

# Highfurlong School

*'Inspire, Challenge, Believe'*



## Child Protection Policy

Current version/Level:	Version 5/ Level 1
Created by:	Nicola Cassidy
Created on:	6th November 2023
Next Review Date:	6th November 2024
Previous review dates:	V5 update 24th Nov 2023 (LTU) V4 update 7th July 2023 (AGi) V4 14th November 2022 (AGi) V3 27th October 2022 (AGi) V2 27th September 2021 (AGi) V1 27 <sup>th</sup> September 2020 (NOL)
Adopted by governors on:	20.11.23



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## 1. Aims

The school aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are professionally trained in recognising and reporting safeguarding issues

## 2. Legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance Keeping Children Safe in Education (September 2023), Working Together to Safeguard Children (2018), and the Governance Handbook. We comply with this guidance and the arrangements agreed and published by our three local safeguarding partners. (Local Authority, Health and Police)

This policy is also based on the following legislation:

- Section 175 of the Education Act 2002, which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- The Children and Families Act 2014
- Ofsted guidance and procedures
- The School Staffing (England) Regulations 2009, which set out what must be recorded on the single central record and the requirement for at least one person conducting an interview to be trained in safer recruitment techniques
- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children
- Human Rights Act (1998), Equality Act (2010), Public Sector Equality Duty (2011)
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children
- Statutory guidance on the Prevent duty, which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 (referred to in this policy as the "2018 Childcare Disqualification Regulations") and Childcare Act 2006, which set out who is disqualified from working with children
- This policy also meets requirements relating to safeguarding and welfare in the statutory framework for the Early Years Foundation Stage.

### 3. Definitions

**Safeguarding** and promoting the welfare of children means:

- Protecting children from maltreatment
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

**Child protection** is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

**Abuse** is a form of maltreatment of a child; and this may involve inflicting harm or failing to act to prevent harm. Harm can include ill treatment that is not physical, as well as witnessing the ill treatment of others.

**Appendix 1** explains the different types of abuse.

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

**Appendix 1** defines neglect in more detail.

**Sexting** (also known as youth produced sexual imagery) is the sharing of sexual imagery (photos or videos) by children

**Children** includes everyone under the age of 18.

**Safeguarding partners** are identified in Keeping Children Safe in Education September 2022 (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The local authority (LA)
- A clinical commissioning group for an area within the LA
- The chief officer of police for a police area in the LA area

### 4. Equality Statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

### 5. Roles and responsibilities

Safeguarding and child protection is everyone's responsibility. This policy applies to all staff, volunteers and governors in the school and is consistent with the procedures of the 3 safeguarding partners. Our policy and procedures also apply to extended school and off-site activities.

## 5.1 The Governing Board

In accordance with the Statutory Guidance "Keeping Children Safe in Education" September 2023, the Governing Body will ensure that:

- The school has a safeguarding and child protection policy, procedures and training in place which are effective and comply with the law at all times
- The policy is made available publicly and is reviewed at least annually or more often, for example, in the event of new guidance or a significant incident
- Governors have an enhanced criminal records certificate from the DBS. It is the responsibility of the governing body to apply for the certificate for any of their governors who do not already have one. Governance is not a regulated activity and so governors do not need a barred list check unless, in addition to their governance duties, they also engage in regulated activity.
- The school carries out a section 128 check for school governors, because a person subject to one is disqualified from being a governor
- The school operates safer recruitment practices, including appropriate use of references and checks on new staff and volunteers.
- The Head Teacher, at least one nominated governor and other senior staff involved in the recruitment process have undertaken Safer Recruitment training
- There are procedures for dealing with allegations of abuse against members of staff and volunteers/people in a position of trust
- The governing body review the school's filtering and monitoring systems
- There is a senior member of the school's leadership team who is designated to take lead responsibility for dealing with child protection (the "Designated Safeguarding Lead") and there is always cover for this role with appropriate arrangements for before/after school and out of term activities
- The Designated Safeguarding Lead undertakes effective training (in addition to basic child protection training) and this is refreshed every two+ years. In addition to this formal training, governors should ensure that their knowledge and skills are updated at regular intervals (at least annually) via safeguarding e-briefings etc
- The Head Teacher, and all other staff and volunteers who work with children undertake appropriate training which is regularly updated (at least every year)
- New staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities, including being asked to read this policy and Part 1 of Keeping Children Safe in Education September 2023. Training should include indicators of FGM; early signs of radicalisation and extremism; indicators of vulnerability to radicalisation. This training should take place at induction and then annually.
- The Chair of Governors (or, in the absence of a chair, the Vice Chair) deals with any allegations of abuse made against the Headteacher, with advice and guidance from the Local Authority Designated Officer (LADO)

- Effective policies and procedures are in place and updated annually including a behaviour “Code of Conduct” for staff and volunteers and the “Guidance for Safer Working Practice for Those who Work with Children in Education Settings 2019”
- Information is provided to the Local Authority when requested, for example through the Annual Safeguarding Return
- Children are taught about safeguarding, including online safety, as part of a broad and balanced curriculum
- There is an individual member of the Governing Body who will champion issues to do with safeguarding children and child protection within the school, liaise with the Designated Safeguarding Lead, and provide information and reports to the Governing Body

## 5.2 The Headteacher

The Headteacher will ensure that:

- The Safeguarding policies and procedures adopted by the Governing Body are effectively implemented and followed by all staff
- Sufficient resources and time are allocated to the Designated Safeguarding Lead, and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children
- Allegations of abuse or concerns that a member of staff or adult working at school may pose a risk of harm to a child or young person are notified to the Local Authority Designated Officer in a timely manner.

## 5.3 The Designated Safeguarding Lead (DSL)

The DSL is a member of the senior leadership team. The DSL takes lead responsibility for child protection and wider safeguarding.

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns.

Out of school hours the DSL may be contacted by email. When the DSL is absent, a deputy will act as cover.

**However, the responsibility of the DSL cannot be delegated.**

The Designated Safeguarding Lead and the deputies undergo training to provide them with the knowledge and skills required to carry out the role. The training is updated every two years.

The Designated Safeguarding Lead will be given the time, funding, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection (including online safety) matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children
- Promote supportive engagement with parents and carers

- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly

The Designated Safeguarding Lead will:

- Refer cases of suspected abuse to the local authority children's social care as required
- Support staff who make referrals to local authority children's social care
- Refer cases to the Channel programme where there is a radicalisation concern as required
- Support staff who make referrals to the Channel programme
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required
- Refer cases where a crime may have been committed to the Police as required
- Act as a point of contact with the three safeguarding partners
- Liaise with the "case manager" and the designated officer(s) at the local authority for child protection in cases which concern a staff member
- Liaise with staff, as appropriate, on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies
- Act as a source of support, advice and expertise for all staff
- Work closely with the Designated Teacher for Looked After Children to help teachers understand the lasting impact there can be for pupils who have had a social worker and ensure teaching staff provide additional academic support or reasonable adjustments for pupils to reach their potential
- Work closely with the mental health leads where safeguarding concerns are linked to mental health
- Liaise with the Senior Leadership Team to inform them of relevant issues
- Provide information to the Local Authority on safeguarding and child protection in compliance with section 14B of the Children Act 2004
- Liaise with the Governing Body and the Local Authority on any deficiencies brought to the attention of the Governing Body and how these should be rectified without delay
- Attend and contribute to child protection conferences and other key partnership risk management meetings

The Designated Safeguarding Lead will also:

- Ensure that this policy is known, understood, and used appropriately
- Ensure that this policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the governing body regarding this
- Ensure the safeguarding and child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this
- Link with the safeguarding partners to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.
- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social

worker, are experiencing, or have experienced, with teachers and school and college leadership staff

- Carry out an annual audit of safeguarding procedures using an appropriate checklist provided by the council.
- Organise child protection and staff behaviour induction training for all newly appointed staff and whole staff training, refreshed at least every 3 years with updates as required and, at least, annually
- Ensure all staff are able to recognise and report any concerns immediately they arise
- Ensure all staff have read Part 1 of “Keeping children safe in education” and hold a central record of this.
- Keep electronic records, via CPOMS (Child Protection Online Management System), of concerns about children, including the use of body maps, even where there is no need to refer the matter immediately
- Ensure all safeguarding information in paper files or in electronic child protection records held on CPOMS, are kept securely and only accessed by authorised users via two factor authentications
- Ensure that all child protection files are transferred to a new school or college within 5 days for an in-year transfer or within first 5 days of the start of a new term when a child moves settings within and out of county and that a receipt of transfer is obtained
- Notify the key worker immediately if there is an unexplained absence of a pupil who is subject to a child protection plan
- Monitor unauthorised absence, particularly where children go missing on repeated occasions and reporting concerns in line with 'missing children' procedures.

The Designated Safeguarding Lead (and any deputies) undergo training to provide them with the knowledge and skills required to carry out the role. This training is updated at least every two years and includes Prevent awareness training. The training provides Designated Safeguarding Leads with a good understanding of their own role, and the processes, procedures and responsibilities of other agencies, particularly children’s social care, so they:

- Understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children’s social care referral arrangements
- Have a working knowledge of how local authorities conduct child protection case conferences and child protection review conferences and are able to attend and contribute to these effectively when required to do so
- Ensure each member of staff has access to, and understands, the school’s safeguarding and child protection policy and procedures, especially new and part time staff
- Are alert to the specific needs of individual children
- Is aware that a young person must have access to an appropriate adult to ensure they are treated in fair and just manner and are able to participate effectively.
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulations
- Understand the importance of information sharing, both within school and with the three safeguarding partners, other agencies, organisations and practitioners
- Understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation



- Understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school
- Understand and are able to carry out their responsibilities in relation to school IT filtering and monitoring systems
- Can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online
- Obtain access to resources and attend any relevant or refresher training courses
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

#### 5.4 All staff

All staff will read and understand part 1 and Annex A of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education September 2022.

The Teachers' Standards 2012 state that teachers, including Headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their decisions about individual children.

All staff will be aware of:

- The school's systems which support safeguarding, including this Safeguarding and Child Protection Policy, the Staff Code of Conduct, the role and identity of the Designated Safeguarding Lead (DSL) and deputies, the Behaviour Policy, and the safeguarding response to children who go missing from education
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), indicators of being at risk from or involved with serious violent crime, FGM and radicalisation

#### 6. Data Protection and Confidentiality

Highfurlong School has implemented GDPR procedures and staff are trained annually in this area (see Data Protection Policy).

In addition to the above:

- Timely information sharing is essential to effective safeguarding
- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children
- The Data Protection Act (DPA) 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe

- If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk
- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests
- The government's information sharing advice for safeguarding practitioners includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information - See appendix 5
- If staff are in any doubt about sharing information, they should speak to the Designated Safeguarding Lead (or deputy)

## 7. Record-keeping

Well-kept records are essential to good child protection practice. All staff are clear about the need to record and report concerns about any child or children within the school. The record should include the child's words as far as possible and should be timed, dated and signed. The Designated Safeguarding Lead is responsible for such records and for deciding at what point these records should be passed over to other agencies.

- At Highfurlong, records relating to concerns, actual or alleged abuse or neglect are stored electronically on CPOMS.
- All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing on CPOMS.
- Any member of staff receiving a disclosure of abuse from a young person, or noticing signs or symptoms of possible abuse, will complete an on-line incident form (via CPOMS), as soon as possible and certainly before the end of the working day, noting exactly what was said, using the young person's own words as far as possible. CPOMS will automatically time and date the incident as well as the name of the member of staff submitting it.
- All records of a safeguarding nature will be forwarded, via CPOMS, to the DSL. Where possible the DSL should also be verbally informed that they will be receiving an alert.
- Child protection records are reviewed regularly by the DSL to check whether any action or updating is needed. This includes monitoring patterns of complaints or concerns about any individuals and ensuring these are acted upon. Each record on CPOMS has a chronology of significant events. All incidents logged create an active case, cases will be closed when all actions required have been completed and no further action is required.
- The Designated Safeguarding Lead, Deputy and School and Family Support Worker will meet weekly to discuss any safeguarding or child protection issues.
- Non-confidential records will be easily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.
- Safeguarding records relating to individual children will be retained for 25 years from the child's date of birth unless they have transferred to another setting.
- If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded promptly and securely, and separately from the main pupil file. In addition, if the concerns are

significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

## 8. Recognising abuse and taking action

All staff should be aware of indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. If staff are unsure, they should always speak to the Designated Safeguarding Lead.

All staff should be aware that abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments. All staff, but especially the Designated Safeguarding Lead (and deputy) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

See Appendix 1 for different types of abuse.

### 8.1 If a child is suffering or likely to suffer harm, or in immediate danger

- Make a referral to children's social care and/or the police immediately if you believe a child is suffering or likely to suffer from harm, or in immediate danger. Anyone can make a referral.
- Record the incident on CPOMS and notify the DSL.

To make a referral:

- If possible, gain the permission of the parent (unless they are the alleged perpetrator)
- Complete an Early Help assessment form - in Blackpool this is known as MARF (Multi Agency Referral Form)

<https://www.blackpoolsafeguarding.org.uk/for-professionals/early-help-and-thresholds-for-intervention>

- Where there are concerns about significant harm the referral must be made immediately.

Follow up with a phone call for advice from Local Children's social care 01253 477299 (Blackpool) or 0300 123 6720 (Lancashire) or out of hours 0300 123 6722(Lancashire) or from the allocated social worker if involved.

### 8.2 If a child makes a disclosure to you

If a child discloses a safeguarding issue to you, you should:

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions
- Stay calm and do not show that you are shocked or upset
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
- On CPOMS write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it
- Ensure that the DSL is aware that an incident/alert has been posted on CPOMS.
- Alternatively, and if appropriate, make a referral to children's social care and/or the police directly and tell the DSL as soon as possible that you have done so (this is only in the case the DSL or deputy is not available)

### 8.3 If you discover that FGM has taken place or a pupil is at risk of FGM

The Department for Education's Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs"

FGM is illegal in the UK and is a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in appendix 4.

- Any teacher who discovers (either through disclosure by the victim or visual evidence) that an act of FGM appears to have been carried out on a pupil under 18 must immediately report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.
- Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involve children's social care as appropriate.
- Any other member of staff who discovers that an act of FGM appears to have been carried out on a pupil under 18 must speak to the DSL and follow our local safeguarding procedures.
- The duty for teachers mentioned above does not apply in cases where a pupil is at risk of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.
- Any member of staff who suspects a pupil is at risk of FGM or suspects that FGM has been carried out must speak to the DSL and follow our local safeguarding procedures.
- The DSL will report the matter to the police using the 101 non-emergency number.

### 8.4 Concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or is in immediate danger).

See Figure 1 on following page



### **Early help**

If early help is appropriate, the DSL will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.

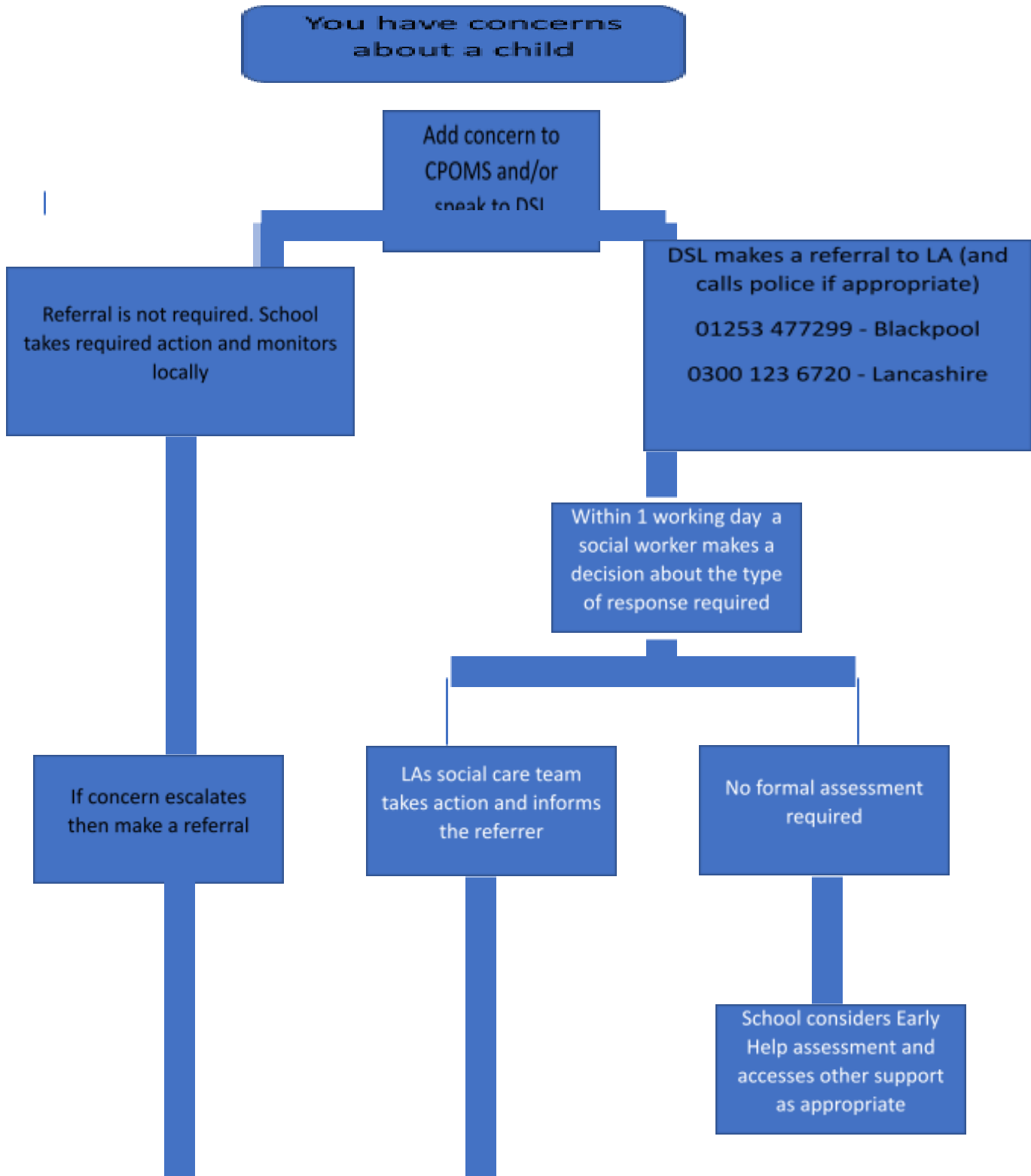
The DSL will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

### **Referral**

If it is appropriate to refer the case to local authority children's social care or the police, the DSL will make the referral or support you to do so.

The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves.



Staff keep the child's circumstances under review and re-REFER if appropriate to ensure the circumstances improve. The child's best interest must always come first at all stages.

Blackpool Duty Team Number: 01235 477299  
 Lancashire Duty: 0300 1236720

### 8.5 If you have a mental health concern

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff will be alert to changes in behaviour that may suggest a child may be experiencing a mental health problem or be at risk of developing one.

If you have a mental health concern about a child that is also a safeguarding concern, take immediate action.

If you have a mental health concern that is not also a safeguarding concern, speak to the DSL to agree on a course of action.

Children and young people will be monitored to identify any emerging mental health issues as part of our daily work.

### 8.6 Radicalisation and extremism (see also Appendix 4)

Highfurlong School is subject to a duty, under section 26 of the Counter-Terrorism and Security Act 2015 (CTSA 2015), to have “due regard” to the need to prevent people from being drawn into terrorism”. This is known as the **Prevent duty**.

Children are vulnerable to extremist ideology and radicalisation. Some children, as a result of their vulnerabilities, are at risk of being radicalised; adopting beliefs and engaging in activities which are harmful, criminal or dangerous.

Highfurlong School is clear that exploitation of vulnerable children and radicalisation should be viewed as a safeguarding concern and follows the Department for Education guidance for schools and childcare providers on preventing children and young people from being drawn into terrorism.

Staff will use their judgement in identifying children who might be at risk of radicalisation and act proportionately. This may include the Designated Safeguarding Lead (or deputy) making a Prevent referral.

Through training, staff, volunteers and governors will have an understanding of what radicalisation and extremism is, why we need to be vigilant in school and how to respond when concerns arise.

If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or seek advice from local authority children’s social care. Make a referral to local authority children’s social care directly, if appropriate (see ‘Referral’ above - 8.1). Inform the DSL or deputy as soon as practically possible after the referral.

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include Channel, the government’s programme for identifying and

supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.

### 8.7 Concerns about a staff member, supply teacher or volunteer

If you have concerns about a member of staff (including a supply teacher, volunteer or contractor), or an allegation is made about a member of staff (including a supply teacher, volunteer or contractor) posing a risk of harm to children, speak to the headteacher as soon as possible. If the concerns/allegations are about the headteacher, speak to the chair of governors.

Where you believe there is a conflict of interest in reporting a concern or allegation about a member of staff (including a supply teacher, volunteer or contractor) to the headteacher, report it directly to the local authority designated officer (LADO).

The Headteacher/Chair of Governors will then follow the procedures set out in appendix 3.

### 8.8 Child on Child Abuse

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up".

We also recognise the gendered nature of child-on-child abuse. However, all child-on-child abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, up skirting (the taking of a picture under a person's clothing without their permission) or sexually inappropriate pictures or videos (including sexting)

If a pupil makes an allegation of abuse against another pupil:

- You must record the allegation on CPOMS and tell the DSL, but do not investigate it.
- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

**Creating a supportive environment in school and minimising the risk of child-on-child abuse**



We recognise the importance of taking proactive action to minimise the risk of child-on-child abuse, and of creating a supportive environment where victims feel confident in reporting incidents.

To achieve this, we will:

- Have a culture of zero tolerance to sexism, misogyny, misandry, homophobia, biphobic and sexual violence/harassment and challenge any inappropriate language or behaviour witnessed
- Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images
- Be vigilant to issues that particularly affect different genders - for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensure our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensure pupils are able to easily and confidently report abuse using our reporting systems (as described in section 8.10 below)
- Ensure staff reassure victims that they are being taken seriously
- Ensure pupils know they can talk to staff confidentially by explicit direct instruction in assembly and through a planned programme of relationships, sex and health education (RSHE lessons) which allows for regular discussion around healthy and respectful relationships, boundaries, consent, stereotyping, prejudice, equality, LGBTQ2+, body confidence and self-esteem
- Ensure pupils are taught, when they have an appropriate level of understanding, to recognise an abusive relationship (including coercive and controlling behaviour), the concepts of, and laws relating to, sexual consent, abuse, grooming, coercion, harassment, rape, domestic abuse, so called honour-based violence such as forced marriage and female genital mutilation (FGM), what constitutes sexual harassment and sexual violence and why they're always unacceptable

Ensure staff are trained to understand:

- How to recognise the indicators and signs of child-on-child abuse, and know how to identify it and respond to reports
- That even if there are no reports of child-on-child abuse in school, it does not mean it is not happening - staff should maintain an attitude of "it could happen here"
- That if they have any concerns about a child's welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:

Children can show signs or act in ways they hope adults will notice and react to

A friend may make a report

A member of staff may overhear a conversation

A child's behaviour might indicate that something is wrong

- That children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful.
- That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation
- That a pupil harming another pupil could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy
- The important role they have to play in preventing child-on-child abuse and responding where they believe a child may be at risk from it
- That they should speak to the DSL if they have any concerns
- That there are additional barriers faced by children who are lesbian, gay, bi or trans (LGBTQ2+). These children can be targeted by other children and they must understand their role in ensuring a safe space for these children to speak out and share their concerns
- There are additional barriers faced by children who have SEND: these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children and the possible communication barriers and difficulties in managing or reporting these challenges.
- Ensure staff are trained to understand that a pupil harming another pupil could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

### 8.9 Sexting (also known as 'youth produced sexual imagery')

If you are made aware of an incident involving sexting (which means the consensual and/or non-consensual sharing of nude and semi-nude images and/or videos you must record it on CPOMS and tell the DSL immediately.

You must not:

- View, download or share the imagery yourself, or ask a pupil to share or download it. If you have already viewed the imagery by accident, you must report this to the DSL
- Delete the imagery or ask the pupil to delete it
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved

You should explain that you need to report the incident and reassure the pupil(s) that they will receive support and help from the DSL.

#### Initial review meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s)

- If a referral needs to be made to the police and/or children's social care
- If it is necessary to view the imagery in order to safeguard the young person (in most cases, imagery should not be viewed)
- What further information is required to decide on the best response
- Whether the imagery has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images from devices or online services
- Any relevant facts about the pupils involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the pupils involved (in most cases parents should be involved)

The DSL will make an immediate referral to police and/or children's social care if:

- The incident involves an adult
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)
- What the DSL knows about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any pupil in the imagery is under 13
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of the nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with the headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care. The decision will be made and recorded in line with the procedures set out in this policy.

### **Further review by the DSL**

If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review.

They will hold interviews with the pupils involved (if appropriate) to establish the facts and assess the risks.

If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

### **Informing parents**

The DSL will inform parents at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

### **Referring to the police**

If it is necessary to refer an incident to the police, this will be done through dialling 101

### Recording incidents

All sexting incidents and the decisions made in responding to them will be recorded on CPOMS.

### Curriculum coverage

Pupils are taught about the issues surrounding sexting as part of our PSHE education and computing programmes. Teaching covers the following in relation to sexting:

- What it is
- How it is most likely to be encountered
- The consequences of requesting, forwarding or providing such images, including when it is and is not abusive
- Issues of legality
- The risk of damage to people's feelings and reputation

Pupils also learn the strategies and skills needed to manage:

- Specific requests or pressure to provide (or forward) such images
- The receipt of such images

This policy on sexting is also shared with pupils where appropriate so they are aware of the processes the school will follow in the event of an incident.

## 8.10 Reporting systems for our pupils

Where there is a safeguarding concern, we will take the child's wishes and feelings into account when determining what action to take and what services to provide.

We recognise the importance of ensuring pupils feel safe and comfortable to come forward and report any concerns and/or allegations.

To achieve this, we will:

- Put systems in place for pupils to confidently report abuse
- Ensure our reporting systems are well promoted, easily understood and easily accessible for pupils
- Make it clear to pupils that their concerns will be taken seriously, and that they can safely express their views and give feedback

## 9. Notifying parents

Where appropriate, we will discuss any concerns about a child with the child's parents. The DSL will normally do this in the event of a suspicion or disclosure.

Other staff will only talk to parents about any such concerns following consultation with the DSL.

If we believe that notifying the parents would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents of all the children involved.

## 10. Pupils with special educational needs and disabilities

Highfurlong School is a state of the art, purpose built special school located in the North of Blackpool. Our pupils come from Blackpool, Wyre and Fylde and in some cases further afield to access the special education provision that we offer. All our pupils have an Education, Health and Care plan and have a wide range of physical, medical and neurological conditions and associated learning difficulties aged between 2 and 19 years. These include physical disabilities; profound and multiple learning difficulties (including multi-sensory impairment and visual/hearing impairment); speech, language and communication difficulties; moderate learning difficulties and autistic spectrum disorders.

We therefore recognise that pupils with special educational needs and disabilities (SEND) can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- Pupils being more prone to peer group isolation than other pupils
- The potential for pupils with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers

We will ensure that staff have sufficient knowledge and guidance so that they are aware of the additional challenges faced by these children and the impact of their additional vulnerabilities. We will offer extra pastoral support for these pupils via our School and Family Support Worker.

## 11. Pupils with a social worker

Pupils may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

The DSL and all members of staff will work with and support social workers to help protect vulnerable children.

Where we are aware that a pupil has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the pupil's safety, welfare and educational outcomes. For example, it will inform decisions about:

- Responding to unauthorised absence or missing education where there are known safeguarding risks
- The provision of pastoral and/or academic support

## 12. Looked-after and previously looked-after children

We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, we will ensure that:

- Appropriate staff have relevant information about a child's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements
- The DSL and the Designated Teacher for Looked After Children have details of children's social workers and relevant virtual school heads

The Designated Teacher is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with statutory guidance.

The Designated Teacher is appropriately trained and has the relevant qualifications and experience to perform the role.

As part of this role, the Designated Teacher will:

- Work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to
- Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans

*Information regarding the Designated Teacher can be found in Annex 6*

## 13. Children who are absent from education

Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including being at risk of harm or neglect, child sexual and child criminal exploitation - particularly county lines.

School acts immediately to ensure the safety of all pupils but also with consideration to pupils who have the additional vulnerability of being known to social care and where being absent from education may increase known safeguarding risks within the family or in the community. School are supported via the Pupil Welfare Team to ensure welfare checks are carried out to ensure a quick response to absent and persistently absent pupils to help prevent the risk of them becoming a child missing education in the future. If a pupil has a social worker, they are informed of the child's unauthorised absence on day one or after a failure to return after an authorised absence on day one.

## 14. Mobile phones and cameras

### 14.1 Staff Use

Staff are allowed to bring their personal phones to school for their own use, but they will limit such use to non-contact time when pupils are not present. Staff members' personal phones will remain in their bags, lockers or desk drawer during contact time with pupils.

Staff will not take pictures or recordings of pupils on their personal phones or cameras.

We will follow the General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use in the school.

Only school devices should be used for photographs, recording observations etc.

## 14.2 Pupil Use

The school accepts no responsibility for electronics devices that are lost, damaged or stolen on school premises or transport, during school visits or trips, or while pupils are travelling to and from school. Pupils must secure their devices as much as possible, including using passwords or pin codes to protect access to the phone's functions.

Students are not permitted to use their personal device to record video or take pictures during any part of the school day. If students do not adhere to this they risk their personal device being confiscated until the end of the school day. Any pictures taken or videos recorded within school will be deleted with a member of staff present.

### KS1/2 pupils

These pupils are not allowed to bring mobile phones to school.

### KS3/KS4 pupils

Only pupils who travel to school by themselves are allowed to bring a mobile phone to school.

Pupils are not allowed to use them during the school day and on entry to the classroom, pupils must give the class teacher their phone to store in a locked box for safekeeping during the day.

### KS5 pupils

Pupils in KS5 are allowed to bring a mobile to school but must put their phone on 'silent' on entry to school.

Pupils may not use their mobile phone during lessons/educational trips, unless the teacher specifically allows them to.

## 14.3 Discipline for misuse of mobile phones

Pupils must comply with a request by a member of staff to switch off, or turn over, a phone. Refusal to comply is a breach of the school's behaviour policy and will be dealt with accordingly.

If pupils do not follow the school mobile phone rules they will have their phone confiscated.

If a member of staff suspects that there is reason to believe the phone contains inappropriate content such as vulgar, obscene or derogatory language or pornographic images or if it is being/has been used to commit an offence or cause personal injury, staff reserve the right to confiscate the pupil's phone. Staff should not view or search the phone but inform the DSL immediately.

Certain types of conduct, bullying or harassment can be classified as criminal conduct. The school takes such conduct extremely seriously, and will involve the police or other agencies as appropriate. Such conduct includes, but is not limited to:

- Sexting (consensual and non-consensual sharing nude or semi-nude images or videos)
- Upskirting
- Threats of violence or assault
- Abusive calls, emails, social media posts or texts directed at someone on the basis of someone's ethnicity, religious beliefs or sexual orientation

## 15. Filtering and Monitoring Systems

School use various internet filtering systems which are monitored closely by the school IT team and reported on annually to governors. School are supported via Blackpool Council who work with the National Cyber Security Council (NCSC) to actively scan all External IP addresses on a 24/7/365 basis using the NCSC early warning service as part of their Cyber security operations. The council receives alerts should any vulnerability arise which is communicated to any affected parties as soon as practically possible and within 24 hours of the alert being received.

Staff are reminded via annual training of the risks posed by adults or students who use technology, including the internet, to bully, groom, radicalise or abuse children or learners.

Staff and pupils are asked to read and sign the School Acceptable Use Policy' (AUP) to say they understand and accept the steps the school takes to ensure staff and pupils use technology safely.

Online safety lessons are taught via computing lessons to ensure students have strategies in place to support them to develop their own understanding of online risks and to learn how to keep themselves and others safe. Any online safety incidents are logged and actioned on CPOMS.

Parents and carers are regularly reminded via updates, bulletins and links to websites of safer internet use at home.

## 16. Checking the identity and suitability of visitors

### Checking the identity and suitability of visitors

All visitors will be required to verify their identity to the satisfaction of staff.

Visitors will be reminded not to use mobile devices in classrooms or whilst on the premises.



If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.

Visitors are expected to sign in electronically and wear a visitor's badge which has a different coloured lanyard to daily staff.

Visitors to the school who are visiting for a professional purpose, such as educational psychologists and school improvement officers, will be asked to show photo ID and the organisation sending the professional, such as the NHS, the LA or educational psychology service, will provide prior written confirmation that an enhanced DBS check with barred list information has been carried out

All other visitors, including visiting speakers, will be accompanied by a member of staff at all times. We will not invite into the school any speaker who is known to disseminate extremist views, and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise pupils or staff.

## 17. Complaints and concerns about school safeguarding policies and procedures

### 17.1 Complaints against staff

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff (see appendix 3).

### 17.2 Other complaints

All other complaints will be covered by the school's Complaints Policy.

### 17.3 Whistle-blowing (See Whistle-blowing Policy)

Staff are encouraged to share or 'whistle-blow' any concerns whether low level or of a more serious nature.

If there are concerns about the school's safeguarding practice and a person feels that a child is at risk of harm or significant harm, that person should refer the school to the Local Authority or the police.

Parents and others may also whistle-blow to Ofsted if they think the school is not run properly. The school's complaints procedure must have already been followed.

If staff have safeguarding concerns or an allegation is made about another member of staff (including staff, volunteers and contractors) posing a risk of harm to children, then this should be referred to the headteacher in the first instance and they will determine the next steps. They will respond within the first 48 hours and will instigate an investigation.

If the concerns or allegation is made about the headteacher, then this should be referred to the Chair of Governors.

The DSL should be made aware of any complaints regarding safeguarding.

Staff will be protected from any reprisals or victimisation in the event of whistle-blowing.

Normal safeguarding procedures will be followed for any allegations relating to other individuals or organisations using our school premises for running an activity for children and LADO will be informed.

## 18. Training

### 18.1 All staff

All staff members will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect. This training will be regularly updated and will be in line with advice from the 3 safeguarding partners.

All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

Staff will also receive annual safeguarding and child protection training plus updates (for example, through emails, e-bulletins and staff meetings) as required. They will all be expected to annually read Part 1 and Annex A of Keeping Children Safe in Education (latest version) and sign to say they have read and understood the content.

Volunteers will receive appropriate information so that they are aware of the school's safeguarding procedures and key staff.

All training will be logged on the Single Central Record (SCR).

Training for NHS staff who work onsite will be provided by the NHS.

Training for Drivers and Escorts is provided by the local authority.

### 18.2 The DSL and deputies

The DSL and deputies will undertake child protection and safeguarding training at least every 2 years - this is recorded on the SCR.

In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).

They will also undertake Prevent awareness training.

### 18.3 Governors

All governors will undertake annual safeguarding training to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities.

Governors are expected to read Part 1 and Part 2 of Keeping Children Safe in Education and sign to say they have read and understood the content.

As the Chair of Governors may be required to act as the 'case manager' in the event that an allegation of abuse is made against the Headteacher, they receive training in managing allegations for this purpose.

#### 18.4 Recruitment (Please also see appendix 2)

The recruitment process at Highfurlong is robust in seeking to establish the commitment of candidates to support the school's measures to safeguard children and to identify, deter or reject people who might pose a risk of harm to children or are otherwise unsuited to work with them. At least one member of any interview panel must have completed safer recruitment training.

References are requested and scrutinised for all candidates prior to interview and any discrepancies or concerns are raised and discussed during interview, including for any volunteers and internal candidates. References are always requested directly from the referee and verified as being from a senior person with appropriate authority; electronic references are checked to ensure they originate from a legitimate source. Where specific questions have not been answered satisfactorily or insufficient information is provided, the referee will be contacted directly for further clarification. Where references are not forthcoming, despite reminders, the candidate will be asked to provide an alternative referee. School will carry out an online search on shortlisted candidates to help identify any issues that are publicly available online.

All staff working at Highfurlong School who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications and a satisfactory, enhanced DBS check (including barred list check) and a right to work in the UK.

All qualified teachers working within our school have been checked using the Teacher Services website to ensure they have been awarded QTS, they have completed their teacher induction and that there are no prohibitions, sanctions or restrictions in place that might prevent them from taking part in certain activities or working in specific positions e.g. management posts

The school seeks written assurance from supply and third-party agencies, alternative providers, initial teacher training providers and contractors that they have undertaken all appropriate checks on any of their staff that work with or have regular contact with our pupils.

Our governors are subject to an enhanced DBS check without barred list check and have been checked to ensure they are not disqualified from holding office under a section 128 direction

Highfurlong maintains a single central record of recruitment checks for audit purposes.

Any member of staff working in regulated activity prior to receipt of a satisfactory DBS check will not be left unsupervised and will be subject to a risk assessment.

Volunteers who are not working in regulated activity will be supervised at all times. A risk assessment will be undertaken to help decide whether or not an enhanced DBS check, without barred list check, is required.

#### 18.5 Staff who have contact with pupils and families

All staff who have contact with children and families will have supervisions which will provide them with support, coaching and training, promote the interests of children and allow for confidential discussions of sensitive issues.

#### 19. Links to other policies and procedures:

- Behaviour
- Data Protection
- Staff Code of Conduct
- Complaints
- Health and safety
- Attendance
- Online safety
- Equality
- Sex and relationship education
- PSHE
- Curriculum
- Designated teacher for looked-after and previously looked-after children
- Whistle Blowing
- Anti - bullying
- IT Acceptable Use

## APPENDIX 1: Types of abuse

Abuse, including neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap.

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

**Emotional abuse** is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional abuse 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, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction
- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

**Sexual abuse** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve:

- Physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- Non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet)

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

**Neglect** is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

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



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**'Inspire, Challenge, Believe'**



- 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)
- Ensure access to appropriate medical care or treatment
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

## APPENDIX 2: Safer Recruitment and DBS checks - policy and procedures

To make sure we recruit suitable people, we will ensure that those involved in the recruitment and employment of staff to work with children have received appropriate safer recruitment training.

We have put the following steps in place during our recruitment and selection process to ensure we are committed to safeguarding and promoting the welfare of children.

### Advertising

When advertising roles, we will make clear:

- Our school's commitment to safeguarding and promoting the welfare of children
- That safeguarding checks will be undertaken
- The safeguarding requirements and responsibilities of the role, such as the extent to which the role will involve contact with children
- Whether or not the role is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020. If the role is exempt, certain spent convictions and cautions are 'protected', so they do not need to be disclosed, and if they are disclosed, we cannot take them into account

### Shortlisting

Our shortlisting process will involve at least 2 people and will:

- Consider any inconsistencies and look for gaps in employment and reasons given for them
- Explore all potential concerns
- have at least one member of the panel must be safer recruitment trained
- only accept official application forms and not CV's. We will ask for written information about previous employment history and check that information is not contradictory or incomplete.

### References

We will seek references on all short-listed candidates, including internal candidates, before the interview. We will scrutinise these and resolve any concerns before confirming appointment to a post. We will not include any repeated concerns or allegations that have all been found to be false, unfounded, unsubstantiated or malicious in a reference. The references requested will ask specific questions about the suitability of the applicant to work with children.

When seeking references we will:

- Not accept open references

- Liaise directly with referees and verify any information contained within references with the referees
- Ensure any references are from the candidate's current employer and completed by a senior person. Where the referee is school based, we will ask for the reference to be confirmed by the headteacher/principal as accurate in respect to disciplinary investigations
- Obtain verification of the candidate's most recent relevant period of employment if they are not currently employed
- Secure a reference from the relevant employer from the last time the candidate worked with children if they are not currently working with children
- Compare the information on the application form with that in the reference and take up any inconsistencies with the candidate
- Resolve any concerns before any appointment is confirmed.
- Ensure any information about past disciplinary action or allegations will be considered in the circumstances of the individual case.
- Where a reference has not been obtained on the preferred candidate before the interview, we will ensure that it is received and scrutinised, and any concerns are resolved satisfactorily, before the appointment is confirmed.

### **Interviews and selection**

When interviewing candidates, we will:

- Probe any gaps in employment, or where the candidate has changed employment or location frequently, and ask candidates to explain this
- Explore any potential areas of concern to determine the candidate's suitability to work with children
- Record all information considered and decisions made
- Fair and transparent process
- one member of panel must be safer recruitment trained

### **Pre employment checks**

When appointing new staff, we will:

- Verify their identity
- Obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will not keep a copy of this for longer than 6 months
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- Verify their mental and physical fitness to carry out their work responsibilities
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards



- Verify their professional qualifications, as appropriate
- Carry out an online search on shortlisted candidates as part of the due diligence to help identify any issues that are publicly available online
- Ensure they are not subject to a prohibition order if they are employed to be a teacher
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK, including (where relevant) any teacher sanctions or restrictions imposed by a European Economic Area professional regulating authority, and criminal records checks or their equivalent within the previous 5 years
- if they are member of the Senior Leadership Team then a Section128 will be completed.

We will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. When we take a decision that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment on the individual's personnel file. This will include our evaluation of any risks and control measures put in place, and any advice sought.

### All staff

As per KCSIE guidelines all schools and colleges providing childcare must ensure that appropriate checks are carried out to ensure that individuals employed to work in reception classes, or in wraparound care for children up to the age of 8, are not disqualified from working in these settings under the 2018 Childcare Disqualification Regulations. This is a self declaration form which is to be completed annually in school by all staff.

We will record all information on the checks carried out in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

If we have concerns about an existing member of staff's suitability to work with children, we will carry out all the relevant checks as if the individual was a new member of staff. We will also do this if an individual moves from a post that is not regulated activity to one that is.

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

- We believe the individual has engaged in relevant conduct; or
- The individual has received a caution or conviction for a relevant offence, or there is reason to believe the individual has committed a listed relevant offence, under the Safeguarding Vulnerable Groups Act 2006 (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009; or
- The 'harm test' is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm); and
- The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

All members of the Senior Leadership Team will also have a section 128 check (as a section 128 direction disqualifies an individual from being a maintained school governor).

### **Agency and third-party staff**

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

### **Contractors**

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check (this includes contractors who are provided through a PFI or similar contract). This will be:

- An enhanced DBS check with barred list information for contractors engaging in regulated activity
- An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children

We will obtain the DBS check for self-employed contractors.

We will not keep copies of such checks for longer than 6 months.

Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.

We will check the identity of all contractors and their staff on arrival at the school.

For self-employed contractors such as music teachers or sports coaches, we will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. When we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought.

### **Trainee/student teachers**

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

In both cases, this includes checks to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006.

## **Visitors**

For visitors who are in school in a professional capacity we will check ID and be assured that the visitor has had the appropriate DBS check (or the visitor's employers have confirmed that their staff have appropriate checks) . We will not ask to see their certificate in these circumstances.

## **Volunteers**

We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity
- Carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. We will retain a record of this risk assessment
- Ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. When we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought

## **Governors**

All governors will have an enhanced DBS check without barred list information.

They will have an enhanced DBS check with barred list information if working in regulated activity.

All governors will also have a section 128 check (as a section 128 direction disqualifies an individual from being a maintained school governor).

### APPENDIX 3: Allegations made against/concerns raised in relation to teachers, including supply teachers, volunteers and contractors'.

This section of this policy applies to all cases in which it is alleged that a current member of staff, including a supply teacher or volunteer, has:

- Behaved in a way that has harmed a child, or may have harmed a child, or
- 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 may pose a risk of harm to children, or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children

It applies regardless of whether the alleged abuse took place in the school.

Allegations against a teacher who is no longer teaching and historical allegations of abuse will be referred to the police.

We will deal with any allegation of abuse against a member of staff or volunteer very quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

Our procedures for dealing with allegations will be applied with common sense and judgement.

#### Low Level Concerns

Low-level concerns can arise in several ways from various sources, e.g. suspicion, complaint or a disclosure. A low level concern may be staff behaviour being inconsistent with the staff code of conduct, including inappropriate conduct outside of work and is otherwise not serious enough to consider a referral to the LADO.

Under the school whistle-blowing policy, staff are encouraged to be professional and share these directly with the Headteacher. The headteacher should be the ultimate decision-maker in respect of all low-level concerns, they may wish to consult the DSL to take a more collaborative approach or seek the advice of the Local Authority Designated Teacher (LADO) to check whether the concern meets threshold.

#### Suspension of the accused until the case is resolved

Suspension will not be the default position, and will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that it might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative.

Based on an assessment of risk, we will consider alternatives such as:

- Redeployment within the school so that the individual does not have direct contact with the child or children concerned
- Providing an assistant to be present when the individual has contact with children

- Redeploying the individual to alternative work in the school so that they do not have unsupervised access to children
- Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents have been consulted
- Temporarily redeploying the individual to another role in a different location, for example to an alternative school or other work for the LA.

### Definitions for outcomes of allegation investigations

- Substantiated: there is sufficient evidence to prove the allegation
- Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive
- False: there is sufficient evidence to disprove the allegation
- Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)
- Unfounded: to reflect cases where there is no evidence or proper basis which supports the allegation being made

### Procedure for dealing with allegations

In the event of an allegation that meets the criteria above, the Headteacher (or Chair of Governors where the Headteacher is the subject of the allegation) - the 'case manager' - will take the following steps:

- Immediately discuss the allegation with the designated officer at the local authority (LADO). This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children's social care services. (The case manager may, on occasion, consider it necessary to involve the police before consulting the designated officer - for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the police)
- Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the police or children's social care services, where necessary). Where the police and/or children's social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies
- Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, police and/or children's social care services, as appropriate
- If immediate suspension is considered necessary, agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern

within 1 working day, and the individual will be given a named contact at the school and their contact details

- If it is decided that no further action is to be taken in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation
- If it is decided that further action is needed, take steps as agreed with the designated officer to initiate the appropriate action in school and/or liaise with the police and/or children's social care services as appropriate
- Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and considering what other support is appropriate.
- Inform the individual to seek help from their trade union and a named person of their choosing in school.
- Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children's social care services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice
- Keep the parents or carers of the child/children involved informed of the progress of the case and the outcome, where there is not a criminal prosecution, including the outcome of any disciplinary process (in confidence)
- Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child
- For cases where the allegation is concluded to be either, unfounded, false, malicious or unsubstantiated the case manager (and if they have been involved the LADO) school will consider the facts and determine whether any lessons can be learned and if improvements can be made.

### For Early years

We will inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere), and any action taken in respect of the allegations. This notification will be made as soon as reasonably possible and always within 14 days of the allegations being made.

If the school is made aware that the Secretary of State has made an interim prohibition order in respect of an individual, we will immediately suspend that individual from teaching, pending the findings of the investigation by the Teaching Regulation Agency.

Where the police are involved, wherever possible the local authority will ask the police at the start of the investigation to obtain consent from the individuals involved to share their statements and evidence for use in the school's disciplinary process, should this be required at a later point.

### **Additional considerations for supply staff**

If there are concerns or an allegation is made against someone not directly employed by the school, such as supply staff provided by an agency, we will take the actions below in addition to our standard procedures.

- We will not decide to stop using a supply teacher due to safeguarding concerns without finding out the facts and liaising with our local authority designated officer to determine a suitable outcome
- The Governing Board will discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, while the school carries out the investigation
- We will involve the agency fully, but the school will take the lead in collecting the necessary information and providing it to the local authority designated officer as required
- We will address issues such as information sharing, to ensure any previous concerns or allegations known to the agency are taken into account (we will do this, for example, as part of the allegations management meeting or by liaising directly with the agency where necessary)
- When using an agency, we will inform them of our process for managing allegations, and keep them updated about our policies as necessary, and will invite the agency's HR manager or equivalent to meetings as appropriate.

### **Timescales**

- Any cases where it is clear immediately that the allegation is unsubstantiated or malicious will be resolved within 1 week
- If the nature of an allegation does not require formal disciplinary action, we will institute appropriate action within 3 working days
- If a disciplinary hearing is required and can be held without further investigation, we will hold this within 15 working days

### **Specific actions**

#### **Action following a criminal investigation or prosecution**

The case manager will discuss with the local authority's designated officer whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, taking into account information provided by the police and/or children's social care services.

#### **Conclusion of a case where the allegation is substantiated**

If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the case

manager and the school's personnel adviser will discuss with the designated officer whether to make a referral to the DBS for consideration of whether inclusion on the barred lists is required. If they think that the individual has engaged in conduct that has harmed (or is likely to harm) a child, or if they think the person otherwise poses a risk of harm to a child, they must make a referral to the DBS.

If the individual concerned is a member of teaching staff, the case manager and personnel adviser will discuss with the designated officer whether to refer the matter to the Teaching Regulation Agency to consider prohibiting the individual from teaching.

### **Individuals returning to work after suspension**

If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this. The case manager will also consider how best to manage the individual's contact with the child or children who made the allegation, if they are still attending the school.

### **Unsubstantiated or malicious allegations**

If an allegation is shown to be deliberately invented, or malicious, the Headteacher, or other appropriate person in the case of an allegation against the Headteacher, will consider whether any disciplinary action is appropriate against the pupil(s) who made it, or whether the police should be asked to consider whether action against those who made the allegation might be appropriate, even if they are not a pupil.

### **Confidentiality**

The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered. The case manager will take advice from the local authority's designated officer, police and children's social care services, as appropriate, to agree:

- Who needs to know about the allegation and what information can be shared
- How to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality
- What, if any, information can be reasonably given to the wider community to reduce speculation
- How to manage press interest if, and when, it arises

### **Record-keeping**

The case manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual's confidential personnel file for the duration of the case. Such records will include:

- A clear and comprehensive summary of the allegation
- Details of how the allegation was followed up and resolved
- Notes of any action taken and decisions reached (and justification for these, as stated above)



If an allegation or concern is not found to have been malicious, the school will retain the records of the case on the individual's confidential personnel file and provide a copy to the individual.

Where records contain information about allegations of sexual abuse, we will preserve these for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry. We will retain all other records at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.

The records of any allegation that is found to be malicious will be deleted from the individual's personnel file.

### References

When providing employer references, we will not refer to any allegation that has been proven to be false, unsubstantiated or malicious, or any history of allegations where all such allegations have been proven to be false, unsubstantiated or malicious.

### Learning lessons

After any cases, regardless of whether or not allegations are substantiated, we will review the circumstances of the case with the local authority's designated officer to determine whether there are any improvements that we can make to the school's procedures or practice to help prevent similar events in the future and these will be disseminated as/if appropriate.

This will include consideration of (as applicable):

- Issues arising from the decision to suspend the member of staff
- The duration of the suspension
- Whether or not the suspension was justified

## APPENDIX 4: Specific Safeguarding Issues

### Child Abduction and Community Safety Incidents

Staff have an understanding that child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.

Staff have a duty of care to ensure as children get older and are granted more independence (for example, as they start walking to school on their own) they are given practical advice on how to keep themselves safe in the community, staff will focus on building children's confidence and abilities rather than simply warning them about all strangers

### Criminal Exploitation and County Lines

Staff are trained in Criminal Exploitation and County Lines. They receive training on gangs and organised crime networks and how they groom and exploit children to sell drugs using dedicated phone lines. Staff are trained to look for the signs that children may be involved. A record of all training is held centrally in school.

Staff have a duty of care towards children with family members in prison. Staff should help to build their resilience. Listen to them. Be supportive. Work with other agencies to provide support.

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity

- In exchange for something the victim needs or wants, and/or
- For the financial or other advantage of the perpetrator or facilitator and/or
- Through violence or the threat of violence.

In addition, CCE does not always involve physical contact; it can also occur through the use of technology. The victim may have been criminally exploited even if the activity appears consensual.

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas, within the UK, using dedicated mobile phone lines or other form of "deal line". Typically, the gang exploits young or vulnerable people to store and/or supply drugs, move cash and to secure the use of homes belonging to vulnerable adults. There is a crossover between CSE and County Lines and young people are sometimes required to offer sex in order to pay off perceived debts.

Concerns about young people being possibly involved are passed to the DSL who will refer to Police and the Blackpool Families Rock request for Support Hub.

## Modern Day Slavery

Modern slavery includes:

- Forced labour- Victims are forced to work against their will, often for very long hours for little or no pay in dire conditions under verbal or physical threats of violence
- Debt bondage - Victims are forced to work to pay off debts that realistically they never will be able to
- Sexual exploitation - Victims are forced to perform non-consensual or abusive sexual acts against their will, such as prostitution, escort work and pornography. Adults are coerced under threat
- Criminal exploitation - Often controlled and maltreated, victims are forced into crimes such as cannabis cultivation or pick pocketing against their will
- Domestic servitude - Victims are forced to carry out housework and domestic chores in private households with little or no pay, restricted movement, very limited or no free time and minimal privacy, often sleeping where they work

Human trafficking involves the recruitment, harbouring or transporting people into one of the above situations.

Concerns about young people or family member possibly being involved are passed to the DSL who will refer to Police and the Blackpool Families Rock request for Support Hub.

## Children Missing from Education

A child going missing from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Are at risk of forced marriage or FGM
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

We will follow our procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and

neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is suffering or likely to suffer from harm, or in immediate danger.

### **Child Criminal Exploitation**

Child criminal exploitation (CCE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity, in exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence. Girls are at risk of criminal exploitation but their experience may be different.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online. For example, young people may be forced to work in cannabis factories, coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people. Children may become trapped as they or their families may be threatened with violence and they may be coerced or entrapped into carrying weapons as a form of protection.

Children involved in criminal exploitation must be treated as victims themselves, even though they may commit crimes themselves.

Indicators of CCE can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Being frightened of some people, places or situations
- Suffering from changes in emotional wellbeing
- Misusing drugs and alcohol
- Going missing for periods of time or regularly coming home late
- Regularly missing school or education
- Being secretive
- Not taking part in education

If a member of staff suspects CCE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

### Child Sexual Exploitation

Child sexual exploitation (CSE) is a form of child sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity, in exchange for something the victim needs or wants (gifts, status, affection) and/or for the financial advantage or increased status of the perpetrator or facilitator. It may, or may not, be accompanied by violence or intimidation to frighten or force the child or young person making them feel like they have no choice. They may lend them large sums of money that they know can't be repaid or use financial abuse to control them.

Children can be trafficked into or within the UK to be sexually exploited. They are moved around the country and abused by being forced to take part in sexual activities, often with more than one person. Young people in gangs can also be sexually exploited.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship and not understand that they are being 'groomed.'

CSE can include both physical contact (penetrative and non-penetrative acts) and non-contact sexual activity. It can also happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam. CSE may also occur without the victim's immediate knowledge, for example through others copying videos or images.

In addition to the CCE indicators above, indicators of CSE can include a child:

- Having an older boyfriend or girlfriend
- Unhealthy or inappropriate sexual behaviour
- Suffering from sexually transmitted infections or becoming pregnant

If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

### Domestic Abuse

Children can witness and be adversely affected by domestic abuse and/or violence at home where it occurs between family members. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. The abuse can be physical, sexual, financial, psychological or emotional.

Older children may also be victims or experience domestic abuse and/or violence in their own personal relationships too but they may also

Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children.

If police are called to an incident of domestic abuse and any children in the household have experienced the incident, the police will inform the key adult in school (usually the DSL) before the child or children arrive at school the following day. This is the procedure where police forces are part of Operation Encompass

The DSL will provide support according to the child's needs and update records about their circumstances.

### Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

The DSL will be aware of contact details and referral routes into the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).

Where a child has been harmed or is at risk of harm, the DSL will also make a referral to children's social care.

### 'Honour-based' abuse (including FGM and forced marriage)

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing.

Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.

All forms of HBA are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBA or already having suffered it. If staff have a concern, they will speak to the DSL, who will activate local safeguarding procedures.

### FGM

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

Section 8.3 of this policy sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a pupil is at risk of FGM.

Indicators that FGM has already occurred include:

- A pupil confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A family/pupil already being known to social services in relation to other safeguarding issues

A girl:

- Having difficulty walking, sitting or standing, or looking uncomfortable
- Finding it hard to sit still for long periods of time (where this was not a problem previously)
- Spending longer than normal in the bathroom or toilet due to difficulties urinating
- Having frequent urinary, menstrual or stomach problems
- Avoiding physical exercise or missing PE
- Being repeatedly absent from school, or absent for a prolonged period
- Demonstrating increased emotional and psychological needs - for example, withdrawal or depression, or significant change in behaviour
- Being reluctant to undergo any medical examination
- Asking for help, but not being explicit about the problem
- Talking about pain or discomfort between her legs

Potential signs that a pupil may be at risk of FGM include:

- The girl's family having a history of practising FGM (this is the biggest risk factor to consider)
- FGM being known to be practised in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues

A girl:

- Having a mother, older sibling or cousin who has undergone FGM
- Having limited level of integration within UK society
- Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"
- Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged period
- Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
- Talking about FGM in conversation - for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
- Being unexpectedly absent from school
- Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

The above indicators and risk factors are not intended to be exhaustive.

**Forced marriage**

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the 'one chance' rule, i.e. we may only have one chance to speak to the potential victim and only one chance to save them.

If a member of staff suspects that a pupil is being forced into marriage, they will speak to the pupil about their concerns in a secure and private place. They will then report this to the DSL.

The DSL will:

- Speak to the pupil about the concerns in a secure and private place
- Activate the local safeguarding procedures and refer the case to the local authority's designated officer
- Seek advice from the Forced Marriage Unit on 020 7008 0151 or [fm@fco.gov.uk](mailto:fm@fco.gov.uk)
- Refer the pupil to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate

## Preventing radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups

Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

Terrorism is an action that:

- Endangers or causes serious violence to a person/people;
- Causes serious damage to property; or
- Seriously interferes or disrupts an electronic system

The use or threat of terrorism must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Schools have a duty to prevent children from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk.

We will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding partners and local police force.

We will ensure that suitable internet filtering and monitoring is in place and equip our pupils to stay safe online at school and at home.



There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in pupils' behaviour.

The government website Educate Against Hate and charity NSPCC say that signs that a pupil is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities they used to enjoy
- Converting to a new religion
- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

Children who are at risk of radicalisation may have low self-esteem or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour - staff should have confidence in their instincts and seek advice if something feels wrong.

Staff should always take action if they are worried.

### **Child-on-child abuse**

Child-on-child abuse is when children abuse other children. This type of abuse can take place inside and outside of school and online.

Child-on-child abuse is most likely to include, but may not be limited to:

- Bullying (including cyber-bullying, prejudice-based and discriminatory bullying)
- Teenage relationship abuse between peers who are in intimate personal relationships
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical violence)
- Sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)

- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Consensual and non-consensual sharing of nudes and semi nudes images and/or videos (also known as sexting or youth produced sexual imagery)
- Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

Where children abuse their peers online, this can take the form of, for example, abusive, harassing, and misogynistic messages; the non-consensual sharing of indecent images, especially around chat groups; and the sharing of abusive images and pornography, to those who don't want to receive such content.

If staff have any concerns about child-on-child abuse, or a child makes a report to them, they will follow the procedures set out in section 8 of this policy, as appropriate. In particular, section 8.8 and 8.9 set out more detail about our school's approach to this type of abuse.

### **Sexual violence and sexual harassment between children in schools**

Sexual violence and sexual harassment can occur:

- Between 2 children of any age and sex
- Through a group of children sexually assaulting or sexually harassing a single child or group of children
- Online and face to face (both physically and verbally)

Sexual violence and sexual harassment exist on a continuum and may overlap.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school.

If a victim reports an incident, it is essential that staff make sure they are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. This will however need to be balanced with the school's or college's duty and responsibilities to protect other children or family members.

If the DSL decides to make a referral to local authority children's social care and/or a report to the police against the victim's wishes, this should be handled extremely carefully, the reasons should be explained to the victim and appropriate specialist support should be offered to them.

Some groups are potentially more at risk. Evidence shows that girls, children with SEN and/or disabilities, and lesbian, gay, bisexual and transgender (LGBT) children are at greater risk. Children who have SEN are three times more likely to be abused than their peers.

Staff should be aware of the importance of:

- Not promising confidentiality
- Understanding that child-on-child abuse may be taking place, even if not reported.
- Understanding that it may be happening online
- Challenging all inappropriate behaviours
- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- Challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them
- If staff have any concerns about sexual violence or sexual harassment, or a child makes a report to them, they will follow the procedures set out in section 7 of this policy, as appropriate. In particular, section 7.8 and 7.9 set out more detail about our school's approach to this type of abuse.

Responding to a report of sexual harassment and sexual violence:

- The DSL should take the lead role in any investigation
- As a matter of effective safeguarding practice, the DSL should ensure that school staff should protect the anonymity of any children involved
- The DSL should follow normal safeguarding procedures and make a referral to the police or local authority children's social care if a child is a risk of harm, is in immediate danger, or has been harmed.
- When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) should make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis.
- The DSL should contact both victim and perpetrator parents or carers to inform them of the incident.
- Social media is likely to play a role in the fallout from any incident/alleged incident, including for potential contact between the victim, alleged perpetrator(s) and friends from either side- the DSL should consider appropriate steps to minimise this risk factor.
- School is able to take disciplinary sanctions whilst other investigations are ongoing (e.g. police investigations) but this should be considered carefully on a case by case basis. Both ages and the stages of development of the children are critical factors in determining appropriate next steps.

- The DSL should ensure that appropriate school and specialist support is offered to both parties as children who display harmful sexual behaviours may have experienced their own abuse and trauma.

## Serious violence

Indicators which may signal that a child is at risk from, or involved with, serious violent crime may include:

- Increased absence from school
- Change in friendships or relationships with older individuals or groups
- Significant decline in performance
- Signs of self-harm or a significant change in wellbeing
- Signs of assault or unexplained injuries
- Unexplained gifts or new possessions (this could indicate that the child has been approached by, or is involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation (see above))

Risk factors which increase the likelihood of involvement in serious violence include:

- Being male
- Having been frequently absent or permanently excluded from school
- Having experienced child maltreatment
- Having been involved in offending, such as theft or robbery
- Staff will be aware of these indicators and risk factors. If a member of staff has a concern about a pupil being involved in, or at risk of, serious violence, they will report this to the DSL.

## Non-collection of children

Parents are reminded of the importance of collecting their children on time and/or being at home to receive their child and of the expectation that they should contact school as soon as it appears there may be a problem. School will ensure that telephones are answered throughout the school day and whilst any pupil may be on the premises. Repeated failures by a parent/carer to fulfil their responsibilities will be considered as part of the school child protection procedures.

School will not release a child to a person who is not known to them or acting with the parent's written permission. Where there is any doubt as to the identity or suitability of a person and there is no other way of ensuring a child's safety, this will be referred to the police as an emergency.

In the event of a child not being collected at the end of the day, school will take active steps to contact the parent, carer or emergency contact by telephone. If contact cannot be established by 17.00pm, a senior member of school staff will contact the Pupil Welfare Service who can support (01253 476478/01253 476588) by completing a home visit or supporting liaison between



school and the MASH duty team. A timescale for further actions will be agreed and school will agree on a suitable time to hand-over the child, as appropriate.

#### After school club:

Where a child who is normally collected at the end of the club or session, is not collected by a responsible person, contact will be made with the child's parent or carer or the emergency contact. If the child remains uncollected 30 minutes after the end of the session, unless other arrangements have been made. i.e car broke down, parents will get there as soon as possible, a senior member of school staff will contact the Pupil Welfare Service.

#### Children on transport:

Established procedures require escorts/drivers to notify the pupil's school if they are unable to drop-off a pupil at their home or meeting point due to the absence of the parent or carer. Contact before 4.30pm should be made via the school office (Tel.01253 392188) and after 4.30pm via the school safeguarding phone (Tel.07391154737). Schools will ensure that contact telephone numbers are staffed until the end of the transport round to facilitate this communication and to be available to parents to report a problem.

The driver will then be asked to return the pupil to school. School will attempt to call contact numbers on pupil records including the emergency contact in the interim period. If contact cannot be established, a senior member of school staff will contact the Pupil Welfare Service.

## Appendix 5 - The Seven Golden Rules (referred to in Section 6 of this policy)

### The seven golden rules to sharing information

1. Remember that the General Data Protection Regulation (GDPR), Data Protection Act 2018 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.
2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. Seek advice from other practitioners, or your information governance lead, if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
4. Where possible, share information with consent, and where possible, respect the wishes of those who do not consent to having their information shared. Under the GDPR and Data Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be clear of the basis upon which you are doing so. Where you do not have consent, be mindful that an individual might not expect information to be shared.
5. Consider safety and well-being: base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely (see principles).
7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

**Appendix 6 - Important contacts**

ROLE/ORGANISATION	NAME	CONTACT DETAILS
Designated Safeguarding Lead (DSL)	Nicola Cassidy	nicola.cassidy@highfurlong.blackpool.sch.uk
Deputy DSLs	Gina Kitchin Margaret Adereti	gina.kitchin@highfurlong.blackpool.sch.uk margaret.adereti@highfurlong.blackpool.sch.uk
Designated Teacher for Looked After Children	Nicola Cassidy	nicola.cassidy@highfurlong.blackpool.sch.uk
Local authority designated officer (LADO) Blackpool	Angela Phillipson	lado@blackpool.gov.uk 01253 477558 angela.phillipson@blackpool.gov.uk 01253 478126
Local authority designated officer (LADO) Lancashire		<a href="mailto:LADO.Admin@lancashire.gov.uk">LADO.Admin@lancashire.gov.uk</a> 01772 536693
Safeguarding Governor	Janette Weafer	janette.weafer@highfurlong.blackpool.sch.uk
Channel helpline		0207 340 7264
Blackpool Safeguarding	Duty-Children's Duty-Adults	01253 477299 01253 477592 Out of hours call 01253 477600
Lancashire Safeguarding	Duty-Children's Duty-Adults	0300 123 6720 Out of hours call 0300 123 6722 0300 123 6720.
Blackpool Families Rock Advice Line		01253 478959 Direct access to a Social Worker for advice and guidance
Adult Mental Health (Single Point of Access)		01253 951225

Further information and support about what is available locally can be found in:

WORKING WELL WITH CHILDREN AND FAMILIES IN LANCASHIRE

**Part 1 and 2 Information for Blackburn with Darwen, Blackpool and Lancashire Local Authorities**

[https://blackpoolchildcare.proceduresonline.com/files/wwcfl\\_part1\\_2.pdf](https://blackpoolchildcare.proceduresonline.com/files/wwcfl_part1_2.pdf)

**Part 3 Specific Information for Blackpool**



**Highfurlong School**  
**'Inspire, Challenge, Believe'**



[https://blackpoolchildcare.proceduresonline.com/files/wwcfl\\_part3.pdf](https://blackpoolchildcare.proceduresonline.com/files/wwcfl_part3.pdf)