



Champion

EDUCATION TRUST

SAFEGUARDING POLICY

DOCUMENT CONTROL		
Approved for operation within		Champion Education Trust Schools
Version number		1.2
Date approved		September 2022
Approved by		Trustees
Date of review		September 2023
Review period		1 year
Policy status		Statutory
Location published		BCHS/Crosshill/Lotus Websites
Owner		DSLs/Trust Lead
DOCUMENT HISTORY		
Version	Date	Revision notes
1.1	September 2021	-

A family of Schools

1.2	September 2022	<ul style="list-style-type: none"> • Changed 'KCSIE 2021' to 'KCSIE 2022' • Changed 'Peer-on-peer' abuse to 'Child-on-child' • Added regard to 'The Human Rights Act', 'Equality Act' and 'Public Sector Equality Duty' • Definition of terms 'Victim' and 'Alleged perpetrator' • Added DSL liaising with virtual Head • Added children may not feel ready to talk about abuse • Added information in Domestic Abuse • Removed reference to DfE Sexual Violence Document • Added further information about Child on child abuse • Added online searches to safer recruitment • Added information on reporting low-level concerns re staff conduct • Removed duplicated information in FGM section • Changed 'Must' to 'Should' in FGM section • Added communication with parents re online safety • Added statement about LGBT children being targeted.
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CHAMPION EDUCATION TRUST SAFEGUARDING POLICY

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SCOPE

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

Champion Education Trust recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils at the schools within our Trust and endeavour to provide a safe and welcoming environment where children are respected and valued.

Safeguarding and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes¹:

- Each school's responsibility to safeguard and promote the welfare of children is of paramount importance and everyone's responsibility
- Safer children make more successful learners
- Representatives of the whole-school community of pupils, parents/carers, staff and governors will be involved in policy development and review
- Policies will be reviewed at least annually to ensure their currency and effectiveness
- We endeavour to provide a safe and welcoming environment where children are respected and valued

Where it is believed that a child is at risk of or is suffering significant harm, the individual school will follow the procedures set out by our local Safeguarding Children Partnership arrangements. https://panlancashirescb.proceduresonline.com/chapters/contents.html#ind_cases

Prevention and early support: Each School within the Trust is committed to early help and identification of unmet needs and vulnerabilities. Each school will work in partnership with other agencies to promote the welfare of pupils and keep children safe. We recognise that effective safeguarding systems are those which:

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

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

Our overall response will be in accordance with Working Well with Children and Families in Lancashire, which sets out the principles by which practitioners in Blackburn with Darwen, Blackpool and Lancashire will work with children and families. It includes levels of need which assist all those whose work brings them into contact with children, young people and their families (including the unborn child) to identify the level of help and protection required to ensure children grow up in circumstances that achieve their best outcomes. (see Appendix A).

¹ Working Together to Safeguard Children 2018 & Keeping Children Safe in Education 2022

CHILD PROTECTION

Where it is believed that a child is at risk of or is suffering significant harm, the school will follow the procedures set out by our local Safeguarding Children Partnership arrangements as identified on Page 9 of this policy.

https://panlancashirescb.proceduresonline.com/chapters/contents.html#ind_cases

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

Protection: All staff and volunteers are trained to recognise and respond to child protection issues such as abuse and neglect. All staff and volunteers are expected to be vigilant and must act quickly when they suspect a child is suffering, or is likely to suffer harm.

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

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

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

Vulnerable Adults refers to adults who are parents or carers who have care and support needs who may also be at risk of abuse and neglect. Each school will ensure they follow procedures outlined by the Local Safeguarding Adult Board www.lsab.org.uk and seek advice from the **Adult Safeguarding Team**.

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

CHILDREN WHO MAY BE PARTICULARLY VULNERABLE

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

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

- Disabled or have Special Educational Needs (with or without a Health Care Plan);
 - Young carers
 - Affected by Adverse Childhood Experiences such as parental substance misuse, adult mental ill health or domestic abuse;
 - Asylum seekers;
 - Regularly absent from school;
 - Attending alternative provision or subject to a managed move;
 - Living away from home (frequent movers);
-

- Vulnerable to being bullied, or engaging in bullying;
- Living in temporary accommodation;
- Living a transient lifestyle;
- Living in chaotic and unsupportive home situations;
- Vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality;
- Involved directly or indirectly in prostitution or child trafficking;
- Speakers of another first language;
- Subject to a Child Protection Plan;
- Exhibiting any changing behaviours or risk taking behaviours that cause concerns;
- Children In Our Care/Care-experienced;
- Privately fostered.

Additional information is also available on Page 13 of this policy: **Specific Safeguarding Circumstances**

ROLES AND RESPONSIBILITIES

All staff (including governors):

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

The Trust and the governing body will ensure that:

- The school complies with their duties under legislation and have regard to The Human Rights Act 1998, The Equality Act 2010 and The Public Sector Equality Duty (PSED);
 - All staff undergo safeguarding training (including online safety) on induction and at a minimum every 2 to 3 years' dependent upon their role;
 - All school leaders and staff working directly with children read Part One of Keeping Children Safe in Education 2022;
 - This Safeguarding and Child Protection Policy is consistent with CSAP requirements, reviewed and updated annually and made available publicly (available on each school website);
 - Safeguarding training commissioned and/or delivered internally is in line with advice from CSAP and/or the Department for Education;
 - There are procedures in place for dealing with allegations of abuse made against members of staff including allegations made against the Headteacher and a nominated person is identified to liaise with the Local Area Designated Officer (LADO);
 - Policies adopted by the Trust/Governing Body are disseminated, followed and understood by all staff;
-

- A member of staff from the Senior Leadership Team is appointed to the role of Designated Safeguarding Lead (DSL);
- Children are taught about safeguarding (including online) through teaching and learning opportunities, as part of providing a broad and balanced curriculum;
- There are written recruitment and selection procedures that include the requirement for appropriate pre-employment checks and at least one person on any appointment panel has undertaken safer recruitment training;
- There are procedures in place to handle allegations of abuse of children against other children (see page 12);
- There are appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in the future; see page 11;
- The child's wishes and feelings are taken into account when determining what action to take and what services to provide to protect individual children through ensuring there are systems in place for children to express their views and give feedback;
- They recognise the importance of information sharing between professionals and the Local Authority;
- Each school appoints a designated teacher to promote the educational achievement of children who are looked after and this person has appropriate training; and
- The school Online Safety Policy addresses the safety of children online and will ensure that appropriate filtering and monitoring systems are in place and effective, preventing access to inappropriate and/or illegal material.
- Each school considers the safety of children in accessing inappropriate material when accessing the internet and that appropriate filtering and monitoring systems are in place.
- Where reasonably possible, schools and colleges hold **more than one emergency contact number** for each pupil or student.

The Designated Safeguarding Lead (DSL):

The Designated Safeguarding Lead will take lead responsibility for safeguarding and child protection (including Online Safety) and will ensure detailed, accurate and secure written records of concerns and referrals are kept.

Each school will appoint one (or more) Deputy Designated Safeguarding Leads trained to the same level as the DSL, who will undertake those functions of the DSL in their absence. The DSL or Deputy DSL will always be available during school hours to discuss safeguarding concerns.

As identified in **Keeping Children Safe in Education 2022**, the responsibilities of the DSL include:

MANAGING REFERRALS

In line with policy, the DSL is expected to:

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

- Refer cases where a crime may have been committed to the Police as required

WORKING WITH OTHERS

The DSL is expected to:

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

TRAINING

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

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

The DSL (and deputies) will:

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

RAISING AWARENESS

The DSL will:

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

RECOGNISING AND RESPONDING TO SAFEGUARDING CONCERNS

All staff should be aware of the signs of abuse and neglect and if they are unsure, should speak to the DSL. In exceptional circumstances or for advice and support, staff and the DSL can contact the Children's Advice and Duty Service (CADS) 01254 666400 for BWD or 01253 477299 for Blackpool

The Department for Education '***What to do if you're worried a child is being abused - advice for practitioners***' is guidance to help staff to identify child abuse and neglect and take appropriate action in response. All staff can access the guidance at:

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

All staff should be able to identify actions required when they have a safeguarding concern. Page 22 of **Keeping Children Safe in Education 2022** provides a detailed flowchart '***Actions where there are concerns about a child***' which will be made visible to all staff.

Some children may not feel ready or know how to talk about abuse, not recognise their experience as harmful, or feel embarrassed, humiliated or threatened but this should not stop staff from having a 'professional curiosity' and speaking to the DSL if they have concerns about a child.

CHILD IN NEED (CIN)

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

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

Referral to Children's Services is via Children's Advice and Duty Service on 01254 666400 for BWD or 01253 477299 for Blackpool

CHILD IN NEED OF PROTECTION

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

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

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

Referral to children's social care

Telephone- Children's Advice and Duty Service (CADS) 01254 666400 for BWD or 01253 477299 for Blackpool

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

PHYSICAL ABUSE

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

EMOTIONAL ABUSE

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

SEXUAL ABUSE

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

NEGLECT

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- a. Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- b. Protect a child from physical and emotional harm or danger
- c. Ensure adequate supervision (including the use of inadequate caregivers)
- d. Ensure access to appropriate medical care or treatment

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

(The above definitions are taken from **Working Together to Safeguard Children 2018**).

Also see Specific Safeguarding Circumstances

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

Key points for staff to remember for taking action are:

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

IF A PUPIL DISCLOSES TO YOU

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; they may believe, or have been told, that the abuse is their own fault; or they may be worried about their own actions (e.g. using social media whilst under 13 years old).

If a pupil talks to a member of staff about any risks to their safety or wellbeing, the staff member will need to let the pupil know that they must pass the information on. The point at which they tell the pupil this is a matter for professional judgement. If they highlight this immediately the pupil may think

that they do not want to listen, if left until the very end of the conversation, the pupil may feel that they have been misled into revealing more than they would have otherwise.

Schools should be conscious on the use of the term 'victim' as not everyone who has been subjected to abuse considers themselves a 'victim' nor would want to be described in this way. Schools should be prepared to use any term that the child is most comfortable.

The terms 'alleged perpetrator' and 'perpetrator' should also be considered as in some cases the abusive behaviour will have been harmful to the perpetrator as well. Schools should determine appropriate terminology on a case-by-case basis.

During their conversations with the pupils, staff will:

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

Notifying parents

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

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

SPECIFIC SAFEGUARDING CIRCUMSTANCES

Annex B of 'Keeping Children Safe in Education 2022' provides additional information about specific forms of abuse and safeguarding issues. All school staff who work directly with our children will read this annex and if they have concerns about a child's welfare speak to the DSL (or deputy) immediately.

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

CHILDREN IN THE COURT SYSTEM

https://panlancashirescb.proceduresonline.com/chapters/p_sg_youth_justice_sys.html

CHILDREN MISSING FROM EDUCATION

At CET we recognise that children missing from education, particularly persistently, can act as a vital warning sign to a range of safeguarding issues including neglect, sexual abuse and child sexual and criminal exploitation. At trust and school level we know the importance of preventing the risk of children going missing in the future. This includes when problems are first emerging but also where children are already known to local authority children's social care and need a social worker (such as on a child in need or child protection plan, or as a looked after child), where going missing from education may increase known safeguarding risks within the family or in the community.

The Local Authority has well established CME procedures in place via the work of Inclusion Officers within the Inclusion and Place Planning Team.

The following Pan-Lancashire CSAP links provide both the procedure and forms for school to follow:

https://panlancashirescb.proceduresonline.com/chapters/p_children_missing.html

CET Procedures for children going missing from education during school hours

1. Missing Definition

When a pupil's whereabouts cannot be established and where the circumstances are out of character or the context suggests the person may be the subject of a crime or at risk of harm to themselves or another (For example a vulnerable learner – SEND/Mental Health/Safeguarding/social care involvement).

2. ASSESS - Is the Pupil at Significant Risk?

A pupil missing during schools hours' incident would be prioritised as significant risk' where:

- a) *The risk posed is immediate and there are substantial grounds for believing that the child/young person is in danger through their own vulnerability. Vulnerability characteristics may include:*
 - Children on a plan (Early Help, Child in Need, Looked After or Child Protection Plan);
 - A disability and/or special educational needs;
 - Substance misuse;
 - Education health care plan;
 - Identified Mental Health Issue.

- b) *The risk posed is immediate and there are substantial grounds for believing that the public is in danger:*
 - There are indications that the child/young person has already come to harm (CSE, grooming, radicalisation etc.).

Other contributory factors should be taken into consideration when determining if the pupil is at significant risk, for example:

- Have there been past concerns about this child and family which together with the sudden disappearance are worrying?
- Is there any known history of drug or alcohol dependency within the family?
- Is there any known history of domestic violence?
- Is there concern about the parent/carer's ability to protect the child from harm?
- Is this very sudden and unexpected behaviour?
- Have there been any past concerns about the child associating with significantly older young people or adults?
- Was there any significant incident prior to the child's unexplained absence?
- Has the child been a victim of bullying?
- Are there health reasons to believe that the child is at risk? e.g. does the child need essential medication or health care?
- Was the child noted to be depressed prior to the child's unexplained absence?
- Are there religious or cultural reasons to believe that the child is at risk? e.g. rites of passage, female genital mutilation or forced marriage planned for the child?

An individual pupil risk assessment should be completed that collates these factors where it is known that any child is a 'flight' or 'missing' risk to try to minimise the risk of a child going missing from education. A decision to complete a risk assessment must be made by the DSL or SENDCo within the school with support from the Senior Leadership Team (See Appendix).

3. DO - Procedure

Once a pupil is identified as missing by any member of school staff, the Designated Safeguarding Lead and a member of the Senior Leadership Team (SLT) will be informed.

Step 1 - Staff will use professional judgement and risk assess the urgency of the situation to help inform the timeframe required in establishing the pupils' whereabouts before notifying the Police. Timeliness should be on a case by case basis.

Step 2 - Designated Safeguarding Lead and SLT should assess the child's vulnerability.

Step 3 - School staff will try to locate the pupil and try to establish the whereabouts of them.

Step 4 - School staff will contact home and try to contact the pupil via their mobile telephone if known.

Step 5 - If the child is not located within the expected 'time frame' as identified above, notify the police.

Notifying the Police

The information required by the Police to assist in locating and returning the pupil to a safe environment is as follows:

- The pupils name/s; date of birth; status (for example looked after child); responsible authority;
 - Where and when they went missing;
 - Previous missing episodes and where they went;
 - Who, if anyone, they went missing with;
-

- What the child was wearing plus any belongings they had with them such as bags, phone etc.; include mobile number;
- Description and recent photo;
- Medical history, if relevant;
- Time and location last seen;
- Circumstances or events around going missing with relevant safeguarding information;
- Details of family, friends and associates;
- Contact details of safeguarding lead if it was after school hours.

Whilst the search is ongoing, the school will continue to liaise with the Police and act in accordance with Police instructions.

Option 1 – if the child returns before the Police have arrived then the Police must be informed and own school procedures need to be followed.

Option 2 - if the child returns to school of their own volition, then the Police must be informed and own school procedures need to be followed.

Option 3 - if the Police locate the child and bring them back to the school the Police will conduct the safe and well interview and the school will follow School procedure.

PLAN - Where a pupil has a known risk of being missing or a 'flight' risk is highly likely due to vulnerability, an individual risk assessment must be written for the pupil and put in to place. These risk assessments must be shared with staff and reviewed termly (please see appendix).

CHILD SEXUAL EXPLOITATION (CSE) AND CHILD CRIMINAL EXPLOITATION (CCE)

All staff will undertake CSE training appropriate to their role including becoming familiar with indicators of involvement in CSE/ CCE.

The school curriculum (where sexual relationships/PSHE is delivered) will include relevant information around the risks associated with CSE/ CCE.

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

http://panlancashirescb.proceduresonline.com/chapters/p_child_sex_exp.html

DOMESTIC ABUSE

Children who witness domestic abuse are also victims. Witnessing abuse can have a lasting impact on children. The advice can be physical, sexual, financial, psychological or emotional. Children can be victims and perpetrators in their own relationships.

https://panlancashirescb.proceduresonline.com/chapters/p_domestic_violence_abuse.html

OPERATION ENCOMPASS

Operation Encompass is a police and education early intervention safeguarding partnership which ensures that a child's school is informed, prior to the start of the next school day, that there has been

an incident of domestic abuse to which the child or young person has been exposed, and which might then have an impact on them in school the following day.

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

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

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

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

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

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

HONOUR BASED ABUSE

https://panlancashirescb.proceduresonline.com/chapters/p_honour_abuse.html

PREVENTING RADICALISATION

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

http://panlancashirescb.proceduresonline.com/chapters/p_radicalisation.html

CHILD-ON-CHILD ABUSE AND SEXUAL VIOLENCE AND HARASSMENT BETWEEN CHILDREN

All staff will understand what sexual violence and harassment constitutes in line with the comprehensive guidance provided in Part 5 of **Keeping Children Safe in Education 2022**.

Staff should understand that abuse is abuse and all child-on-child abuse is unacceptable and will be taken seriously by all staff.

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

- Bullying, including online, prejudice-based and discriminatory bullying
- Abuse in intimate personal relationships (teenage relationship abuse)
- Physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Initiation/hazing type violence and rituals
- Sexual violence, such as rape, assault by penetration and sexual assault
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment
- Causing someone to engage in any sexual activity without consent
- Consensual and non-consensual sharing of nude and semi-nude images
- Upskirting, which typically involves taking a picture under a person's clothing without their permission.

The risk of child-on-child abuse is minimised by:

- Developing and maintaining respectful and trusting relationships with all children
- Developing and delivering a curriculum that educates children about safe and healthy relationships and behaviour
- Having clear and consistent policies and procedures in place which set out the consequences of harmful and abusive behaviour
- Creating a culture with a zero-tolerance approach to abuse
- Never accepting harmful behaviour as 'banter', 'just having a laugh', 'part of growing up' or 'boys being boys' and never reinforcing harmful gender stereotypes
- Challenge inappropriate behaviours between children in accordance with our behaviour and anti-bullying policies.

Children can confidentially report any form of abuse, including abuse from peers by speaking with any adult in school or by other means – worry boxes, trusted adults etc. Particular consideration will be given to how children with SEND are able to report concerns. Staff recognise that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and all staff will maintain an attitude of 'it could happen here' with regards to child-on-child abuse.

Staff should reassure victims of abuse that they are being taken seriously and will be supported. Children and young people should never be made to feel ashamed or that they are creating a problem by reporting abuse, sexual violence or sexual harassment. All adults in school will refer concerns to the DSL (or deputy) as soon as practically possible. All staff will record of the concern or allegation of child-on-child abuse using CPOMS.

DSLs will provide the initial response to any allegations of child-on-child abuse by speaking with the victim/s and alleged perpetrator/s and make clear records of their conversations/investigations.

When an allegation of sexual violence or harassment is made the designated safeguarding lead (or deputy), will consider the following:

- informing parents or carers (unless this would put the victim at greater risk)
 - a referral to local authority children's social care if a child is at risk of harm, is in immediate danger, or has been harmed
 - when a report of rape, assault by penetration or sexual assault is made, this should be referred to the police.
-

When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) will make an immediate risk and needs assessment. When there has been a report of sexual harassment, the designated safeguarding lead will consider whether a risk assessment is required. Risk assessments will be documented and kept under review. The designated safeguarding lead (or a deputy) should engage with local authority children's social care and specialist services as required.

In cases of consensual and non-consensual sharing of nude and semi-nude images and/or videos, the key consideration is for staff not to view or forward such images of a child. Staff should follow the following guidance: Sharing nudes and semi-nudes: how to respond to an incident (publishing.service.gov.uk)

The designated safeguarding lead will liaise with relevant staff and agencies to assess the level of support required for victim/s, alleged perpetrator/s and any other children affected. This may include:

- Internal pastoral support
- Early Help Assessment/CAF
- Referral to specialist services such as Local Authority children's social care.

The Pan-Lancashire procedures on Peer Abuse:

http://panlancashirescb.proceduresonline.com/chapters/p_peer_abuse.html

FEMALE GENITAL MUTILATION (FGM)

Female Genital Mutilation (FGM) is encompassed within a range of crimes of so-called 'honour based abuse' or 'honour based violence' including forced marriage, the practice of breast ironing and FGM. There is a statutory duty upon teachers that they must report to the police cases where they discover that an act of FGM appears to have been carried out.

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

http://panlancashirescb.proceduresonline.com/chapters/p_female_mutilation.html

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

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

Staff must also follow Pan-Lancashire procedures.

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

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/800306/6-1914-HO-Multi_Agency_Statutory_Guidance.pdf

FORCED MARRIAGE AND HONOUR BASED VIOLENCE

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

The school will follow national and local guidance as identified in the Pan-Lancashire procedures:

https://panlancashirescb.proceduresonline.com/chapters/p_forced_marriage.html

ONLINE SAFETY

Each School within the Trust is committed to keeping pupils safe online and understand that Online Safety is a safeguarding issue with a wide variety of continually developing risk areas. We therefore ensure that:

- ALL staff and volunteers understand that children can be harmed online including through hurtful and abusive messages, online bullying, enticing children to engage in age-inappropriate conversations, grooming, sharing and/or production of indecent images, false news/disinformation, viral scare stories/online challenges or encouraging risk taking behaviours.
- Pupils/students will receive regular and up-to-date education about online risks and how to stay safe online.
- All staff and volunteers will receive regular online safety training, including new and emerging risk areas.
- The importance of online safety is communicated to parents.

The school will follow an **Online Safety Policy** which details how we will keep pupils safe when using the online environment. The policy is reviewed annually to ensure developments in technology are reflected and address the potential risks these developments may bring.

We will ensure that:

- Online bullying by pupils, such as those via social media, texts or e-mail, is unacceptable and will be treated as with any other type of bullying. Such instances will be managed in line with our Anti-bullying / Behaviour Policy
- There are clear and explicit rules for the use of mobile devices such as smartphones brought into school by children
- Where there is a need to search a pupil for a mobile device, the school will ensure this is in accordance with the DfE published advice: **Searching, Screening and Confiscation**
- Each school will have a **Home-School Agreement** which contains reference to the use of social media and our expectations regarding pupil behaviour both within and outside of the school environment. Should school become aware of online safety-related issues that have occurred outside of school, they will be managed in accordance with our Home-School Agreement and **Online Safety Policy**.

The school has appropriate filtering and monitoring systems in place regarding use of the school's internet provision. We will ensure all members of staff and the wider school community are aware of expectations for the use of non-school provided connectivity (3G, 4G & 5G).

Safeguarding aspects relating to Online Safety identified in the DfE **Keeping Children Safe in Education** statutory guidance are in place and effective.

In addition to those items above, ensuring our Online Safety provision is current and effective is essential. Each governing body will therefore carry out an annual self-review of the school's online safety provision using the **CSAP Online Safety Governance Self-Review Tool**.

MODERN SLAVERY & COUNTY LINES

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

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

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

- The DSL should then contact the NCA and the following persons:
- BwD or Blackpool CADS for concerns about children possibly subject to Modern Slavery.

Pan-Lancashire guidance - Victims of Modern Slavery:

https://panlancashirescb.proceduresonline.com/chapters/p_child_from_abroad.html

Pan-Lancashire guidance - County Lines:

https://panlancashirescb.proceduresonline.com/chapters/p_ch_criminal_exp.html#County

GENDER-BASED VIOLENCE/VIOLENCE AGAINST WOMEN AND GIRLS/RACIST, DISABILITY AND HOMOPHOBIC OR TRANSPHOBIC ABUSE

All staff will be aware that children who are (or who are perceived to be) lesbian, gay, bisexual or transgender (LGBT) can be targeted by other children.

https://panlancashirescb.proceduresonline.com/chapters/p_diversity.html

SUPPORT FOR THOSE INVOLVED IN A CHILD PROTECTION ISSUE

Child abuse is devastating for the child and can also result in distress and anxiety for staff who become involved. We will support pupils, their families, and our staff by:

- Taking all suspicions and disclosures seriously;
 - Nominating a link person (DSL) who will keep all parties informed and be the central point of contact;
 - Nominating a separate link person for the child and member of staff, where a member of staff is the subject of an allegation made by a pupil, to avoid any conflict of interest;
-

- Responding sympathetically to any request from pupils or staff for time out to deal with distress or anxiety;
- Maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies;
- Storing records securely;
- Offering details of helplines, counselling or other avenues of external support;
- Cooperating fully with relevant statutory agencies;
- Making sure a neutral interpreter is available when English is not the child's first language;
- Providing time for the member of staff to reflect on child protection issues (e.g. through peer support and/or reflective safeguarding practice/supervision) as outlined in Working Together to Safeguard Children 2018 (updated 2020).

SAFER RECRUITMENT

Each School within the Trust is committed to keeping pupils safe by ensuring that adults who work or volunteer in school are safe to do so. We will ensure our recruitment, selection and pre-employment processes are in line with statutory guidance as identified in Part 3 of Keeping Children Safe in Education 2022.

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

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

SECRETARY OF STATE TEACHER PROHIBITION ORDERS AND SECTION 128 DIRECTION

A teacher who is appointed will require an additional check to ensure they are not prohibited from teaching. The School will register and complete these checks as appropriate:

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

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

FOR STAFF WHO HAVE REGULAR CONTACT NOT CLASSED AS REGULATED ACTIVITY

An enhanced DBS certificate, which does not include a barred list check, will be appropriate. This would include contractors that would have the opportunity for contact with children and who work under a temporary or occasional contract.

SUPERVISED VOLUNTEERS

In a school, a supervised volunteer who regularly teaches or looks after children is not in regulated activity. Our school will have regard to when considering which checks should be undertaken on volunteers as set out in Part 3 and Annex E of Keeping Children Safe in Education 2022

EXTERNAL CONTRACTORS IN REGULATED ACTIVITY

An enhanced DBS certificate, which includes a barred list check, will be required.

Online searches:

School will carry out online searches as part of the due diligence process on shortlisted candidates.

Our safer recruitment processes are contained within the Trust **Recruitment and Selection Policy**.

SINGLE CENTRAL RECORD:

Keeping Children Safe in Education 2022 sets out each school's responsibility to keep all staff details on the Single Central Record (also see Appendix B). This will cover the following

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

Safer recruitment means that all applicants will (appropriate to the role & responsibility) have:

- an identity check;
- a barred list check;
- an enhanced DBS check requested/certificate provided;
- a prohibition from teaching check;
- further checks on people who have lived or worked outside the UK;
- a check of professional qualifications, where required; and
- a check to establish the person's right to work in the United Kingdom.

Further information on details that school must keep can be found in paragraph 271 of Keeping Children Safe in Education 2022

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

ALLEGATIONS OF ABUSE

AGAINST TEACHERS AND OTHER STAFF

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

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

case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

- Allegations against staff should be reported to the Head Teacher;
- Allegations against the Head Teacher should be reported to the Trust Lead or Chair of Governors;
- The Headteacher and/or Trust Lead/Chair of Governors must discuss the allegation with the Local Authority Designated Officer (LADO);
- The full procedures for dealing with allegations against staff can be found in the Trust Policy for Managing Allegations against staff (located on each school shared drive) or the Pan-Lancashire arrangements on allegations against staff:
 - http://panlancashirescb.proceduresonline.com/chapters/p_allegations.html

STAFF CONDUCT

If staff have a safeguarding concern or an allegation about another member of staff (including supply staff, volunteers or contractors) that does not meet the harm threshold this should be shared in accordance with the low-level concerns guidance found in the Champion Education Trust Code of Conduct.

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

The Trust whistleblowing policy (available on each school shared drive) enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.

All concerns of poor practice or possible child abuse by colleagues should be reported to the school Headteacher. Complaints about the Headteacher should be reported to the Trust Lead or Chair of Governors.

ALLEGATIONS OF ABUSE MADE AGAINST OTHER CHILDREN

Each school recognises that children are capable of abusing their peers (see also Sexual Violence and Harassment above) and will follow Pan-Lancashire guidance:

https://panlancashirescb.proceduresonline.com/chapters/p_peer_abuse.html

CONFIDENTIALITY, INFORMATION SHARING & RECORD KEEPING

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

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

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

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

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

Every effort will be made to prevent unauthorised access, and sensitive information should not be stored on laptop computers.

Child protection information will be stored separately from the pupil's school file and the school file will be 'tagged' to indicate that separate information is held.

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

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

As highlighted in Keeping Children Safe in Education, the Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

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

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

http://panlancashirescb.proceduresonline.com/chapters/p_info_share_confident.html

POLICIES THAT OFFER ADDITIONAL SAFEGUARDING INFORMATION/LINKS;

SEND POLICY

COMPLAINTS PROCEDURE

WHISTLEBLOWING

BEHAVIOUR POLICY

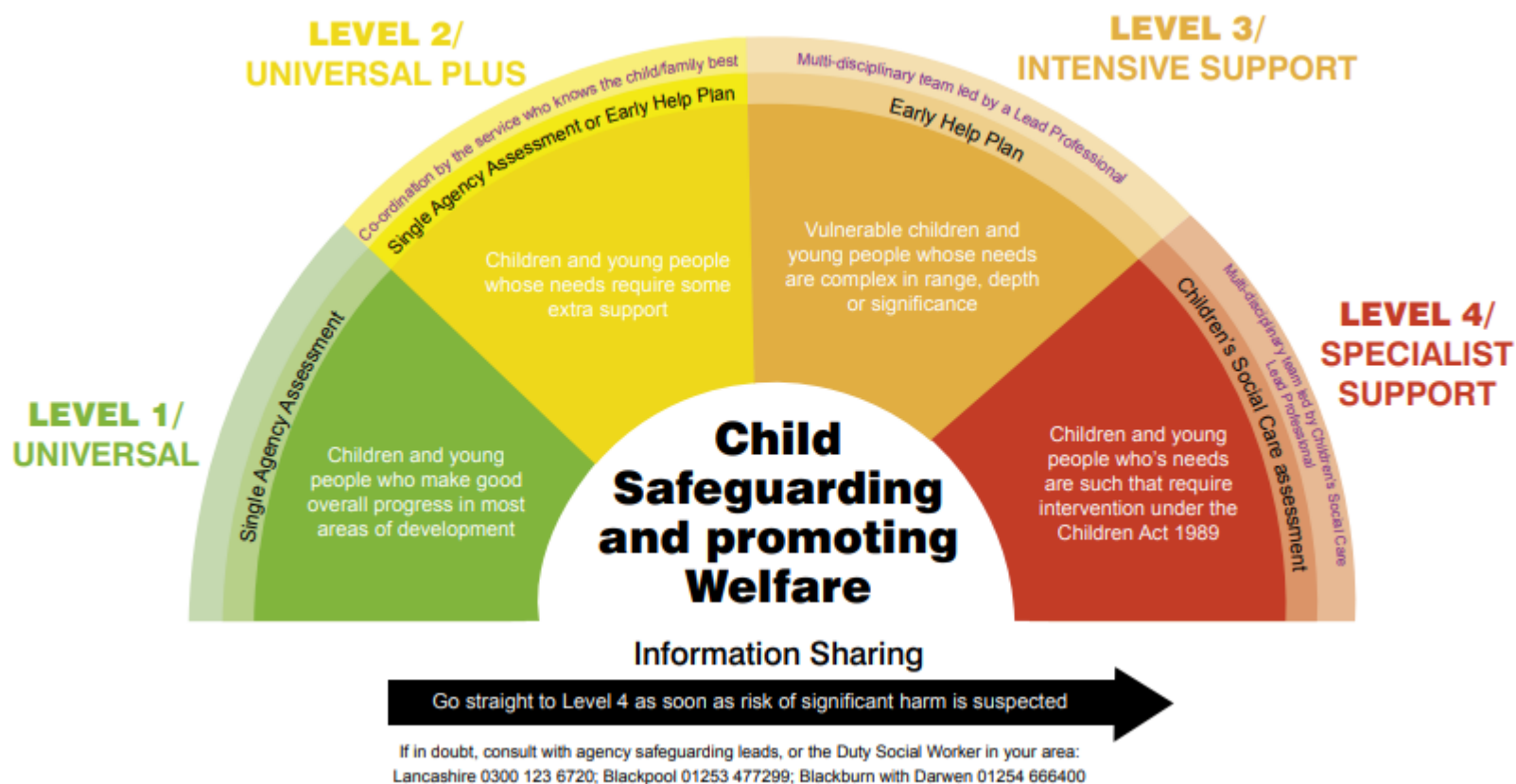
DATA PROTECTION

SCHOOL REMOTE LEARNING POLICY

(AVAILABLE ON THE SCHOOL SHARED SYSTEMS)

APPENDIX A: WORKING WELL WITH CHILDREN AND FAMILIES IN LANCASHIRE – LEVELS OF NEED

Parts 1 and 2 of Working Well with Children and Families in Lancashire provide guidance to assist all those whose work brings them into contact with children, young people and their families (including the unborn child) to identify the level of help and protection required to ensure children grow up in circumstances that achieve their best outcomes.



LEVEL 1 NEEDS - UNIVERSAL

Most children, young people and families will experience challenges in their lives that impact on their wellbeing. Most families will be able to weather these challenges (are resilient to them) either without help from services, or with advice, guidance and support from universal services, including empathy and understanding.

LEVEL 2 NEEDS - UNIVERSAL PLUS

Some children, young people and families will need support from people who know them well and have established relationships with them to meet some challenges where advice and guidance has not been enough to help the family achieve change or where a child or young person needs additional support to help them to thrive.

LEVEL 3 NEEDS - INTENSIVE

A small number of children, young people and families will experience significant difficulties and will need coordinated support from experts working with them to find sustainable solutions that reduce the impact of challenge on the wellbeing and development of children and young people.

LEVEL 4 NEEDS - SPECIALIST

In exceptional cases families need specialist, statutory support that is designed to maintain or repair relationships and keep families together wherever possible. In some very specific circumstances, the needs are so great that children need to be away from their family to ensure that they are protected from harm and in these circumstances the local authority becomes their “corporate parent”.

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

APPENDIX B: SUGGESTED SINGLE CENTRAL RECORD TEMPLATE

[illegible]

* Maintained schools are required to undertake Section 128 checks on governors, although there is no statutory requirement to record governors on the Single Central Record

Appendix C – Crosshill School – KEY CONTACT INFORMATION

Designated Safeguarding Lead: **Rachel Hadfield**

Deputy Designated Safeguarding Lead: **Ceri Hamill**

Head Teacher: **Lidia Gardner**

Nominated Governor: **Anna Svarc**

The Designated Safeguarding Lead is: Rachel Hadfield

Contact email: RHadfield267@crosshill.blackburn.sch.uk tel: 01254666403

The deputy Designated Safeguarding Lead is Ceri Hamill

Contact email: CHamill596@crosshill.blackburn.sch.uk tel: 01254667713

The nominated Safeguarding and Child Protection Governor is Anna Svarc

The Headteacher is Lidia Gardner

Contact email: LGardner687@crosshill.blackburn.sch.uk tel: 01254667713

The Trust Safeguarding Lead is Diane Johnson

Contact email: dianestraighttalk@icloud.com

The LADO for Blackburn with Darwen is: Emma Boyle

Contact email: emma.boyle@blackburn.co.uk tel: 01254 666723

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

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

Appendix D – BCHS School - KEY CONTACT INFORMATION

Designated Safeguarding Lead: **Steve Archer**

Deputy Designated Safeguarding Lead: **Mateen Kamaluddin**

Head Teacher: **Shanaz Hussain**

Nominated Governor: **Derek Elliott**

The Designated Safeguarding Lead is: Steve Archer

Contact email: SArcher512@bchs.co.uk tel: 01254 505736

The deputy Designated Safeguarding Lead is Mateen Kamaluddin

Contact email: MKamaluddin374@bchs.co.uk tel: 01254 505752

The nominated Safeguarding and Child Protection Governor is Suzanne Smith

The Headteacher is Shanaz Hussain

Contact email: SHussain365@bchs.co.uk tel: 01254 505709

The Trust Safeguarding Lead is Diane Johnson

Contact email: dianestraighttalk@icloud.com

The LADO for Blackburn with Darwen is: Emma Boyle

Contact email: emma.boyle@blackburn.co.uk tel: 01254 666723

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

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

Appendix E – Lotus School - KEY CONTACT INFORMATION

Designated Safeguarding Lead: **Melanie Kelsall** / Melissa Barker

Deputy Designated Safeguarding Lead: **Leah Perkes**

Head Teacher: **Melanie Kelsall**

Nominated Governor: **Mike Coole**

The Designated Safeguarding Lead is: Melanie Kelsall/Melissa Barker

Contact email: mkelsall720@lotusschool.co.uk MBarker493@lotusschool.co.uk Tel: 01253 531415

The Deputy Designated Safeguarding Lead is Leah Perkes

Contact email: LPerkes201@Lotusschool.co.uk tel: 01253 531415

The Nominated Safeguarding and Child Protection Governor is Mike Coole

Contact email mike.coole@groundworks.org.uk

The Headteacher is Melanie Kelsall

Contact email: mkelsall720@lotusschool.co.uk Tel: 01253 531415

The Trust Safeguarding Lead is Diane Johnson

Contact email: dianestraighttalk@icloud.com

The LADO for Blackpool is Angela Phillipson

Contact email: LADO@blackpool.gov.uk, tel 01253 477541

Blackpool – Children’s Advice and Duty Team: 01253 477299

Blackpool – Emergency Duty Team (out of hours): 01253 477600

Missing from Education Student Risk Assessment Proforma

– INSET SPECIFIC SCHOOL LOGO

Student Information
<ul style="list-style-type: none">- The pupils name/s;- date of birth;- status (for example EHCP/SEND/safeguarding status/looked after child);- responsible authority;- Description of child;- Medical history, if relevant;- Any relevant safeguarding information; <p>ANYTHING YOU THINK IS IMPORTANT OR USEFUL</p>
Which significant risks have been identified for student?
<p><i>a) The risk posed is immediate and there are substantial grounds for believing that the child/young person is in danger through their own vulnerability. Vulnerability characteristics may include:</i></p> <ul style="list-style-type: none">- Children on a plan (Early Help, Child in Need, Looked After or Child Protection Plan);- A disability and/or special educational needs;- Substance misuse;- Education health care plan;- Identified Mental Health Issue. <p><i>b) The risk posed is immediate and there are substantial grounds for believing that the public is in danger:</i></p> <ul style="list-style-type: none">- There are indications that the child/young person has already come to harm (CSE, grooming, radicalisation etc.).
What contributory Factors need to be considered regarding the student?
<p>Other contributory factors should be taken into consideration when determining if the pupil is at significant risk, for example:</p> <ul style="list-style-type: none">- Have there been past concerns about this child and family which together with the sudden disappearance are worrying?- Is there any known history of drug or alcohol dependency within the family?- Is there any known history of domestic violence?- Is there concern about the parent/carer's ability to protect the child from harm?- Is this very sudden and unexpected behaviour?- Have there been any past concerns about the child associating with significantly older young people or adults?- Was there any significant incident prior to the child's unexplained absence?- Has the child been a victim of bullying?- Are there health reasons to believe that the child is at risk? e.g. does the child need essential medication or health care?- Was the child noted to be depressed prior to the child's unexplained absence?- Are there religious or cultural reasons to believe that the child is at risk? e.g. rites of passage, female genital mutilation or forced marriage planned for the child?
Missing from Education History (Chronological)
<ul style="list-style-type: none">- Where and when they went missing;- Who, if anyone, they went missing with;- Description of what happened- Circumstances or events around going missing with relevant safeguarding information;

Key triggers or warning signs to lookout for:		
Potential Risk	Likelihood of risk occurring (RAG)	Precautions taken to reduce the risk
Agreed timeframe prior to contacting Police in the case of going missing:		Minutes
Emergency contact 1:		
Name:		
Relationship:		
Number:		
Emergency contact 2:		
Name:		
Relationship:		
Number:		
Risk Assessment Written by:		
Parent/Carer approval:		
SLT approval:		
DSL approval:		

PLEASE REFER TO CET SAFEGUARDING POLICY FOR FURTHER GUIDANCE ON COMPLETING THIS RISK ASSESSMENT AND CONTACT POLICE IF REQUIRED