follow Lincolnshire's safeguarding procedures with reference to Lincolnshire's LSCB "Managing Individual Cases where there are Concerns about a Child's Safety and Welfare" ([section 4 of LSCB Inter-Agency procedures](#))

<http://lincolnschirescb.proceduresonline.com/chapters/contents.html>

IMMEDIATE PROCEDURE – See APPENDICES 4-9

The School will ensure that:

- 4.1 Safeguarding information including Child Protection information is stored and handled in line with the principles of the Data Protection Act 1998 ensuring that information is:
 - used fairly and lawfully;
 - for limited, specifically stated purposes;
 - used in a way that is adequate, relevant and not excessive;
 - accurate;
 - kept for no longer than necessary;
 - handled according to people's data protection rights;
 - kept safe and secure.
- 4.2 Any concerns about a child will be recorded in writing as soon as is possible and certainly within 24 hours. Concern forms can be found in the main school and Early Years staffrooms. All verbal conversations about concerns should be promptly recorded in writing. All records will provide a factual, evidence-based account. Timely, accurate recording of every episode/incident/concern/activity/actions will be made including telephone calls to other professionals. Records will be signed, dated and where appropriate, witnessed. All records will be given by hand to the Designated Safeguarding Lead (DSL) or a deputy.
- 4.3 Hard copies of records or reports relating to Safeguarding and Child Protection concerns will be kept in a separate, confidential file, securely stored away from the main pupil file. The locked filing cabinet is in the Headteacher/DSL's office. Authorisation to access records will be controlled by the DSL. Electronic sensitive information should be stored on school servers and only loaded onto laptops for short-term access. If it is necessary to store child protection information on portable media, such as a CD or flash drive, these items should also be kept in locked storage and files should be password protected.
- 4.4 There should always be a DSL/Deputy available who has the necessary seniority and skills, undertakes appropriate safeguarding training, and is given the time to carry out this important role. The Deputy DSL will at all times support the DSL and act in his/her absence. If neither the DSL nor deputies are available, staff should speak to the Safeguarding Director (the Principal), a member of the SLT and/or take advice from local children's social care – see Appendix 1. (See also Policy 6.10 - Role Of Designated Safeguarding Lead)
- 4.5 The Policy is updated at least annually unless an incident or new legislation or guidance suggests the need for an interim review. Changes are made in line with any new DfE or other government department's guidance.
- 4.6 In the case of child protection referral or serious injury the DSL will contact Lincolnshire Customer Service Centre without delay to report concerns and seek medical attention as necessary.
- 4.7 Staff must, without delay, report any concerns about adults who work with children or young people to the Headteacher (also the DSL) or, in the event of an allegation of abuse made against the Headteacher, to the Safeguarding Director (the Principal). The Head or Director must seek advice from the Local Authority Designated Officer(s) (LADO) Tel: 01522 554674 **within one working day** including any involvement of the Police (see Section 4 of [*Keeping children safe in education \(September 2018\)*](#)) The Emergency Duty Team should be contacted outside normal working hours 01522 782333. (See section 16 and Appendices 1 & 11.)
- 4.8 The Headteacher/DSL has full responsibility and authorisation for reporting safeguarding concerns regarding the proprietors to the LADO without the need to consult with other staff or directors.

- 4.9 In the case of poorly explained serious injuries or where behaviour or concerns arouse suspicion if in any doubt the DSL should consult with Lincolnshire Children's Services Customer Service Centre and seek advice from the Early Help Advisors.
- 4.10 The DSL will keep written, signed and dated records detailing any allegation and action taken as near to the time of disclosure as possible even when no investigation is undertaken, following up any verbal referral in writing within 24 hours.
- 4.11 Conversations with a child who discloses abuse should follow the basic principles (Appendix 5):
- listen rather than directly question, remain calm;
 - never stop a child who is recalling significant events;
 - make a record of discussion to include time, place, persons present and what was said (child language – do not substitute words);
 - advise you will have to pass the information on;
 - avoid coaching/prompting;
 - never take photographs of any injury;
 - allow time and provide a safe haven / quiet area for future support meetings;
 - at no time promise confidentiality to a child or adult.
- 4.12 **Procedure for abuse of pupil against another pupil** (see also section 10)
Where abuse by one or more pupils against another pupil has taken place and there is 'reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm', the normal procedure will be followed and the abuse will be referred to local agencies. In the event of disclosures about pupil on pupil abuse all children involved, whether perpetrator or victim, are treated as being "at risk".
- 4.13 **Procedure for pupils who regularly miss school** (see also section 7)
We continue to have a legal duty to report certain attendance issues, as soon as possible, to the local authority in which a pupil lives.

The following issues would initiate contact:

- ten days of unauthorised absence (other than for reasons of sickness or leave of absence);
- failure to attend regularly;
- deletion from the school register when the next school is not known.

5 ROLES AND RESPONSIBILITIES

The Designated Safeguarding Lead (DSL) is responsible for safeguarding and child protection at Copthill School. The key role of the DSL is to:

- manage referrals from school staff or any others from outside the school;
- work with external agencies and professionals on matter of safety and safeguarding;
- undertake training;
- raise awareness of safeguarding and child protection amongst the staff and parents;
- ensure that child protection information is transferred to the pupil's new school.

The school will ensure that every member of staff and person working on behalf of the school:

- 5.1 knows the name of the Designated Safeguarding Lead (DSL) and his/her role and responsibility.
- 5.2 has read part 1 of [Keeping children safe in education \(September 2018\)](#) and that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in part one of [Keeping children safe in education \(September 2018\)](#).

- 5.3 has an individual responsibility to refer Safeguarding (Child Protection) concerns (Appendices 6 and 7) to the DSL or Deputy who will coordinate a response.
- 5.4 knows what to do if a child tells them he/she is being abused or neglected (Appendix 5) and [What to do if you're worried a child is being abused: Advice for practitioners](#).
- 5.5 will receive training at the point of induction and at regular intervals as required, but at least annually, so that they know:
- their personal responsibility / code of conduct / teaching standards;
 - School and LSCB child protection procedures and how to access them;
 - the need to be vigilant in identifying cases of abuse at the earliest opportunity;
 - how to support and respond to a child who discloses significant harm.
 - In addition, the DSL completes training at least every 2 years to help them understand their roles and responsibilities.
- 5.6 knows their duty concerning unsafe practices in regard to children by a colleague or any other adult who works with children (See sections 13, 16 and Appendix 11).
- 5.7 The DSL will disclose any information about a pupil to other members of staff on a need to know basis. The DSL will record discussions and decisions and store all records securely.
- 5.8 The School will undertake appropriate discussion with parents prior to involvement with other agencies unless the circumstances preclude this.
- 5.9 The School will ensure that parents have an understanding of their obligations re: Child Protection by intervention as and when appropriate.
- 5.10 The School will work to develop effective links with relevant agencies in relation to Safeguarding (Child Protection).
- 5.11 The DSL or Deputy will ensure that, where there are unmet needs, an Early Help discussion is initiated. Advice may be sought from the [Early Help Consultants](#) in the locality.
- 5.12 The DSL or Deputy will complete reports and send representatives to case conferences, core groups and Child Protection review meetings.
- 5.13 The DSL or Deputy will notify any allocated Social Worker if:
- a pupil subject to a Child Protection Plan (CPP) is excluded (fixed term or permanent)
 - there is an unexplained absence of a pupil on a CPP of more than 2 days or 1 day following a weekend, or as agreed as part of a CPP.
- 5.14 The School will follow Lincolnshire's policy and statutory guidance on Children Missing Education (CME) (See Policy 1.18 - Registration Policy)
- 5.15 The School will ensure all staff in scope of the Disqualification by Association '[Disqualification Under the Childcare Act 2006](#)' (updated June 2016) have completed a Disqualification Declaration.
- 5.16 The School will ensure that all staff are aware of their duties under the [Serious Crimes Act 2015](#) to report known instances of female genital mutilation (FGM) to the police via the 101 number.
- 5.17 The School will ensure all staff have the skills, knowledge and understanding necessary to keep [looked after children](#) safe.
- 5.18 The School will ensure that there is a complaints procedure in place (Policy 1.7 - Complaints Policy – Parental).

- 5.19 Staff will have access to advice on the boundaries of appropriate behavior and will be aware of our code of conduct (See Policy 6.13-i - Staff Code of Conduct).

6 SUPPORTING VULNERABLE PUPILS AT RISK

Special consideration should be given to safeguarding and protecting children that may have additional vulnerabilities, for example children that are looked after or those with special educational needs (SEN) and disabilities.

- 6.1 Additional barriers can exist to the recognition of abuse and neglect which can include:
- assumptions that indicators of possible abuse such as behavior, mood and injury relate to the child's disability without further exploration;
 - vulnerable children can disproportionately be impacted by things like bullying – without outwardly showing any signs; and
 - communication barriers and difficulties in overcoming these barriers.
- 6.2 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;
 - living in a domestic abuse situation;
 - young carers;
 - affected by parental substance misuse;
 - asylum seekers;
 - living away from home;
 - vulnerable to being bullied, or engaged in bullying;
 - living in temporary accommodation;
 - living transient lifestyles;
 - 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;
 - do not have English as a first language.
- 6.3 The school will endeavour to support vulnerable pupils through:
- its ethos which promotes a positive, supportive and secure environment, giving pupils a sense of being valued.
 - its Discipline and Behaviour Policy (Policy 2.6) aimed at supporting vulnerable pupils in school. All staff will agree a consistent approach which focuses on the behaviour of the offence committed by the child, working to support children in developing positive behaviour.
 - liaison with other appropriate agencies which support the pupil.
 - developing supportive relationships.
 - recognition that children living in difficult home environments are vulnerable and are in need of support and protection.
 - monitoring pupil welfare, keeping accurate records and notifying appropriate agencies when necessary.
 - allowing designated staff opportunity to attend face to face Safeguarding in Schools briefings/ LSCB multi-agency training. (For example Prevent, Child Sexual Exploitation guidance, domestic violence, drugs / alcohol substance misuse etc.)
 - ensuring information is transferred safely and securely when a pupil with a Safeguarding Record transfers to another school. Also notifying key workers or social workers where a child leaves the school (as appropriate)
 - following Lincolnshire's procedures for [Child Sexual Exploitation](#) including using the CSE Risk Assessment Toolkit as necessary.

7 CHILDREN MISSING EDUCATION (CME)

Knowing where children are during school hours is an extremely important aspect of safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about other safeguarding issues, including the criminal exploitation of children.

- 7.1 We will always follow up with parents/carers when pupils are not at school. We have at least two up-to-date contact numbers for parents/carers. Parents are reminded to update the school as soon as possible if the numbers change.
- 7.2 In response to the guidance in [Keeping children safe in education \(September 2018\)](#) the school has:
 - staff who understand what to do when children do not attend regularly;
 - staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage;
 - procedures to inform the local authority when we plan to take pupils off-roll when they:
 - leave school to be home educated;
 - move away from the school's location;
 - are permanently excluded.
- 7.3 We will ensure that pupils who are expected to attend the school, but fail to take up the place will be referred to the local authority.
- 7.4 When a pupil leaves the school, we will record the name of the pupil's new school and their expected start date.

8 PRIVATE FOSTERING

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.

- 8.1 Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.
- 8.2 Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.
- 8.3 Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.
- 8.4 School staff should notify the Designated Safeguarding Lead (DSL) when they become aware of private fostering arrangements. The DSL will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements.
- 8.5 On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

9 ONLINE SAFETY – SEE ALSO E-SAFETY POLICY (5.4)

At Copthill School, we use technology and the internet extensively across all areas of the curriculum. It is essential that children are safeguarded from potentially harmful and inappropriate online material.

The Directors will ensure appropriate filters and appropriate monitoring systems are in place. Staff will ensure that children are taught about safeguarding, including online, through teaching and learning opportunities, as part of a broad curriculum. Staff will monitor pupils IT habits to identify pupils who may be at risk from the internet. See Policy 5.4 - eSafety Policy.

9.1 In order to safeguard pupils and to prevent loss of personal data we employ the following assistive technology:

- **Internet Filtering** – we use software that prevents unauthorized access to illegal websites. It also prevents access to inappropriate websites; appropriate and inappropriate is determined by the age of the user and will be reviewed in line with this policy or in response to an incident, whichever is sooner. The ICT Coordinator, e-Safety Officer and IT Support are responsible for ensuring that the filtering is appropriate and that any issues are brought to the attention of the Headteacher.
- **Email Filtering** – we use Gmail which provides a basic filtering service for all staff using spam. Pupils have no access to outside emails.

9.2 Boundaries for pupils using of ICT equipment and services in this school are given in the Pupil Charter of Good ICT Behaviour (PCGIB). Any deviation or misuse of ICT equipment or services will be dealt with in accordance with the Discipline & Behaviour Policy (2.6). All students from Year 3 to Year 6 are introduced to the PCGIB to help understand it and then sign it.

9.3 When children use the school's network to access the internet, they are protected from inappropriate content by our filtering and monitoring systems. Pupils do not use personal mobile technology, such as tablets or mobile phones, in school so are unable to access the internet using their own data plan. Should a child be found to be using a personal device in school, the device is confiscated, locked away securely and returned to the parent or carer. The Discipline & Behaviour Policy is followed.

9.4 Online safety is embedded into our curriculum. All pupils from Reception through to Year 6 are involved in an Online Safety Week in school to highlight potential dangers of technology and how to use it safely. Pupils are given appropriate advice and guidance by staff across all areas of the curriculum. Similarly all pupils will be fully aware how they can report areas of concern whilst at school or outside of school.

10 PEER TO PEER ABUSE

At Copthill School, we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students.

We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy.

Children and young people may be harmful to one another in a number of ways which would be classified as peer on peer abuse. Abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up".

10.1 Types of abuse

There are many forms of abuse that may occur between peers and this list is not exhaustive:

- physical abuse e.g. biting, hitting, kicking, hair pulling etc.;

- sexually harmful behaviour/sexual abuse e.g. inappropriate sexual language, touching, sexual assault etc.;
- bullying - physical, name-calling, homophobic etc.;
- cyber bullying;
- youth produced sexual imagery (sexting);
- initiation/hazing;
- prejudiced behaviour.

We develop appropriate strategies in order to prevent the issue of peer on peer abuse rather than manage issues in a reactive way.

- 10.2 Occasionally, allegations may be made against children by others in the school which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil;
- is of a serious nature, possibly including a criminal offence;
- raises risk factors for other pupils in the school;
- indicates that other pupils may have been affected by this student;
- indicates that young people outside the school may be affected by this student.

- 10.3 We recognise that peer on peer abuse can and will occur in any setting even with the most stringent of policies and support mechanisms, in which case it is important to continue to recognise and manage such risks and learn how to improve and move forward with strategies in supporting our pupils to talk about any issues and through sharing information with all staff. We support this by ensuring that our school has an open environment where pupils feel safe to share information about anything that is upsetting or worrying them. This is strengthened through a strong and positive PHSEE/SMSC curriculum that tackles such issues as prejudiced behaviour and gives children an open forum to talk things through rather than seek one on one opportunities to be harmful to one another.

10.4 **Expected action taken by all staff**

Although the type of abuse may have a varying effect on the victim and initiator of the harm, we follow simple steps to help clarify the situation and establish the facts before deciding the consequences for those involved in perpetrating harm.

It is important to deal with a situation of peer abuse immediately and sensitively. It is necessary to gather the information as soon as possible to get the true facts around what has occurred as soon after the child(ren) may have forgotten. It is equally important to deal with it sensitively and think about the language used and the impact of that language on both the children and the parents when they become involved. For example, we do not use the word perpetrator, as this can quickly create a 'blame' culture and leave a child labelled.

All staff are trained in dealing with such incidents, talking to pupils and instigating immediate support in a calm and consistent manner. Staff are not prejudiced, judgemental, dismissive or irresponsible in dealing with such sensitive matters.

All incidents are recorded and shared with the DSL. Information is shared appropriately with parents/carers.

11 **YOUTH PRODUCED SEXUAL IMAGERY (SEXTING)**

We have a duty of care towards our pupils and an obligation to support them in being safe in the online world as well as the physical world.

11.1 There are a number of definitions of sexting but for the purposes of this policy, sexting is simply defined as images or videos generated:

- by children under the age of 18 that are of a sexual nature or are indecent.
- of children under the age of 18 that are of a sexual nature or are indecent.

These images are shared between young people and/or adults via a mobile phone, handheld device or websites with people they may not even know.

Sexting or youth produced sexual imagery does not refer to one single activity; it can have multiple facets and activities, be connected to sexual pleasure and be linked to a 'normal' part of sexual development; however, something that transpires online can quickly spiral out of control as it becomes freely available in the public domain. It can then be transferred, forwarded, downloaded, uploaded and shared.

11.2 Any situations involving our pupils and youth produced sexual imagery are taken seriously as potentially being indicative of a wider safeguarding or child protection concern or as being problematic sexual behaviour. The understanding of children and young people around the potential implications of taking and/or sharing youth produced sexual imagery is likely to be influenced by the age and ability of the children involved. In some cases children under 13 (and indeed older) may create youth produced sexual imagery as a result of age appropriate curiosity or risk-taking behaviour or simply due to naivety rather than any sexual intent.

11.3 We follow the guidance and principles in the document [Sexting in schools and colleges: Responding to incidents and safeguarding young people](#)

All incidents involving youth produced sexual imagery will be responded to in line with the school's safeguarding and child protection procedures.

When an incident involving youth produced sexual imagery comes to the attention of the school community:

- The incident is referred to the DSL as soon as possible and recorded using the usual safeguarding recording system.
- The DSL should hold an initial review meeting with appropriate school staff. The initial meeting should consider the initial evidence and aim to establish:
 - if there is an immediate risk to the child or others;
 - if a referral should be made to the police and/or children's social care;
 - if it is necessary to view the imagery in order to safeguard the child – in most cases, imagery should not be viewed;
 - what further information is required to decide on the best course of action;
 - whether the image has been shared and how;
 - whether immediate action should be taken to delete or remove images from devices or online services;
 - any other relevant information about the child which would influence risk assessment;
 - if there is a need to contact any other settings or individuals.
- There should be subsequent interviews with the young people involved (if appropriate).
- Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm.

11.4 At any point in the process if there is a concern a young person has been harmed or is at risk

of harm a referral should be made to children's social care and/or the police immediately.

A referral to social care and/or police should be made if:

- the incident involves an adult;
- there is reason to believe a child has been coerced, blackmailed or groomed;
- what you know about the imagery suggests that the content depicts sexual acts;
- there is reason to believe that the pupil is at risk of harm e.g. presenting as suicidal or self-harming.

11.5 A decision to respond to the incident without involving the police or social care would be made in cases when the DSL and/or Deputy are confident that they have enough information to assess the risks to pupils involved and the risks can be managed within the school's pastoral support, disciplinary framework and local network of support. This decision should be recorded.

11.6 Any direct disclosure by a young person should be taken very seriously. A young person who discloses they are the subject of sexual imagery is likely to be embarrassed and worried about the consequences. It is likely that disclosure in school is a last resort and they may have already tried to resolve the issue themselves.

11.7 **Securing and handing over devices to the police**

If any devices need to be seized and passed onto the police then the device(s) should be confiscated and the police should be called. The device should be turned off and placed under lock and key until the police are able to come and retrieve it. See government guidance - [Searching, screening and confiscation: Advice for headteachers, school staff and governing bodies](#)

12 CHILD SEXUAL EXPLOITATION (CSE)

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity:

- a) in exchange for something the victim needs or wants,
- and/or
- b) for the financial advantage or increased status of the perpetrator or facilitator.

The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

12.1 Indicators of child sexual exploitation may include:

- acquisition of money, clothes, mobile phones, etc. without plausible explanation;
- gang-association and/or isolation from peers/social networks;
- exclusion or unexplained absences from school, college or work;
- leaving home/care without explanation and persistently going missing or returning late;
- excessive receipt of texts/phone calls;
- returning home under the influence of drugs/alcohol;
- inappropriate sexualised behaviour for age/sexually transmitted infections;
- evidence of/suspicions of physical or sexual assault;
- relationships with controlling or significantly older individuals or groups;
- multiple callers (unknown adults or peers);
- frequenting areas known for sex work;
- concerning use of internet or other social media;
- increasing secretiveness around behaviours;
- self-harm or significant changes in emotional well-being.

12.2 Potential vulnerabilities include:

- having a prior experience of neglect, physical and/or sexual abuse;
- lack of a safe/stable home environment, now or in the past (domestic violence or parental substance misuse, mental health issues or criminality, for example);
- recent bereavement or loss;
- social isolation or social difficulties;
- absence of a safe environment to explore sexuality;
- economic vulnerability;
- homelessness or insecure accommodation status;
- connections with other children and young people who are being sexually exploited;
- family members or other connections involved in adult sex work;
- having a physical or learning disability;
- being in care (particularly those in residential care and those with interrupted care histories);
- sexual identity.

Although the vulnerabilities listed above increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited and that child sexual exploitation can occur without any of these issues.

More information can be found in [Child sexual exploitation: definition and guide for practitioners \(2017\)](#)

13 CHILD CRIMINAL EXPLOITATION: COUNTY LINES

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered.

13.1 Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults;
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

14 EXTREMISM AND RADICALISATION

As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty'.

Copthill School seeks to protect children and young people against the messages of all violent

extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation.

Copthill School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

14.1 School and Curriculum Ethos

Our curriculum and all other activities, will promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs.

We are committed to ensuring that our pupils are offered a broad and balanced curriculum which aims to prepare them for life in modern Britain. Emphasising the characteristics of the Copthill Learner alongside the fundamental British Values supports quality teaching and learning whilst making a positive contribution to the development of a fair, just and civil society.

Prevention work and reductions of risks will include the RE curriculum, PSHEE curriculum, SEND Policy (Policy 3.20), assemblies, the use of school premises by external agencies, integration of pupils by gender and SEN, Anti-bullying Policy (Policy 6.1) and other issues specific to the school's profile, community and philosophy.

This school adheres to the [Prevent Duty Guidance for England and Wales](#) July 2015

14.2 Recognising Extremism

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes;
- glorifying violence, especially to other faiths or cultures;
- making remarks or comments about being at extremist events or rallies outside school;
- evidence of possessing illegal or extremist literature;
- advocating messages similar to illegal organisations or other extremist groups;
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behavior;
- online searches or sharing extremist messages or social profiles;
- intolerance of difference, including faith, culture, gender, race or sexuality;
- graffiti, art work or writing that displays extremist themes;
- attempts to impose extremist views or practices on others;
- verbalising anti-Western or anti-British views;
- advocating violence towards others.

14.3 Risk Assessment

Settings need to assess the risk, with local partners, of their children being drawn into terrorism, as well as their support for extremist ideas and terrorist ideology. They should have robust safeguarding policies to identify children at risk, appropriate intervention and the most appropriate referral option. The policy should also cover the suitability of visiting speakers.

Police in all regions are expected to produce a Counter-Terrorism local profile (CTLPs) which is to assess the risk of individuals being drawn into terrorism and is the risk assessment that settings need to refer to. The Lincolnshire profile is currently being amended and further support can be provided by contacting prevent@lincs.pnn.police.uk or PREVENT@lincolnshire.gov.uk

14.4 **Working in Partnership**

Lincolnshire settings are required to ensure that their safeguarding arrangements take into account [policies and procedures of Lincolnshire Safeguarding Children Board](#)

The key aim of the [PREVENT strategy in Lincolnshire](#) is:

To help local authorities, police, community safety partnerships and other partners and partnerships to develop and implement effective actions, which will make their communities safer. This will reduce the risk from terrorism and violent extremism, so that the people of Lincolnshire can go about their business freely and with confidence.

Experience has shown that the best results are achieved by:

- partnership working and community engagement;
- understanding the challenge and its context;
- developing an effective action plan;
- managing risk;
- tracking progress and evaluating success;
- sharing learning.

Lincolnshire has a PREVENT steering board which provides the strategic direction and is attended by a variety of partners including Education.

The CHANNEL panel is the operational group for Lincolnshire and has multi-agency representation.

14.5 **Staff Training**

The School will ensure that our staff are equipped to identify children at risk of being drawn into terrorism, as well as challenge extremist ideas, through training. They should know how to refer children and young people for further help.

All staff can undertake PREVENT e-learning via the [LSCB website](#). Face to face learning is available to book via the [Stay Safe Partnership website](#).

Staff will be expected to raise concerns with the DSL or Deputy. The DSL will seek advice from relevant agencies and, where appropriate, will make a referral.

14.6 **Referral Process**

As part of the duty to protect young people from the messages of extremism, the school will refer any young person they are concerned about to the local Prevent team through the Channel process. The Channel referral form can be found through the LSCB website link above and should be returned to the email provided channel@lincs.pnn.police.uk Before doing this the school should contact prevent@lincs.pnn.police.uk or PREVENT@lincolnshire.gov.uk to seek advice and support to see if a Channel referral is appropriate. Should a school use the child protection referral process through Customer Service Centre 01522 782111, the CSC will ask the school to complete a Channel form if there are any concerns related to extremism and radicalisation. Where the school has serious concerns about the vulnerability of a young person in relation to extremist behaviour, then the school should make a call to the Police on 999.

14.7 IT policies

We will ensure that children are safe from online terrorist and extremist material, typically via appropriate levels of filtering. Pupils and staff must abide by our IT Charter which makes clear that accessing sites which promote online terrorist and extremist material is unacceptable. Using school equipment to send terrorist publications to others would be a criminal offence. The school has appropriate filtering and firewalls and internet searches are regularly monitored. (See Policy 5.4 - eSafety Policy- Staff)

14.8 Monitoring and enforcement

ISI inspectors will assess the settings approach to keeping children safe from the dangers of radicalisation and extremism and what is done when the setting suspects that pupils are vulnerable to these threats. If our setting is considered to be failing in this regard, or if our children or staff's safety is threatened, the School must remedy any failing or be subject to regulatory action. Early Years settings are also covered by this monitoring provision.

- 14.9 EMTET is the Ethnic Minority and Traveller Education Team who can support settings by working with individuals who are victims of racism or are perpetrators of racism or have racist views. In addition, they can signpost settings to other organisations which will be able to provide support with other similar issues. EMTET contact details are 01427 787190 - <https://www.lincolnshire.gov.uk/parents/schools/sen/support-services/ethnic-minority-and-traveller-education-team/>

15 FEMALE GENITAL MUTILATION (FGM)

Female genital mutilation (FGM) refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is child abuse and is illegal in the UK.

- 15.1 **The Serious Crime Act 2015 sets out a duty on all regulated professionals, including teachers or persons who are employed or engaged to carry out teaching work in schools, to notify police when they discover that FGM appears to have been carried out on a girl under 18.** In schools, this will usually come from a disclosure. This is a **personal duty** and cannot be transferred to anyone else. The mandatory reporting duty is related to a disclosure that FGM has already happened and this should be reported to the Police on 101. Where a girl discloses information that identifies her as at risk of FGM, professionals should follow the normal safeguarding procedures.
- 15.2 FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.
- 15.3 Risk factors for and symptoms of FGM include:
- low level of integration into UK society;
 - mother or a sister who has undergone FGM;
 - girls who are withdrawn from PSHE;
 - visiting female elder from the country of origin;
 - being taken on a long holiday to the country of origin;
 - talk about a 'special' procedure to become a woman.
- 15.4 Indications that FGM may have already taken place may include:
- difficulty walking, sitting or standing and may even look uncomfortable;
 - spending longer than normal in the bathroom or toilet due to difficulties urinating;
 - spending long periods of time away from a classroom during the day with bladder or menstrual problems;
 - frequent urinary, menstrual or stomach problems;
 - prolonged or repeated absences from school, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return;
 - reluctance to undergo normal medical examinations;

- confiding in a professional without being explicit about the problem due to embarrassment or fear;
- talking about pain or discomfort between her legs.

16 'HONOUR-BASED' VIOLENCE (HBV)

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such.

Where staff are concerned that a child might be at risk of HBV, they must contact the Designated Safeguarding Lead (DSL) as a matter of urgency.

17 SAFER RECRUITMENT AND PROFESSIONAL BOUNDARIES

The school pays full regard to DfE guidance [Keeping children safe in education \(September 2018\)](#) and with reference to the 'Position of Trust' offence (Sexual Offences Act 2003). We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult. We do this by:

- 17.1 operating safer recruitment practices including appropriate Disclosure and Barring Service (DBS) and reference checks, verifying identity and academic and vocational qualifications, obtaining professional references, checking previous employment history (including any additional checks thought appropriate for staff who have lived or worked outside the UK) and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and checking the Children's List and the existence of any teacher prohibition orders (checked via the [Teacher Services' system](#)) and the right to work in England checks in accordance with DBS and Department for Education procedures. This includes prohibition from management – Section 128 direction.
- 17.2 In February 2015 the DfE issued additional guidance about disqualification by association [Disqualification Under the Childcare Act 2006](#) (updated June 2016) which applies to those staff employed and/or provide childcare in either the early years (birth until end of reception age – all day) or later years (children under the age of 8 if attending childcare clubs or after school). Schools will need to ask those staff in scope to complete a disqualification declaration. Upon return schools should contact their HR adviser and LADO where a positive declaration has been made.
- 17.3 Ensuring that staff and volunteers adhere to a published code of conduct and other professional standards at all times, including after school activities. Staff are aware of social media/ on-line conduct. See Policy 6.13-i Staff Code of Conduct.
- 17.4 Ensuring any disciplinary proceedings against staff related to Child Protection matters are concluded in full in accordance with Government guidance [Keeping children safe in education \(September 2018\)](#) and LSCB, LADO and HR Policy, procedures and guidance. The school will report staff promptly to the **DBS** and **NCTL** where required by the appropriate guidance.
- 17.5 Ensuring that all staff and other adults on site are aware of the need for maintaining appropriate and professional boundaries in their relationship with pupils and parents, following the Code of Conduct.
- 17.6 Establishing adequate risk assessments are in place including for extended school, volunteer and holiday activities.
- 17.7 Supporting staff confidence to report misconduct.
- 17.8 At least one member of every recruitment panel has completed Safer Recruitment training within the last 5 years. The local authority recommend as best practice that at least one person

in school has completed the LSCB face to face Safer Recruitment within the last 5 years. E-learning is also available. Training is available to book at www.lincolnshire.gov.uk/lscb (click 'Training').

- 17.9 All **volunteers** and **regular contractors** must have completed the necessary checks and be detailed on the **Volunteers Register**. Volunteers who have not completed the above or are awaiting clearance will not be given unsupervised access to pupils, and a risk assessment will be required.

18 MOBILE PHONES (See Policy 6.13 –i Staff Code of Conduct)

These regulations are to ensure a professional manner, full supervision of pupils and to protect staff from safeguarding allegations.

- 18.1 Whilst at work on school premises your mobile phone should:
- **never be used when pupils are present or in pupil areas* of the school under any circumstances.** [* Classrooms, games fields, playgrounds];
 - **only be used when deemed absolutely necessary;**
 - be kept in silent or discreet mode during the day;
 - be kept out of sight – in the Early Years Department mobile phones are kept in the Early Years Office.
- 18.2 Staff should never give out their home or mobile number to pupils and never engage in texts to/from pupils.
- 18.3 Staff leaving the premises for a school visit or fixture will be expected to have access to their mobile phone for emergencies and contact with school. Their number should have been left at the office on the visit paperwork.
- 18.4 The school must be kept informed of the current mobile number of all staff.
- 18.5 SMT members may be required to use their mobile phone to conduct their day-to day school business/administration, out of pupil areas.
- 18.6 **Mobile phone cameras should NOT be used*** - See following guidance from **Data Protection Policies 5.1/2**
- **Early Years Department** - personal mobile phones should **NOT BE USED UNDER ANY CIRCUMSTANCES** to take pictures in the Early Years Department.
 - **Lower and Upper School Staff** - for data protection and safeguarding reasons, personal mobile phones must not be used for taking images UNLESS staff have signed a permit with the Designated Safeguarding Lead (DSL). This might be for a specific event (ie off-site event) or granting ongoing permission.
 - Once a permit has been signed, a staff member must abide by the following procedure at all times:
 - The photo is transferred to the specific photo area of the school server **as soon as practicable**.
 - The photo is deleted from the mobile phone – certainly within 48hours.
 - Permission is granted to the DSL to check after an event or randomly that content has been deleted
- 18.7 Any staff found in breach of the mobile phone policy may face disciplinary action.

19 WHISTLEBLOWING PROCEDURE – SEE ALSO WHISTLEBLOWING POLICY (6.15)

Our School has a **Whistleblowing Policy** – Policy 6.15i – Whistleblowing Policy. Every member of staff, including temporary staff, contractors and volunteers, must be informed of the School's whistleblowing arrangements. Every staff member should know:

- what protection is available to them if they decide to report another member of staff;
- what areas of malpractice or wrongdoing are covered in the School's whistleblowing procedure;
- the different routes available to them for reporting a concern, including who they can approach both in and outside the School.

19.1 We will ensure that all staff and volunteers feel able to raise concerns about poor or unsafe practice and/or an incident involving a member of staff and that such concerns are addressed sensitively and effectively in accordance with the Whistleblowing Policy.

19.2 A whistleblowing disclosure must be about something that affects the general public such as:

- a criminal offence has been committed, is being committed or is likely to be committed;
- an legal obligation has been breached;
- there has been a miscarriage of justice;
- the health or safety of any individual has been endangered;
- the environment has been damaged;
- information about any of the above has been concealed.

19.3 Where there are concerns about the way that safeguarding is carried out in the school, staff should refer to the Whistleblowing Policy.

19.4 If staff have a concern about another member of staff, they should report their concerns to Helen Schofield (Headteacher and DSL). In her absence, then the concern should be reported to the Safeguarding Director, Jonathan Teesdale, or the Advisory Panel Member with responsibility for Safeguarding, Julia Harbage. Should a concern involve Helen Schofield, then it should be reported to Jonathan Teesdale.

19.5 If any member of staff has concerns regarding a child and they feel that the School has not responded appropriately, they must contact one of the following:

1. Safeguarding Director – Jonathan Teesdale Tel:01780 765465
2. Advisory Panel Member for Safeguarding – Mrs Julia Harbage Tel: 07866 577127
3. The relevant LEA safeguarding contact in Appendix 1
4. The Local Authority – 0800 0853716 or whistleblowing@lincolnshire.gov.uk
5. Lincolnshire Police – 101
6. Ofsted: Tel. 08456 404040
7. The NSPCC Whistleblowing Advice Line for Professionals - 0800 028 0285 – 8.00am to 8:00pm, Mon-Fri and/or help@nspcc.org.uk.
 - Staff should use this line if:
 - the school doesn't have clear safeguarding procedures to follow;
 - they believe their concerns won't be dealt with properly or may be covered up;
 - they have raised a concern but it hasn't been acted upon;
 - they are worried about being treated unfairly.
 - Staff can call about an incident that happened in the past, is happening now or they believe may happen in the future.

See Whistleblowing Policy (6.15i) for further guidance.

20 COMMUNICATION WITH PARENTS AND CARERS

Copthill School takes steps to ensure all parents and carers understand the Child Protection and Safeguarding Policy. The policy is available through the School's website. Parents can raise a concern about their child's safety or about general safeguarding concerns in the school by informing the School immediately where there is risk of harm to a child or by raising the concern through the School's complaints procedure – Policy 1.7 Complaints Policy – Parental.

Parents are informed of information that they may need to be aware of to help them to protect their children from harm inside and outside the school environment.

When the School has concerns for the safety of a child, parents are made aware of these concerns and their consent is sought in line with local safeguarding procedures unless doing so would increase the risk of harm to the child.

21 DIRECTORS' RESPONSIBILITIES

The Directors fully recognise their responsibilities with regard to Safeguarding and promoting the welfare of children in accordance with Government guidance. They will "ensure there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare." [Keeping children safe in education \(September 2018\)](#) The Directors have agreed processes which allow them to monitor and ensure that the School:

- 21.1 has robust safeguarding procedures in place reflecting local protocols.
- 21.2 operates safer recruitment procedures and appropriate checks are carried out on new staff and adults working on the school site. This includes checking the Single Central Record (SCR).
- 21.3 has procedures for dealing with allegations of abuse against any member of staff or adult on site.
- 21.4 has a member of the Leadership Team who is designated to take lead responsibility for dealing with child protection and safeguarding issues and there is a deputy.
- 21.5 takes steps to remedy any deficiencies or weaknesses with regard to Safeguarding arrangements.
- 21.6 is supported by the Advisory Panel nominating a member responsible for liaising with the LA and/or partner agencies in the event of allegations of abuse against the Headteacher/Directors. This is Julia Harbage.
- 21.7 carries out an annual review of the Child Protection and Safeguarding Policy and procedures with the Advisory Panel, including the efficiency with which the related duties have been carried out. Any changes to the arrangements will be with immediate effect and communicated to all staff.
- 21.8 carries out an annual Safeguarding Audit - Lincolnshire Online Self Assessment Safeguarding Audit. Support is available via safeguardingschools@lincolnshire.gov.uk
- 21.9 ensures that pupils are taught about safeguarding, including online, through teaching and PSHE opportunities.
- 21.10 provides staff with regular safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge.

22 (LADO) ALLEGATIONS MADE AGAINST ADULTS WHO WORK WITH CHILDREN

STAFF FACING ALLEGATIONS OF ABUSE – General Policy Overview

See Policy 6.16 – Allegations Against Staff (Appendix 12) for full policy

Child Protection procedures must be followed whenever any member of staff or volunteer becomes aware of a concern, or an allegation of abuse is made, about an adult, including volunteers, who works with children.

- 22.1 The Headteacher must be notified or, where the allegation is against the Headteacher, the Safeguarding Director, Jonathan Teesdale, must be informed. The first priority is whether any immediate action needs taking to ensure a child or other children are safe. **All allegations of alleged or suspected abuse against an adult who works with children must be reported to the Lincolnshire's Local Authority Designated Officers (LADO).** (contact information in Appendix 1 or here: [LADO Contact Us](#) and [LADO Referral Form](#)) Further guidance is in part 4 of the statutory document: [Keeping children safe in education \(September 2018\)](#)
- 22.2 Reporting to the LADO applies even where the nature of the alleged assault would not normally meet the threshold if applied to children in their own families. For example, a report of a child being smacked by a parent, with no injury caused, would be unlikely to require any response by Police or Social Care. However, a similar report of a child being smacked by a teacher should be responded to because of:
- the vulnerability of children away from home;
 - the higher standards of conduct demanded by law and regulation of those caring for other people's children;
 - the position of trust enjoyed by such people.
- 22.3 Contact should be made with the LADO when it is alleged, or there are concerns that, a person who works with children has:
- behaved in a way that has harmed a child, or may have harmed a child;
 - possibly committed a criminal offence against or related to a child; or
 - behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children.
- 22.4 A LADO referral form - [LADO Contact Us](#) and [LADO Referral Form](#) - should be completed for each contact with LADO & emailed to LADO@lincolnshire.qcsx.gov.uk
- 22.5 This process should be followed for members of staff/volunteers who are currently working in any school or college regardless of whether the school or college is where the alleged abuse took place – i.e. the allegation may relate to the individuals personal life or be historic.
- 22.6 Employers have a duty of care to their employees. They should ensure they provide effective support for anyone facing an allegation and provide the employee with a named contact if they are suspended. Decisions about suspension are made on a case by case basis and will depend on the nature and seriousness of the allegation. It is essential that any allegation of abuse made against a teacher or other member of staff or volunteer in a school or college is dealt with in a timely manner, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.
- 22.7 In fulfilment of the regulatory requirements, the Directors will report to the DFE and to DBS, within one month of leaving the School, any person (whether employed, contracted, a volunteer or student) no longer used because he or she is considered unsuitable to work with children. **See Policy 6.16 - Allegation against Staff.**
- 22.8 **EARLY YEARS DEPARTMENT**

The Directors will also inform Ofsted as soon as is reasonably possible, but at the latest within 14 days, of any allegations of serious harm or abuse by any person working or looking after children on the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere), or any other abuse which is alleged to have taken place on the premises, and of the action taken in respect of these allegations.

OFSTED - Picadilly Gate, Store Street, Manchester M1 2WD Tel: 0300 123 1231

23 OTHER RELEVANT POLICIES & INFORMATION

Designated Safeguarding Lead Procedures/ Job Role – A detailed job description for the DSL is available – Policy 6.10 - Role Of Designated Safeguarding Lead

The School takes safeguarding seriously and understands this policy is over-arching. The School also maintains other linked policies in line with the legislative requirements; together these make up the suite of policies to safeguard and promote the welfare of children in this school.

Online Safety

The School will ensure that pupils are safeguarded from potentially harmful and inappropriate online material. The Directors will ensure appropriate filters and appropriate monitoring systems are in place. Staff will ensure that children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a thorough PSHE programme. This will include e safety awareness days. Staff will monitor pupils IT habits to identify pupils who may be at risk from the internet. See Policy 5.4 - eSafety Policy.

Important Staff Guidance and Policies

- Allegations of Abuse against Staff – 6.16
- Anti-Bullying Policy– 6.1
- Data Protection Policy – 5.1 and 5.2
- Discipline and Behaviour Policy – 2.6
- eSafety Policy – 5.4
- Health and Safety Policy – 7
- Induction of New Staff in Safeguarding – 6.3i
- SEND Policy – 3.20
- Complaints Procedure – 1.7
- Registration Policy – 1.18
- Recruitment and Selection Policy – 6.17
- Restraint Policy – 6.4i
- Signs of Abuse Information – 6.2i
- Social Networking Handout – 5
- Staff Code of Conduct – 6.13
- Whistleblowing Policy – 6.15i

Other Important Links to Guidance / Legislation

'Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, information for schools and colleges can be found on the [TES](#), [MindED](#) and the [NSPCC](#) websites. School and college staff can access government guidance as required on the issues listed below via GOV.UK and other government websites' [Keeping children safe in education \(September 2018\)](#):

- [Bullying including Cyberbullying](#)
- [Child Missing from Home or Care](#)
- [Children Missing Education](#) and Annex A
- [Child Sexual Exploitation Toolkit and procedures](#) and Annex A

- [Domestic Violence and Abuse](#) and [Domestic Abuse guidance](#)
- [Drugs](#)
- [E-Safety guidance](#)
- [Extremism and Radicalisation PREVENT guidance](#), [PREVENT Duty Guidance](#), [Hate](#) and Annex A
- [Fabricated or Induced Illness](#)
- [Faith Abuse](#)
- [Female Genital Mutilation](#) and Annex A
- [Forced Marriage](#) and Annex A
- [Gangs and Youth Violence](#)
- [Gender-based Violence/Violence against Women and Girls](#)
- [Guidance for Safer Working Practice for Adults who Work with Children & young People in Education Settings](#)
- [Keeping children safe in education \(September 2018\)](#)
- [Meeting the Needs of Children in Lincolnshire](#)
- [Mental Health](#)
- [Missing Children and Adults](#)
- Neglect – Part 2 and useful information on the [NSPCC website](#)
- [Private Fostering](#)
- [Professional Resolution and Escalation Protocol Flowchart](#)
- [Relationship Abuse](#)
- [Sexting in schools and colleges: Responding to incidents and safeguarding young people](#) and [UKCIS](#)
- [Sexual Violence and Sexual Harassment Between Children \(May 2018\)](#)
- [Team Around the Child \(TAC\) Handbook](#)
- [Trafficking](#)
- [What to do if you're worried a child is being abused](#)
- [Working together to safeguard children \(2018\)](#)

PART 2

1 DEFINITIONS OF ABUSE – [Working together to safeguard children \(2018\)](#)

ABUSE

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

EMOTIONAL ABUSE

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 a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person;
- not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate;
- age or developmentally inappropriate expectations being imposed on children. These may include:
 - interactions that are beyond a child's developmental capability;
 - overprotection and limitation of exploration and learning;
 - preventing the child participating in normal social interaction.
- seeing or hearing the ill-treatment of another;
- serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger;
- the exploitation or corruption of children.

Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

NEGLECT

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

PHSYICAL ABUSE

A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Physical harm may involve injuries to babies and non-mobile children.

SEXUAL ABUSE

A form of abuse which involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet).

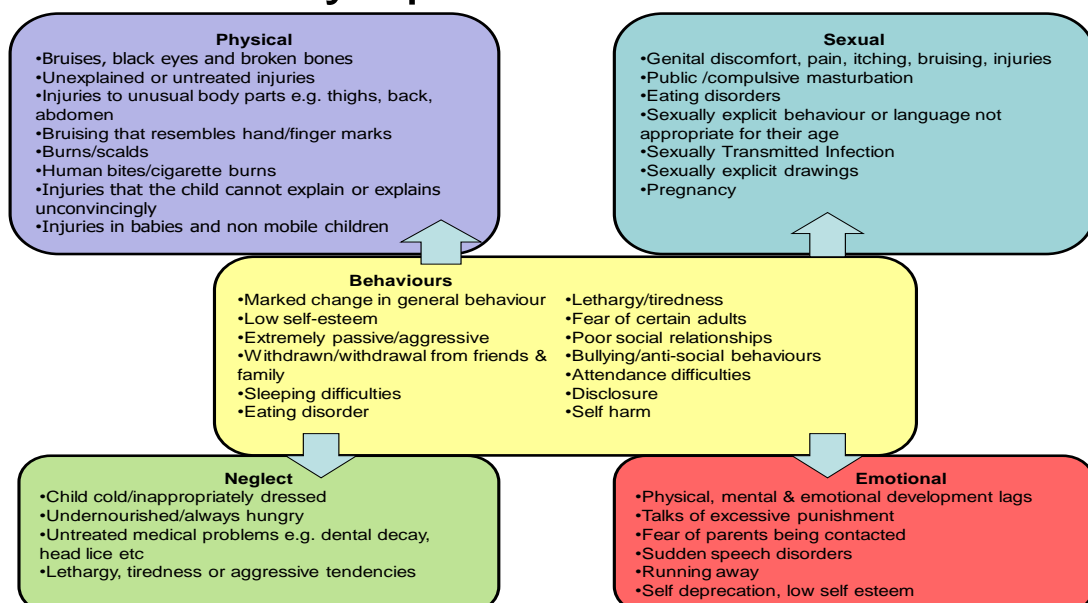
Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

2 SIGNS OF ABUSE – Detailed Information

This document is available in the following:

1. Policy 6.2-i Signs of Abuse
2. Displayed in Early Years & Main School Staffrooms
3. Included in Safeguarding Induction Pack

Symptoms of Abuse



Appendix 1

Staying Safe

Advice on any aspect of Child Protection can be sought from the Child Protection Team

Designated Safeguarding Lead	HELEN SCHOFIELD Headteacher 07527859853
Deputy Safeguarding Leads	MARK THOMAS Upper School Leader 07708352202 TAMSIN FLEMING 07817743409
<i>If Designated Safeguarding Lead & Deputy are unavailable please contact Jonathan Teesdale- Safeguarding Director 01780765465. Reporting suspicion of child abuse should not be delayed.</i>	
Our local contact numbers are:	
Safeguarding of children concerns (<i>Children living in Lincolnshire</i>)	01522 782111 (Mon-Fri 8am-6pm) <i>Lincolnshire's Children's Services Customer Service Centre for reporting concerns and Early Help Team for Advice</i> 01522 782333 (Mon-Fri 6pm-8am, weekends and Bank Holidays) - <i>Emergency Duty Team</i>
Safeguarding of children concerns (<i>Children living in other Authorities</i>) You can make a referral directly to the NSPCC on telephone 0808 800 5000	Cambridgeshire Multi-Agency Safeguarding Hub (MASH) 0345 045 1362 (Mon-Thurs 8am-5.30pm / Fri 8am-4.30pm) 01733 234 724 (out of hours)
	Peterborough 01733 864180 / 01733 864170 (Mon-Fri 9am-5pm) 01733 234724 (out of hours)
	Rutland Children's Duty Team 01572 758407 (office hours) 0116 3050005 (out of hours)
	Northamptonshire Multi-Agency safeguarding Hub (MASH) 0300 1261000
Allegations against /concerns about adult(s) working with children	Staff must report concerns to the headteacher or, in the event of concerns about the headteacher, concerns must be reported to the Safeguarding Director, Jonathan Teesdale. The Head/JAT must contact LADO to discuss concerns & course of action. <i>Lincolnshire Local Authority Designated Officers (LADO)</i> 01522 554674 – Jemma Parkinson & Rachel Powis LADO@lincolnshire.gcsx.gov.uk OR LADO REFERRAL FORM
Police (Emergency) Police (Non Emergency)	999 101 01522 947590 Lincolnshire Police Public Protection Unit, Central Referral Unit
Safeguarding Children Officer (Education Settings) <i>for advice around safeguarding policy, audits etc.</i>	01522 554695 Ruth Fox safeguardingschools@lincolnshire.gov.uk Stay Safe Partnership 'Safeguarding in Schools' tab

Extremism / Prevent Advice
DfE Helpline: **02073407264**

Relevant County Police: **101**
Counter-extremism@education.gsi.gov.uk

The NSPCC Whistleblowing Advice Line for Professionals - **0800 028 0285** – 8.00am to 8:00pm, Mon-Fri and/or help@nspcc.org.uk.

Appendix 2

Statutory Document [Keeping children safe in education \(September 2018\)](#) – Part 1& Annex A must be read and understood by all staff. The other parts are for the Designated Safeguarding Lead, Headteacher, Directors and those involved with recruitment.

[Keeping children safe in education - Part 1 and Annex A \(September 2018\)](#) - Staff must confirm that they have read and understood this part.

An electronic record is kept annually confirming all staff have signed all the relevant safeguarding / H&S documents.

[Keeping children safe in education - Part 1 and Annex A \(September 2018\)](#) will be issued to all new staff as part of induction procedures.

Opportunities will also be provided at specified staff meetings for further discussion and training on Part 1 and other aspects of the Child Protection and Safeguarding Policy.

[Keeping children safe in education \(September 2018\)](#) will be reissued if new amendments are made.

Appendix 3



UNIVERSAL

Children and young people whose needs are being adequately met by their family, friends and community and who are accessing universal services. (e.g. health visiting, GP, schools)

- **RESPONSE:** - Continue meeting child or young person's needs as a universal service in a safe environment. Universal services will remain at all levels of need.

TARGETED

Children and young people who would benefit from additional help with moderate difficulties in order to make the best of their life chances.

- **RESPONSE:** - A practitioner who identifies unmet needs for a child or young person should consider how these needs can best be met, usually by some additional help from within their own agency. The Early Help Assessment (EHA) can help to identify and plan to meet needs and involve others where necessary.

COMPLEX

Children and young people who have a range of additional needs affecting different areas of their life.

- **RESPONSE:** Request support from other agencies such as family support, commissioned services Youth Crime Prevention Team and Education Welfare. Agencies work together to provide a network of support to the child or young person and their family.
- Identify a lead professional to co-ordinate support and be primary link with the family.
- Hold a multi-agency meeting and use the Early Help Assessment (EHA) with child and family to assess their needs. Develop and implement an Action Plan and review progress.

SPECIALIST

Children and young people who need immediate protection or who require integrated support from a statutory service such as CAMHS, Children's Social Care, or Youth Offending Service.

- Children's Social Care lead multi-agency planning and support through a Child-in-Need Plan, Child Protection Procedures, or accommodation by Children's Social Care.
- Youth Offending Team lead multi-agency interventions for Court-Ordered Supervision of Young Offenders in the community and in custody.

If at any point you are concerned about the safety of a child or young person, contact Lincolnshire Children's Services Customer Service Centre

☎ Tel: 01522 782111
☎ Tel: 01522 782333 (Emergency Duty Team for out of hours)

Appendix 4

Immediate Safeguarding Procedure

[Keeping children safe in education \(September 2018\)](#) also includes useful non-statutory advice for practitioners: *What to do if you're worried a child is being abused* (March 2015)

Concerns about a child

If staff members have any **concerns** about a child (as opposed to a child being in immediate danger) they have a conversation with the Designated Safeguarding Lead (DSL) to agree a course of action. Relevant notes or observations should also be supplied to the DSL. DSL may refer to specialist services or Early Help services and should be made in accordance with the referral threshold set by the Local Safeguarding Children Board.

Child needing immediate medical treatment

If a child comes to school in need of immediate medical treatment they should initially be taken to the school's designated first-aider, where appropriate action will be taken. This may involve:

- a call or delivery to the local health centre;
- delivery to hospital;
- a call to emergency services.

If in the judgment of the DSL, there are indications that the cause of the problem may be related to child abuse, the medical professionals must be informed. The DSL must refer the case to Social Care (see procedures below). Provision of medical treatment should not be delayed by attempts to contact the parent or carer in advance and in some cases of suspected child abuse it would be inappropriate to alert parents (see below).

Child about whom there is a suspicion of possible abuse but no need for immediate medical treatment

If it is believed that a child may be suffering, or may be at risk of suffering significant harm, even in the absence of any physical evidence, this should be brought to the attention of the statutory child protection services immediately.

The DSL should report their concerns to Social Care via the Children's Services Customer Service Centre on 01522 782111. **Do not delay if the DSL is unavailable.**

Confidentiality and Information Sharing

We recognise that all matters relating to child protection are highly confidential and the Headteacher or DSL will share that information on a 'need to know, what and when' basis. These concerns should never be discussed elsewhere, inside or outside the school unless in confidential meetings organised for that purpose. Where knowledge or suspicion of abuse is an issue, professionals can never promise confidentiality and neither should they promise to keep secrets. Information will be shared in line with the key principles outlined in *What to do if you're worried a child is being abused* (March 2015). In cases involving possible child abuse the school has a duty to share information.

It is good practice for professionals to discuss any concerns they have with the person(s) who have parental responsibility for the child/children, and where possible, to inform them of school's intention to make a referral to Social Care. Full details of any such conversation should be recorded on the school's safeguarding record of concern sheet. **However there are exceptional circumstances where such discussion may place the child at increased risk of significant harm.** In these circumstances it can be appropriate to refer without the knowledge of the person(s) with parental responsibility, although Social Care will subsequently disclose the source of the referral to the family. In cases where a professional is acting in good faith on third party information it may not be appropriate

for Social Care to reveal the source of the referral. Social Care will advise the professional of their decision on this point.

Other factors relevant to the decision to refer without prior discussion with the family include:

- sexual abuse, organised abuse or fabricated illness is suspected;
- it isn't possible to contact parents without causing undue delay in making a referral;
- issues of staff safety;
- the risk of destroying evidence;
- the likelihood of children or other family members being intimidated;
- possibility of increased risk of domestic abuse;
- possibility of the family moving to avoid professional scrutiny.

School staff must not themselves take any further action although if a parent, carer or other individual volunteers information this should be recorded and passed on. On referral to Social Care the DSL needs to be clear about:

- the nature of the concerns;
- how and why they have arisen;
- what appear to be the needs of the child and family, including any special needs arising from cultural, physical, psychological, medical or other factors;
- if known, what other agencies and professionals are involved with the child and family;
- his/her expectations of Social Care;
- the action to be taken by Social Care upon receipt of the referral;
- the action to be taken, and by whom, if any agreed plan is not carried out.

All verbal communications should be confirmed in writing, using the Safeguarding Referral Form, within 24 hours. The form is available at www.lincolnshirechildren.net The caller will be informed about this by social care at the time.

The DSL should keep records of any signs of abuse, neglect or any other injury and of any action taken which are timed, dated and signed. He/she should record the circumstances which caused the concern and indicate any visible injuries by way of a description and rough sketch – **no photograph should be taken except by the Police and/or Social Care if appropriate.** Any explanation or comments made by the child or their carer should be recorded in their exact words if possible. It should also be recorded whether or not the family has been informed of the reasons for the concern and the actions taken by the DSL.

It is not the responsibility of school staff to investigate suspicions of child abuse but to pass on all relevant information to Social Care via the Children's Services Customer Service Centre (CSC). Any investigations conducted by the school are potentially detrimental to the formal investigative process and ultimately to the safety of the child in question. Staff must not ask leading questions and must make it clear that confidentiality cannot be promised.

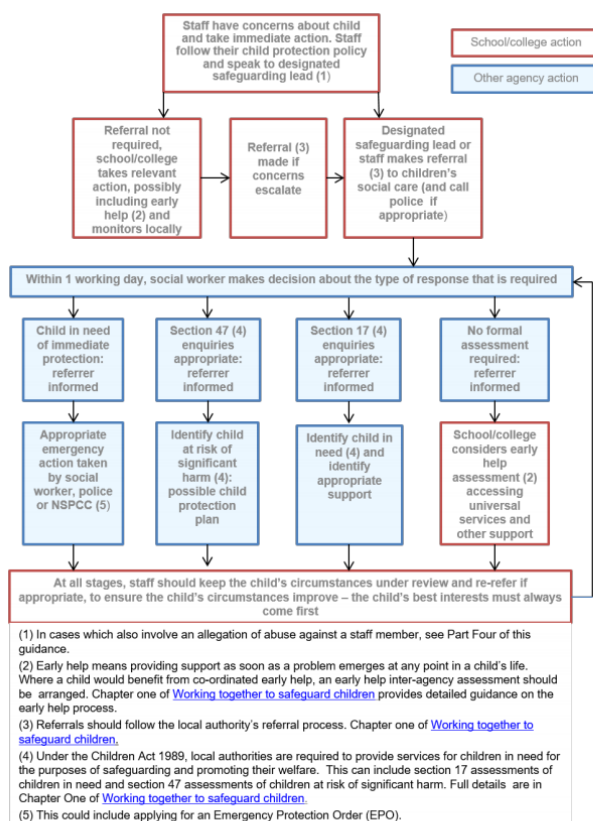
Where others, such as Education Welfare Officers, Youth Workers or Educational Psychologists are involved, the DSL should check with them to see if they have any concerns. Their comments should be noted and passed on with the referral to Social Care. The DSL can also check whether the child is subject to a Child Protection Plan by making enquiries with CSC staff. This action does not constitute a referral.

Following a Child Protection Investigation where the concerns are substantiated and the child is judged to be at continuing risk of harm, Social Care may convene a Child Protection Conference. It is expected that the DSL will attend and provide a written report. If they are unable to attend for unavoidable reasons, or send a representative, they should submit the written report in the format of the Early Help Form, unless otherwise directed. **It is essential that schools are represented at conference, and any subsequent Core Group Meetings and that they actively participate in any Child Protection Plan for children on their school roll.**

If, following an Initial Investigation, concerns are substantiated but the child is not judged to be at continuing risk of significant harm, Social Care may decide that a plan for the child's future safety and welfare can be implemented without the need to convene a Child Protection Conference. If the DSL still has serious concerns that a child may not otherwise be adequately safeguarded there is an expectation the LSCB Escalation policy available at www.lincolnshirelscb.org.uk, will be followed.

Section 4 of the LSCB Inter-Agency Procedures describes more fully Child Protection Conferences, Core Groups and Reviews.

Actions where there are concerns about a child – KCSIE 18



Appendix 5

Insert FLOWCHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD

Appendix 6

Receiving Disclosures:



Receive

- Listen, try not to look shocked or be judgmental
- Believe what they say 'take it seriously'.
- Accept what the young person says.
- Don't make them feel bad by saying "you should have told me earlier"
- Don't 'interrogate' them – let them tell you, try not to interrupt
- Note the date and time, what was done, who did it, and where it took place
- Use the young person's own words
- Don't criticise the perpetrator
- Don't take photographs of any injuries
- Don't ask leading questions – use 'open' questions to clarify only (T.E.D)



Tell me what you mean by that?/ Can you Tell me how that happened?

Explain that to me

Describe that....



Reassure

- Stay calm, tell the young person they've done the right thing in telling you
- Reassure them they are not to blame
- Empathise – don't tell them how they should be feeling
- Don't promise confidentiality, explain who needs to know
- Explain what you'll do next
- Be honest about what you can do

Report and Record

- Make a Brief, accurate, timely and factual record
- Discuss with the Designated Safeguarding Lead (DSL) or their Deputy, without delay
- The Designated Safeguarding Lead will assess the situation and decide on the next steps

Things to include:

- Time and full date of disclosure/incident and the time and full date the record was made
- An accurate record of what was said or seen
- Whether it is 1st or 2nd hand information
- Whether the child was seen/spoken to
- Whether information is fact/ professional judgement
- Full names and roles/status of anyone identified in the report
- Avoid acronyms/jargon/abbreviations
- Sign the record with a legible signature.
- Record actions agreed with/by the Designated Lead



Records should be reviewed regularly and any new concerns should be added and responded to immediately.

Appendix 7

Record of Concern

Family name of child/young person		First name(s)		Alias / also known as	
Address		Postcode		D.O.B	
				Age	
Nature of concern (Brief outline, record in detail below)				Date that concern was raised	
				Time that concern was raised	
Name of person raising concern				Relationship to child/young person	
Who have you passed this information to?				On what date?	
Detail of concern (Please include as much detailed information in this section as possible. Remember - the quality of your information will inform the level of intervention initiated.)					
Signature of person raising concern		Date		Time	

Details of all actions/ decisions taken in respect of this concern – to be completed by DSL

**Number of
Previous Records
of Concern**

Action Taken

By who

**Date & time
Completed**

Outcome

Action Taken

By who

**Date & time
Completed**

Outcome

Action Taken

By who

**Date & time
Completed**

Outcome

Action taken

**Date & time
completed**

Outcome

Name of DSL

Signature

Name of Parent

Signature

Appendix 8

Body Map Guidance for Schools

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

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

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

***At no time should an individual teacher/member of staff or school be asked to or consider taking photographic evidence of any injuries or marks to a child's person, this type of behaviour could lead to the staff member being taken into managing allegations procedures, the body map below should be used in accordance with recording guidance. Any concerns should be reported and recorded without delay to the appropriate safeguarding services, eg MASH or the child's social worker if already an open case to social care.**

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

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

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

Ensure First Aid is provided where required and record

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

BODYMAP

(This must be completed at time of observation)

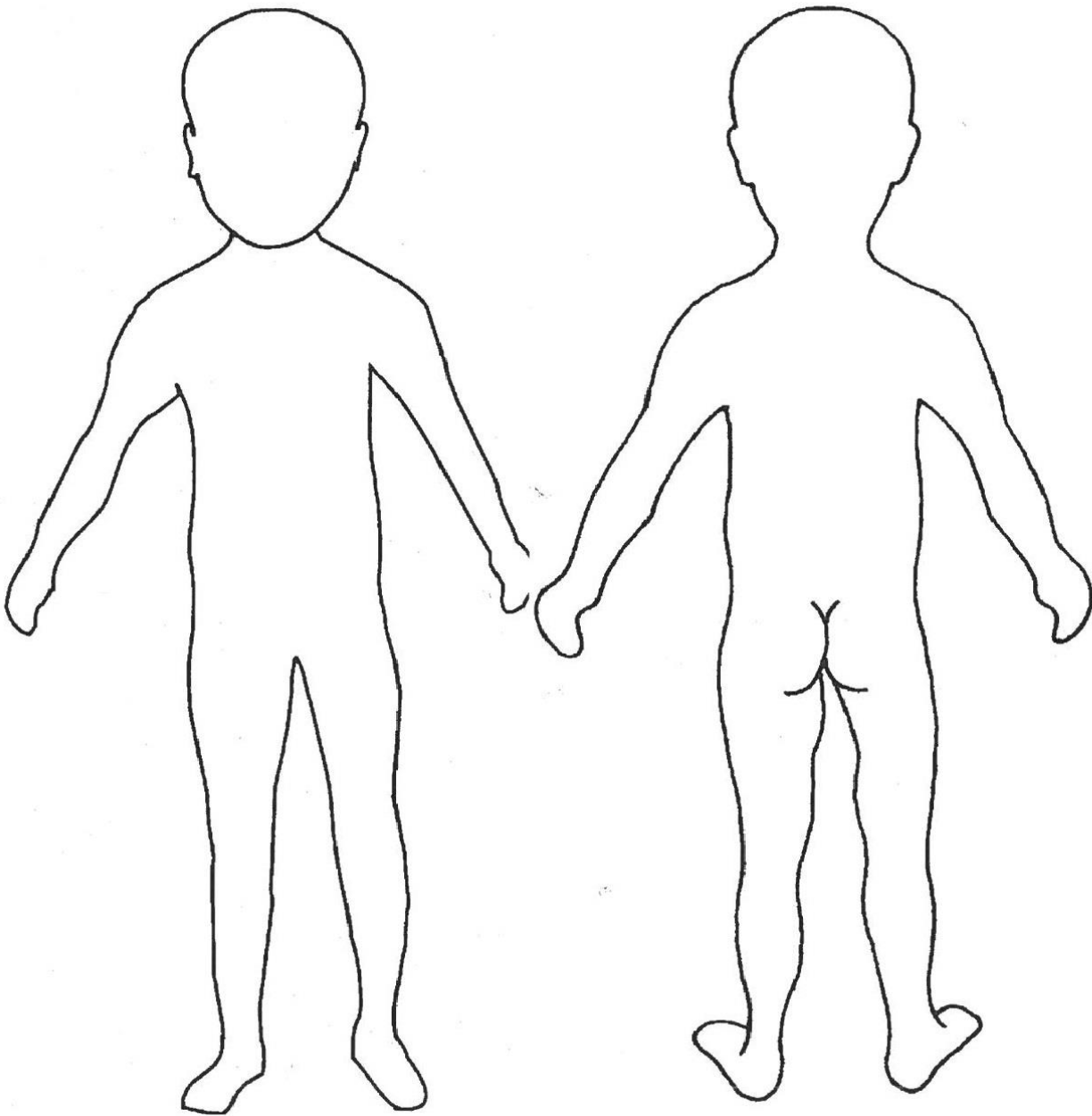
Names for Child:

Date of
Birth:

Name of
Worker:

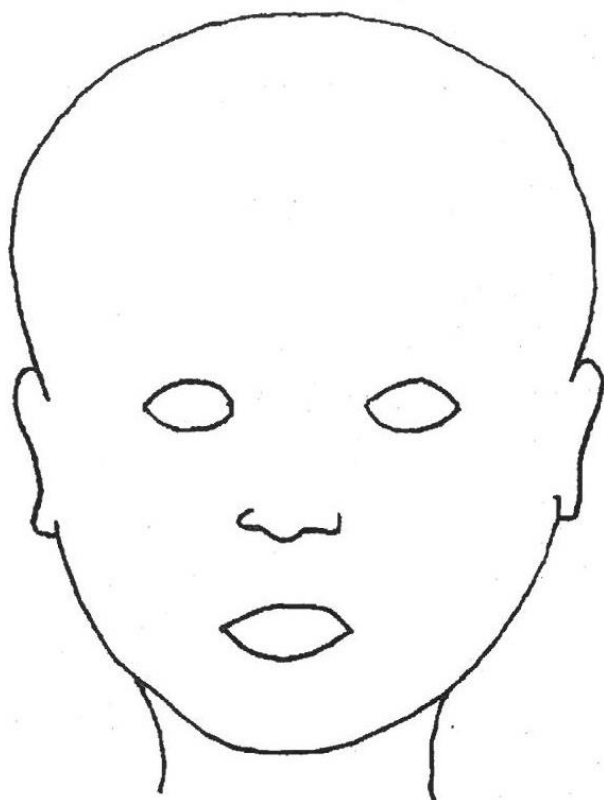
Agency:

Date and time of
observation:

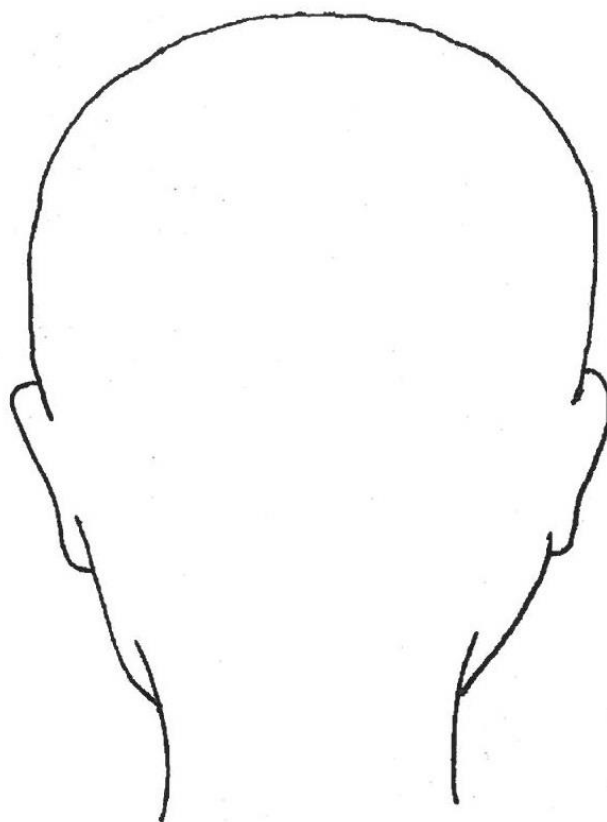


Name of
Child: _____

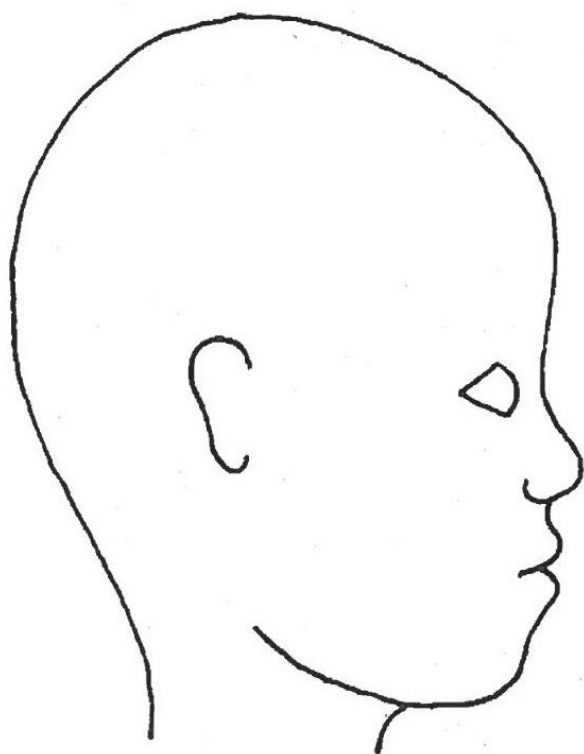
Date of
observation: _____



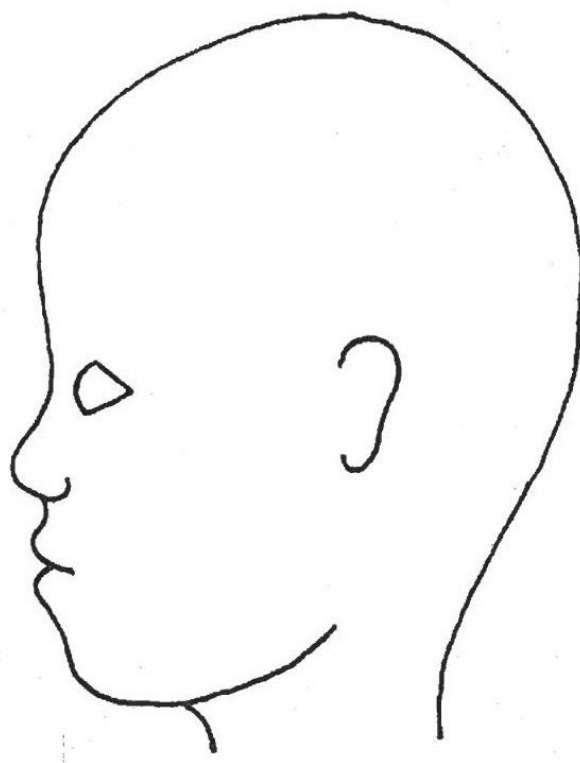
FRONT



BACK



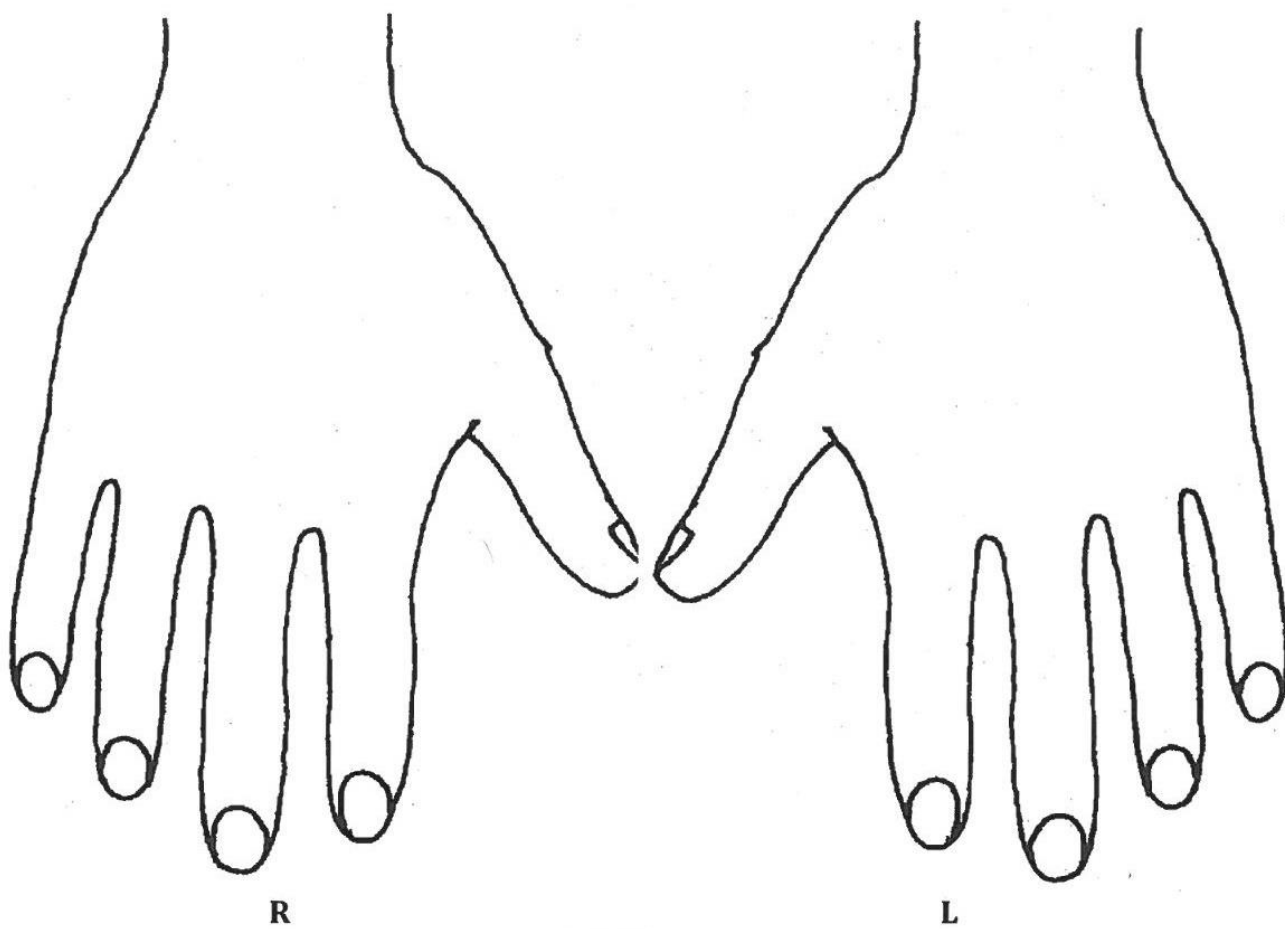
RIGHT



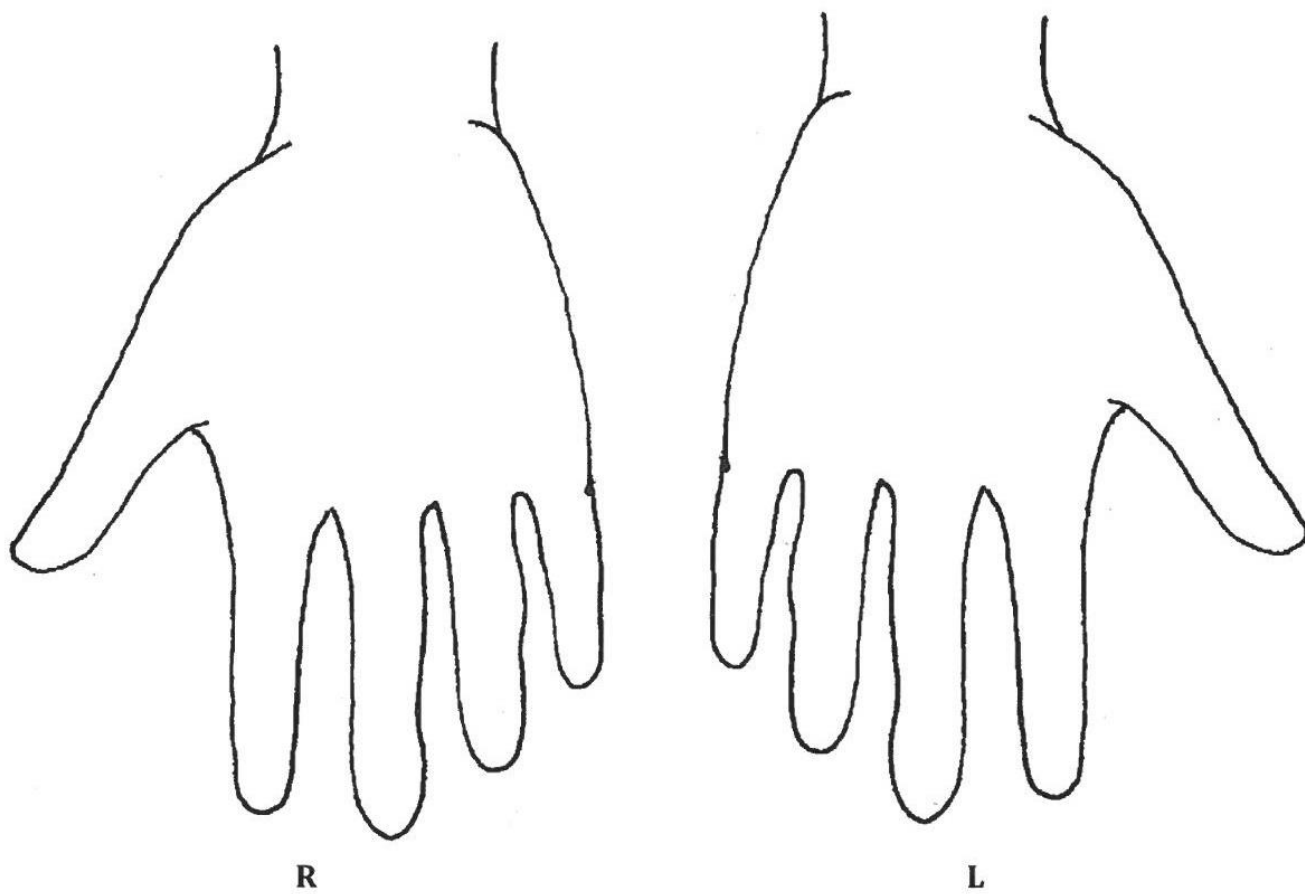
LEFT

Name of
Child: _____

Date of
observation: _____



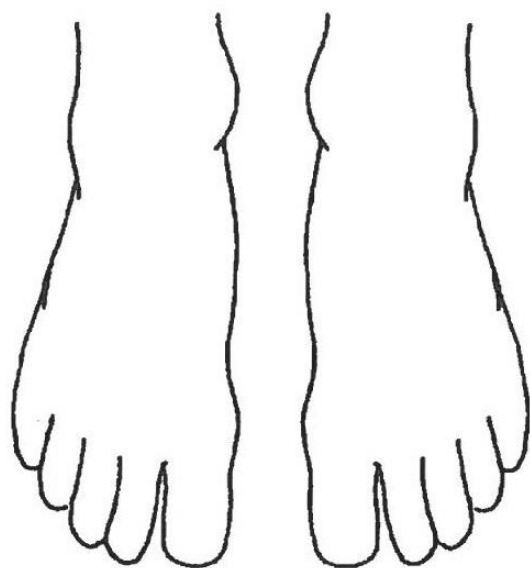
BACK



PALM

Name of Child: _____

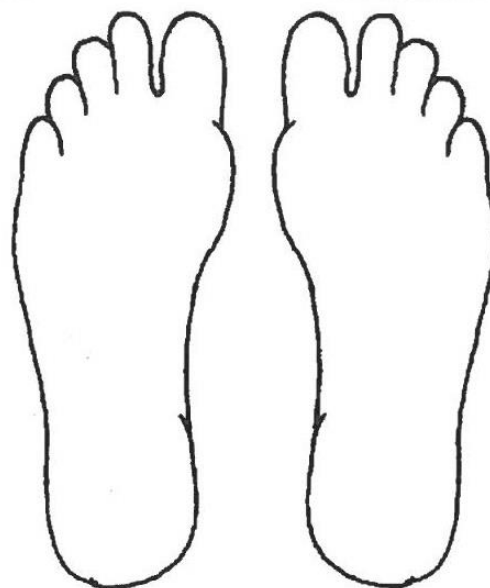
Date of
observation: _____



R

TOP

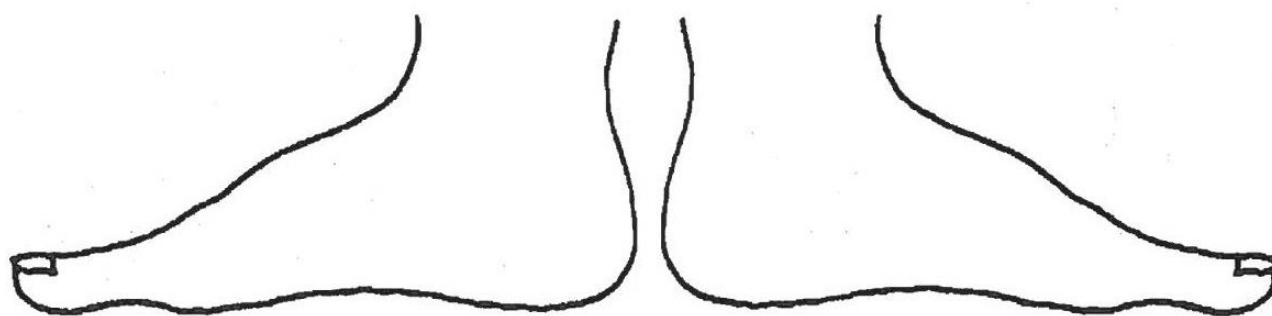
L



R

BOTTOM

L



R

INNER

L



R

OUTER

L

Appendix 9

Records and Monitoring

Any concerns about a child will be recorded in writing within 24 hours. All records will provide a factual and evidence based account and there will be accurate recording of any actions. Records will be signed, dated and, where appropriate, witnessed (Appendix 6-7).

At no time should an individual teacher/member of staff or school be asked to or consider taking photographic evidence of any injuries or marks to a child's person, this type of behaviour could lead to the staff member being taken into managing allegations procedures. The Body Map above (Appendix 7) should be used in accordance with recording guidance. Any concerns should be reported and recorded without delay to the appropriate safeguarding services.

All staff have responsibility for alerting the Designated Safeguarding Lead (DSL) when concerns arise. The DSL will record concerns on a Concern Form which is stored securely in a locked filing cabinet in an alphabetically-ordered file. Only the DSL and deputies have access to these files.

At the point at which the formal processes of referral to Children's Social Care is commenced then the form will be transferred to an individual Concern File. The Concern File will be securely stored away from the main pupil file. Only the DSL and deputies have access to Concern Files. The main pupil file will have a red C in the top right hand corner to denote a separate file exists.

Files will be available for external scrutiny for example by a regulatory agency or because of a serious case review or audit.

Why recording is important

Our staff will be encouraged to understand why it is important that recording is comprehensive and accurate and what the messages are from serious case reviews are in terms of recording and sharing information.

The Concern File

The establishment of a Concern File, which is separate from the child's main school file, is an important principle in terms of storing and collating information about children which relates to either a child protection or safeguarding concern or an accumulation of concerns about a child's welfare which are outside of the usual range of concerns which relate to ordinary life events. It needs to be borne in mind that what constitutes a 'concern' for one child may not be a 'concern' for another and the particular child's circumstances and needs will differ – i.e. a child subject to a child protection plan, looked after child, CIN may be looked at differently to a child recently bereaved, parental health issues etc. Professional judgement will therefore be an important factor when making this decision and will need clear links between senior leaders and the DSL in school.

Within a child's Concern File there is:

- a front sheet with key information such as date of birth, names of parents/carers, contact details and the names of supporting professionals;
- a chronology;
- any records of concern in more detail and body map, where appropriate;
- a record of concerns and issues shared by others;
- documentation relevant to concerns, including emails/ notes from conversations with outside professionals.

The school will keep written records of concern about children even where there is no need to refer the matter to Customer Service Centre/ Children's Social Care (or similar) immediately but these records will be kept within the alphabetical files.

Records will be kept up to date and reviewed regularly by the DSL to evidence and support actions taken by staff in discharging their safeguarding arrangements. Original notes will be retained (but clearly identified as such) as this is a contemporaneous account; they may be important in any criminal proceedings arising from current or historical allegations of abuse or neglect.

The concern file can be active or non-active in terms of monitoring- i.e. a child is no longer LAC, subject to a child protection plan or TAC and this level of activity will be recorded on the front and chronology sheets. If future concerns then arise it can be re-activated and indicated as such on the front sheet and on the chronology as new information arises.

If the child moves to another school, the concern file will be sent or taken, as part of the admission/transition arrangements, to the DSL at the new setting. There will be a timely liaison between each school's DSL to ensure a smooth and safe transition for the child. A copy of the file will be made and retained until a completed transfer sheet from the new setting has been received by the DSL. 2 copies of the transfer sheet will be given or sent to the DSL at the new school for completion, with one sheet being returned to the school as proof that documents have been received.

Recording Practice

Timely and accurate recording will take place when there are any issues regarding a child. A recording of each and every episode/incident/concern/activity regarding that child, including telephone calls to other professionals, needs to be recorded on the chronology kept within the confidential file for that child. This will include any contact from other agencies who may wish to discuss concerns relating to a child. Actions will be agreed and roles and responsibility of each agency will be clarified and outcomes recorded. The chronology will be brief and log activity; the full recording will be on the record of concern or notes.

More detailed recording on the record of concern will be signed and dated and include an analysis, taking account of the holistic needs of the child, and any historical information held on the child's file. Support and advice will be sought from social care, or early help whenever necessary. In this way a picture can emerge and this will assist in promoting an evidence based assessment and determining any action(s) that needs to be taken. This may include no further action, whether an EHA should be undertaken, or whether a referral should be made to CSC/Children's Social Care in line with the Continuum of Need.

Such robust practice across child protection and in safeguarding and promoting the welfare of children will assist the school in the early identification of any concerns which may prevent future harm.

The DSL will have a systematic means of monitoring children known or thought to be at risk of harm (through the concern file and through an ongoing dialogue with staff). They will ensure that we contribute to assessments of need and support multi-agency plans for those children.

Appendix 10

The 5 Year Safeguarding Training Pathway

The statutory guidance, '[Keeping children safe in education](#)' (September 2018), states 'All staff members should be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction. This should include: the child protection policy; the staff behaviour policy (sometimes called a code of conduct); and the role of the designated safeguarding lead. Copies of policies and a copy of part one of '[Keeping children safe in education](#)' (September 2018) should be provided to staff at induction. **All** staff members should receive appropriate safeguarding and child protection training which is regularly updated. In addition all staff members should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually to provide them with relevant skills and knowledge to safeguard children effectively.'....'Governing bodies should take a proportional risk based approach to the level of information that is provided to temporary staff and volunteers.'

There is a statutory requirement for Designated Safeguarding Leads (DSL) to attend training at least every two years that helps them understand their role and responsibilities. DSLs are reminded to ensure they complete their safeguarding refresher training and are strongly encouraged to attend training offered by the Early Help teams, e.g. Early Help & TAC Record Keeping, Voice of the Child etc. and attend TAC briefings - www.lincolnshire.gov.uk/tac

Lincolnshire Safeguarding Children Board (LSCB) & Lincolnshire County Council agree that best practice would be for all staff to undertake **annual** safeguarding training, based on the Lincolnshire Safeguarding Children Board (LSCB) 5 year training pathway, which is available at www.lincolnshire.gov.uk/lscb. Copthill School plans its own 5 year pathway using training provided by a range of partners, e.g. LSCB, Stay Safe Partnership etc. in order to suit the needs of the school community. This is adapted in order to reflect local and national guidance. Below is an example specifically for schools;

5 Year Cycle Training Pathway <u>Example</u> for Designated Safeguarding Leads (DSL)	
Year 1	Complete 'Awareness of Child Abuse & Neglect Foundation' E-Learning and LSCB 2 day 'Inter-Agency Safeguarding Children & Young People' face to face course in the locality of your setting.
Year 2	Complete another Safeguarding course, e.g. PREVENT + Early Help & TAC course
Year 3	Complete Safeguarding Children Refresher training. This could be the LSCB E-learning
Year 4	Complete another Safeguarding course, e.g. Awareness of Domestic Abuse + e.g. Voice of the Child course
Year 5	Complete another Safeguarding course, e.g. Keeping Children Safe in a Digital World

5 Year Cycle Training Pathway <u>Example</u> for all other members of staff	
Year 1	Complete Basic Awareness Safeguarding training. This may be the Safeguarding in Schools 'Training Package' which is updated annually, delivered by the DSL or a DSL from a partner school. The package may be presented in one longer session or completed over several sessions. The LSCB 'Awareness of Child Abuse & Neglect Foundation E-Learning' is a suitable alternative, however, please note that if the E-Learning is being undertaken, staff MUST be made aware of safeguarding procedures and policies specific to your setting, including safer working practices and procedures for reporting concerns about adults who work with children and young people.
Year 2	Complete another safeguarding course/session, e.g. PREVENT. This may be face to face/e-learning or attending an in-house session.
Year 3	Complete a Safeguarding Children Refresher course. This could be a refresh of one or more of the sections of the 'Training Package' or the LSCB 'Safeguarding Children Refresher training' E-Learning.

Year 4	Complete another safeguarding course. This may be face to face/e-learning or attending an in-house session.
Year 5	Complete another safeguarding course. This may be face to face/e-learning or attending an in-house session.

Schools should plan the 5 year pathway carefully, taking into consideration any gaps in staff knowledge, updates to statutory guidance documents and the needs of the children and young people in the setting and community. Always keep accurate records of staff safeguarding updates on a spreadsheet and remember to keep a central copy of any evidence of training, e.g. certificates. Include evidence of staff training and safeguarding input at staff meetings/in-house updates etc., of which there may be several annually.

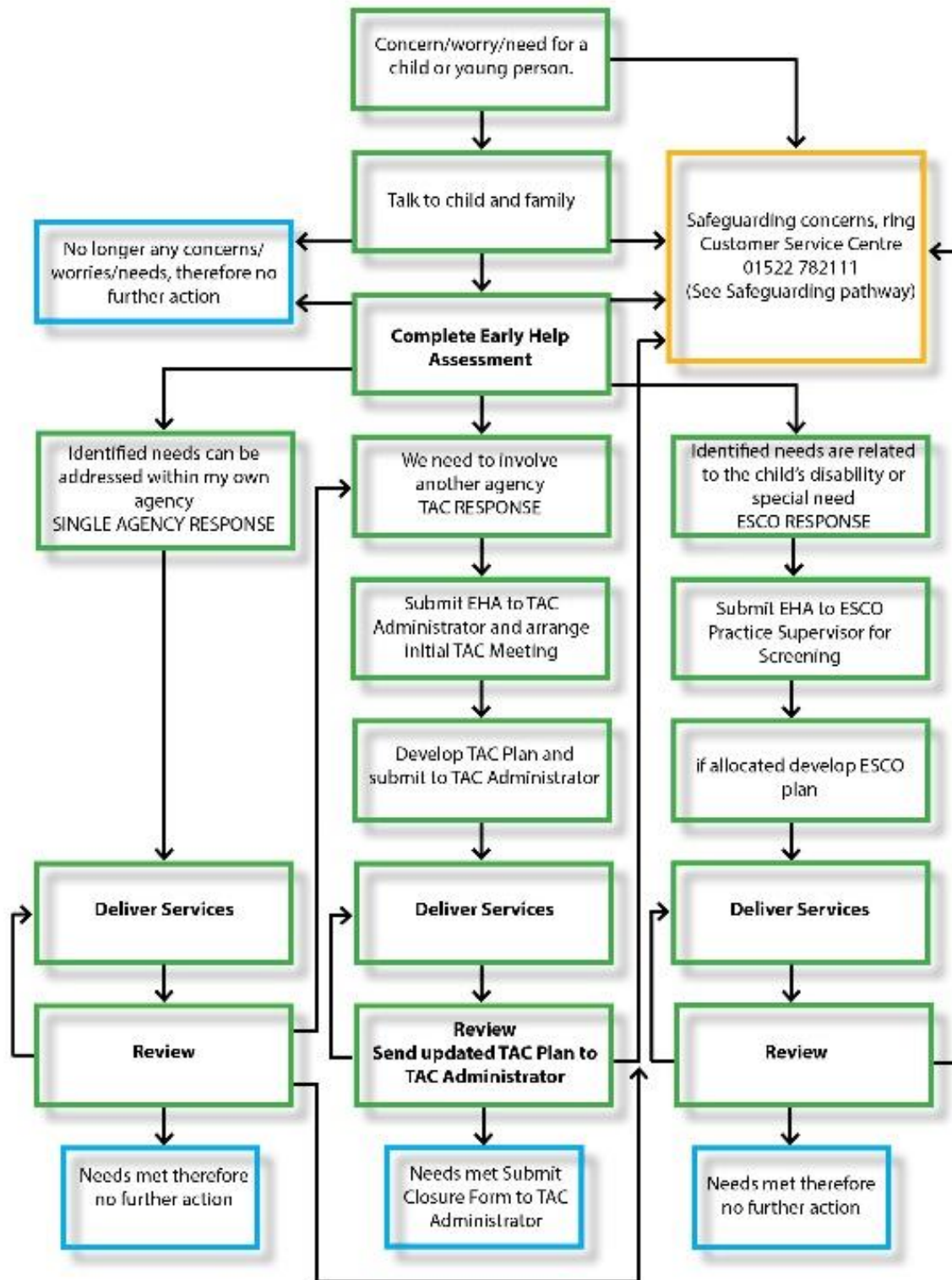
Support is available from safeguardingschools@lincolnshire.gov.uk

Three support packages are offered:

- 1) The Training Package containing a Trainer Manual, delegate workbook, PowerPoint presentation with training notes along with certificate templates.
- 2) Self-Assessment online Safeguarding Audit tool.
- 3) Termly Safeguarding Briefings – an opportunity to regularly meet with other designated safeguarding leads, discuss the latest updates and hear from a range of speakers on a variety of safeguarding topics.

APPENDIX 11

Pathway 1 - Lincolnshire Early Help Pathway





CPTHILL SCHOOL

STAFF FACING AN ALLEGATION OF ABUSE

1. **INTRODUCTION**

1.1 All those working in the education services can contribute to the safeguarding of children and child protection services. All schools and colleges can play a part in the prevention of abuse and neglect, through their own policies and procedures for safeguarding children, and through the curriculum. All schools and colleges should create and maintain a safe environment for children and young people. Children can be helped to understand what is and is not acceptable behaviour towards them and taught about staying safe from harm, and how to speak up if they have worries or concerns. Through their day-to-day contact with children, education staff has a crucial role to play in noticing indicators of possible abuse or neglect and in referring concerns to the designated teacher. When a child has special educational needs, or is disabled, schools will have important information about the child's level of understanding and most effective means of communicating with the child. Where education staff have such inter-action with children, the opportunity to abuse them also exists. It is regrettably the case that, in rare instances, education staff have been found to be responsible for child abuse. Given their daily contact with children in a variety of situations, including the wider caring role, staff are vulnerable to accusations of abuse. Their relationships with pupils may lead to allegations against them being made by pupils or parents¹. Those allegations may be false, malicious or misplaced and may be either deliberate or innocent of such intent. Regardless of the motives underlying any allegations, they may also be well-founded. Schools and colleges therefore need policies and procedures on the management of situations where there are allegations of abuse.

1.2 It is imperative that everyone who deals with allegations of abuse maintains an open and enquiring mind. It is also essential that all the agencies concerned act in a manner and at a speed commensurate with the nature and level of the concern once suspicions are brought to their attention. [*Working together to safeguard children \(2018\)*](#) points out that the police have a duty to investigate criminal offences committed against children and such investigations should be carried out sensitively, thoroughly and professionally.

1.3 In the same way, an over-hasty or ill-judged decision immediately to suspend a member of staff when an allegation of abuse is made, can have a substantial, detrimental effect upon the person's career. There may be other options to suspension. Suspension is not only a traumatic experience for the individual involved, but also for their family, for other children at the school, their parents and for other staff. All concerned will wish to be reassured that

¹ Where there are references to parents these should also be taken to be references to persons having parental responsibility.

the responsible agencies will act in a careful, measured way when allegations of abuse are brought to their attention.

- 1.4 Media attention during an investigation of an allegation can add to the problems for the member of staff and may even hinder an investigation. Early contact for advice and support for dealing with media inquiries is strongly advised. Regrettably, it is often the case that the media become aware of allegations through parents or pupils. Any briefings to staff and advisors will emphasise the need to avoid media coverage. Staff have the protection from the Human Rights Act 2000 to protect 'privacy'. Advising the member of staff of any early indications of media coverage will be essential.

2. LISTENING TO CHILDREN

- 2.1 Children who report to a teacher (or other member of staff) that a member of education staff has abused them must be listened to and heard, whatever form their attempts to communicate their worries take. The following points give guidance on how to deal with a child who makes an allegation:

- The child should be listened to but not interviewed or asked to repeat the account. Avoid questions, particularly leading questions.
- The child should not be interrupted when recalling significant events.
- All information should be noted carefully, including details such as timing, setting, who was present and what was said, in the child's own words. The account should be obtained verbatim or as near as possible.
- Care should be taken not to make assumptions about what the child is saying or to make interpretations.
- Listened to means just that; on no account should suggestions be made to children as to alternative explanations for their worries.
- The written record of the allegations should be signed and dated by the person who received them as soon as practicable.
- All actions subsequently taken should be recorded.

- 2.2 A member of staff must not promise confidentiality to a pupil who makes an allegation. In responding to a child who makes disclosures, account should be taken of the age and understanding of the child and whether the child or others may be at risk of significant harm. While acknowledging the need to create an environment conducive to speaking freely, the member of staff should make it clear to a pupil who approaches him/her asking for confidentiality that, he/she will need to pass on what has been told so as to ensure the protection of the child(ren), in accordance with the local procedures. Within that context, the child should then be assured that the matter will be disclosed only to people who need to know about it. The support needs of a child who express concerns about significant harm should be considered and met, utilising resources within and/or beyond the school as necessary.

- 2.3 Local child protection procedures should be used for any allegations against adults not employed in the school as well as for allegations against third parties with no involvement with the school.

3. ACTION TAKEN BY A MEMBER OF STAFF WHO HEARS AN ALLEGATION

The named personnel with Designated Responsibility regarding allegations against staff are:

Designated Senior Manager (Headteacher)	Safeguarding Director – SD (in the event of an allegation against the Headteacher)
<i>Helen Schofield 07527859853</i>	<i>Jonathan Teesdale (01780) 765465</i>

- 3.1 The member of staff receiving the allegation of abuse against another member of staff should, following the considerations of 2.2 above, report this immediately to the Headteacher, unless the Headteacher is the person against whom the allegation is made. An allegation against the Headteacher should be reported to the **Safeguarding Director (SD)** or **Advisory Panel member with responsibility for Safeguarding (APS)**. Mrs Julia Harbage

Certain cases will need urgent action and require immediate referral under local child protection procedures, as detailed in 7.2 below.

4. URGENT INITIAL ASSESSMENT OF AN ALLEGATION

- 4.1 Where an allegation (anonymous or otherwise) is made against a member of staff, there should be urgent consultation by the Headteacher with the **Local Authority Designated Officer (LADO)** as to how to take the matter forward. Where the allegation is against the Headteacher, this consultation will be between the APS and LADO.

LADO – Local Authority Designated Officer – will depend on LA – also ‘Designated Officer’ or ‘Team of Officers’ (ref: ISI 92 - 2016)

- 4.2 If a child makes an allegation that is considered to be a potential criminal act, or indicates that s/he has suffered, is suffering or is likely to suffer significant harm, then there will be an immediate referral in accordance with the local child protection procedures. If there is any doubt of these matters, then guidance/clarification can be sought from the LADO.

- 4.3 There will however be instances where allegations made do not require referral under local child protection procedures detailed above. The LADO should be consulted if there are any doubts. Those instances are as follows:

- (i) Where the allegation relates to the use of reasonable force to restrain a pupil, it will be appropriate for the Headteacher to deal with the matter at school level. An allegation of assault beyond the use of reasonable force would however need to be dealt with in accordance with the local child protection procedures as detailed above.
- (ii) Where following initial consideration it is absolutely clear to the LEA lead officer and the Headteacher (or where the allegation involved the Headteacher, the SD or APS) that the allegation is demonstrably false by virtue of the fact that the immediate circumstances of the

allegation show that it would not be possible for the allegation to be true, then again the matter can be dealt with at school level.

- (iii) The allegation may represent inappropriate behaviour or poor practice by a member of staff which needs to be considered under local disciplinary procedures.

4.4 Therefore, when such allegations are made, there are four possible outcomes of the initial assessment:

- (i) Where the pupil has suffered, is suffering, or is likely to suffer significant harm, there should be an immediate referral under local child protection procedures.

- (ii) Where the child has alleged that a criminal offence has been committed, then again this will be referred under local child protection procedures and the police may carry out a criminal investigation.

- (iii) The allegation may represent inappropriate behaviour or poor practice by a member of staff (which does not fall within the above categories) that needs to be considered under local disciplinary procedures.

- (iv) That the allegation is apparently without foundation, as detailed in paragraph 4.3 (ii) above.

5. **PROCEDURE FOLLOWING AN ALLEGATION**

5.1 Having considered the details of the allegations the Headteacher must:

- (i) ensure that the allegations of alleged or suspected abuse are reported **WITHIN 1 working DAY** to the, Safeguarding Manager and Local Authority Designated Officer (LADO) for Lincolnshire, (01522 554668) who will then carry out an investigation. This applies even where the nature of the alleged assault would not normally meet the threshold applied to children in their own families. For example, a report of a child being smacked by a parent, with no injury caused, would be unlikely to require any response by Police or Social Care. However, a similar report of a child being smacked by a teacher should be responded to because of:

- The vulnerability of children away from home
- The higher standards of conduct demanded by law and regulation of those caring for other people's children
- The position of trust enjoyed by such people

It is not the responsibility of the school to investigate allegations made against staff

- (ii) notify the LADO in writing within 7 working days of the allegation
- (iii) keep the Directors and Advisory Panel informed of the investigation.
- (iv) In the case of serious harm, the police should be informed from the outset, irrespective of the person concerning whom the allegation is made

5.2 After consultation with the LADO, the Directors should consider whether it is in the best interests of the pupil, the member of staff and the School to suspend the member of staff on full pay, without any implication of guilt. If the Directors decide to suspend the member of staff, all subsequent procedures must be in accordance with published staff disciplinary procedure. If,

after full investigation of the alleged abuse, the allegations against the member of staff are found to be groundless, the Directors must reinstate the member of staff immediately.

5.3 Where allegations are made against the Headteacher then staff/Directors must inform the APS without delay and without notifying the head first, and the above procedure followed.

5.4 The Headteacher will inform OFSTED – Early Years, of any allegation / suspension involving a member of staff working in the Nursery / Early Years Department within 14 days

OFSTED - Picadilly Gate, Store Street, Manchester M1 2WD Tel: 0300 123 1231

The Headteacher will inform DFE – of any allegation / suspension involving a member of staff working in the Main School.

The Headteacher will inform the **DBS** within one month of leaving the school any person (whether employed, contracted, a volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children;

The Headteacher will also make a referral to the National College for Teaching and Leadership (NCTL) where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate, The reasons such an order would be considered are: “unacceptable professional conduct”, “conduct that may bring the profession into disrepute” or a “conviction, at any time, for a relevant offence”. Where a referral has been made to the DBS, it is not necessary for a referral also to be made to NCTL, as information is shared between the two bodies. Where a dismissal does not reach the threshold for DBS referral, separate consideration must be given to an NCTL referral.

This Policy has been reviewed with reference to current procedures outlined in:

[Keeping children safe in education \(September 2018\)](#)

Procedures from Lincs Education and Cultural Services Directorate

Guidance - Teacher misconduct: the prohibition of teachers July 2014 NCTL

Extremism / Prevent Advice

DfE Helpline: **02073407264**

Relevant County Police: **101**

Counter-extremism@education.gsi.gov.uk

NOTES

A POLICE INVOLVEMENT

In some cases the police might wish to interview the member of staff against whom the allegation is made before any approach is made by the Headteacher. The police may act independently particularly where the alleged offence does not arise from the individual's professional duties in the school. Police officers should be given every assistance with their enquiries but confidentiality about the enquiries should be maintained in the individual's interests.

B. NOTIFICATION OF INTERESTED PERSONS

B.1 The police or the strategy discussion may decide that the investigation would be hindered by an approach to parties at an early stage. The Headteacher in consultation with the LADO, must ensure there is no objection by the police before contacting any parties. Subject to there being no objection, the Headteacher (or APS or SD in cases involving allegations against the Headteacher) should:-

- (a) inform the child, children or parent making the allegation and explain the likely course of action;
- (b) ensure the parents of the child who is the alleged victim have been informed of the fact of the allegation and of the likely course of action;
- (c) inform the member of staff against whom the allegation is made and explain the likely course of action;
- (d) inform the Advisory Panel & Directors of the school.

B.2 Where the police object to the action outlined in a-d above, the Headteacher/Directors and the LADO should be informed accordingly and arrangements made to keep him/her informed as to when these notifications may take place or have taken place.

C. CONSIDERING WHETHER SUSPENSION IS APPROPRIATE

C.1 Suspension may be considered at any stage of an investigation. Suspension is a neutral act, not a disciplinary sanction, and will be on full pay. Paid leave of absence, mutual agreement to refrain from work, alternative duties/locations or removal from contact with pupil may also be used as an alternative to suspension.

C.2 Suspension should not be undertaken without good reason. Circumstances in which suspension properly occurs include:-

- (a) where a child or children is/are at risk;
- (b) where the allegations are so serious that dismissal for gross misconduct is possible;
- (c) where a suspension is necessary to allow the conduct of the investigation to proceed unimpeded.

C.3 In all cases where suspension is being considered, the Headteacher or Director should advise the individual to seek assistance from his or her trade union.