



# Safeguarding and Child Protection Policy

## Lady Lane Park School

### 1. Background

This policy has been developed in accordance with the principle established in the:

- The Children Act 1989 and 2004 and the Education Act 2002, section 175
- Education Act 2002, section 175
- This policy has been revised in accordance with guidance and publication of revisions as follows and Bradford Local Authority Safeguarding Children Board Child Protection Procedures
- HM Government 'Working Together to Safeguard Children March 2015'
- 'What to do if you are worried a child is being abused 2015' - Advice for practitioners
- Keeping Children Safe Guidance (July 2015)
- Prevent Duty Guidance: School specific advice (July 2015)
- Keeping children safe in education. (Dept. for Education Sept 2016)

HM Government 'Working Together to Safeguard Children' (2015) requires all schools to follow the procedures for protecting children from abuse established by the Local Authority (Bradford) Safeguarding Children's Board (BSCB).

### 2. Introduction

Safeguarding incidents may happen anywhere and staff should be alert to the possibility of concerns being raised at school. At Lady Lane Park School (LLPS) we will ensure that we have appropriate procedures in place for responding where we believe that a child has been abused or is at risk of abuse. The procedures also cover circumstances in which a member of staff is accused of, or suspected of, abuse. At LLPS we understand that promoting the welfare of children is **everyone's** responsibility. **Everyone** has a role to play in safeguarding children. This means that all staff should consider, at all times, what is in the best interests of the child.

This policy is available on the school website – [www.ladylaneparkschool.co.uk](http://www.ladylaneparkschool.co.uk) and a printed copy on request.

At LLPS working together to safeguard children is best summarised as:

- Understanding that safeguarding is everyone's responsibility.
- Understanding that safeguarding systems should be child-centred.
- Our duty to protect children and young people from maltreatment.
- Our duty to prevent our impairment of children and young people's health or development.
- Ensuring that children and young people are growing up in circumstances consistent with the provision of safe and effective care.
- Undertaking the role so as to enable those children and young people to have optimum life chance and to enter adulthood successfully.

### 3. Aims and objectives

The policy aims to:

- To provide an environment and foster a school community supportive of the aims of the school.
- To raise the awareness of both teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- To provide a systematic means of monitoring children known or thought to be at risk of harm.
- To develop a structured procedure within the school to be followed by all members of the school community in cases of suspected abuse.
- To develop and promote effective working relationships with other agencies, especially the Police and Social Care Services.
- To ensure that all adults within the school who have access to children have been checked as to their suitability.
- To emphasise the need for good levels of communication between all members of staff.

### 4. Early Help

All staff should be prepared to identify children who benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the Foundation Years upwards. In the first instance, staff should discuss early help requirements with the designated lead. Staff may be required to support other agencies and professionals in an early help assessment.

All staff are required to be aware of the early help process. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.

If early help is appropriate the designated safeguarding lead should support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate.

If early help and or other support is appropriate the case should be kept under constant review and consideration given referral to children's social care if the child's situation does not appear to be improving.

### 5. Procedures

The school procedures for safeguarding children will be in line with Bradford Authority (LEA) and Bradford Safeguarding Children's Board (BSCB) procedures.

The school will ensure that they:

- Maintain an ethos where the children feel secure and listened to.
- Foster positive relationships between staff and pupils through strong and supportive pastoral care and effective teaching methods.
- Ensure all staff are made aware of their safeguarding responsibilities and are adequately trained in safeguarding procedure.
- The Designated Safeguarding Lead (DSL) is the Head, Mr Nigel Saunders who takes regular training which is inter agency and in line with BSCB procedures.
- Mrs Karen Smith (Deputy DSL) will act in Nigel Saunders absence.
- Contact details: [secretary@ladylanepark.co.uk](mailto:secretary@ladylanepark.co.uk)

- Mr Ali Khan is a Director of Alpha Schools and is the Director with overall responsibility for Safeguarding at Lady Lane Park School.
- Staff are trained to develop their understanding of the signs and indicators of abuse.
- Staff know how to respond to a pupil who discloses abuse.
- All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures.
- Procedures are regularly reviewed and updated.
- All new members of staff and volunteers will be given a copy of the child protection procedures. They will be made aware of the identity and the role of the Designated Safeguarding Lead.
- All staff and volunteers must read and follow the Staff Code of Conduct.
- Staff will complete a form to confirm that they are not 'Disqualified by association'.

## 6. Responsibilities

The school recognises its duties both to children in need and to children at risk of harm.

Responsibilities of the Head and Deputy DSL:

It is the role of the Head and Deputy DSL to take responsibility for safeguarding and promoting the welfare of children. This is a shared responsibility and requires:

- Having clear lines of responsibility.
- Having effective recruitment and human resources procedures, including checking all new staff and volunteers to make sure they are safe to work with children and young people.
- Having procedures for dealing with allegations of abuse against members of staff and volunteers.
- Making sure that the staff get appropriate training. The designated members of staff to undertake appropriate training every two years.
- Having clearly understood the working procedures on how to safeguard and promote the welfare of young people.
- Working with the child's parents to support their child's needs.
- Helping parents understand that the school, like all others, has a responsibility for the welfare of all pupils and has a duty to refer cases to Social Care in the interests of the child
- Any deficiencies or weaknesses in regard to child protection arrangements to be remedied without delay.
- Ensuring that children receive appropriate and timely preventative interventions when required supported through PSHE sessions.
- Notifying the National College of Teaching and Leadership of the name of any member of staff considered to be 'unsuitable to work' with children in accordance with statutory regulations.
- Ensuring that, under the direction of the Head, the central register is accurate and up to date and that confidentiality and storage of records in relation to Child Protection and Safeguarding are maintained.
- LLPS policies cover all activities from the moment the door is first opened in the morning to when it is locked in the evening.
- Ensure that the school operates within the legislative framework and recommended guidance from the Bradford Safeguarding Children's Board (BSCB).

- Immediately notify the appropriate safeguarding agency whenever an allegation or disclosure of abuse has been made.
- Ensure that the school effectively monitors children about whom there are concerns.
- Keep written records of concerns about a child even if there is no need to make an immediate referral.
- Ensure that all such records are stored confidentially and securely and are separate from pupil records.
- Ensure that the head teacher is kept fully informed of any concerns.
- Monitor register attendance and absences for all pupils.
- Submit reports to and attend child protection conferences.
- Ensure that all staff and volunteers are aware of the Local Safeguarding Children's Board (BSCB) Child Protection Procedures: BSCB website.  
<https://bso.bradford.gov.uk/Schools/CMSPage.aspx?mid=3347>
- Ensure that appropriate training and support is provided to all staff.
- Develop effective working relationships with other agencies and services.
- Liaise with Social Care teams over suspected cases of child abuse.
- To liaise with Area Designated Officer (LADO) on 01274 437500.
- This must be within one working day.
- Provide guidance to parents, children and staff about obtaining suitable support.
- Make a commitment to develop productive, supportive relationships with parents, whenever it is in the pupil's interests to do so.
- Inform the social worker responsible where a pupil who is / or has been the subject of a child protection plan changes school, and transfer the appropriate records to the DSL at the receiving school, in a secure manner, and separate from the child's academic file.
- Ensure that the school effectively monitors children about whom there are concerns. In case of serious harm, the police must be informed.

## **7. Reporting**

The reporting of Safeguarding practice at the school enables the Director Mr Ali Khan to ensure compliance with current legislation and to identify areas for improvement. Close liaison with the local authority/-ies is vital in order that appropriate support and training can be given. These are requirements of 'Keeping Children Safe in Education (DfE September 2016)'.

The Designated Safeguarding Lead will liaise with the Director responsible for Safeguarding, together reviewing the policy at least annually.

It is important to protect the anonymity of the children concerned and discretion should be used to avoid the identification of individuals.

The school will report all allegations of abuse on the premises within 14 days to Ofsted. All disclosures will be reported to Bradford Safeguarding Children's Board within 24 hours.

## 8. Training

### Summary of Child Protection Training:

- Designated Safeguarding Leads must undertake inter-agency training every two years (Level 3).
- Teaching staff, support staff and volunteers should have training updated every three years (Basic Child Protection Awareness training).
- A record should be kept of dates training took place for all members of staff whilst child protection updates will be discussed at times during the year.
- Online Prevent Duty training will be completed annually.
- A Register should be taken at the beginning of each year to ensure all staff and volunteers have read the Safeguarding Policy and Keeping Children Safe in Education (KCSIE). Staff will also be required to read Further Information on Children Missing in Education (Annex A) and be familiar with its guidelines and understand their responsibilities for safeguarding. Everyone must be aware of whom the DSL is and the supporting staff involved in Child Protection within the school.
- Staff and volunteers sign the disqualification by association document annually which is then reviewed by the DSL.

Whilst everyone has had appropriate training the following serves as an aid memoir as regards matters to consider in terms of Safeguarding and promoting the idea that “it could happen here” and that staff and volunteers must always act in the best interests of the child. All staff and volunteers must understand that abuse, neglect and Safeguarding issues are rarely standalone events that can be covered by one definition or label.

#### Abuse and neglect

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults, or another child or children.

#### Physical abuse

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

#### Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child’s emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child’s developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.

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.

### Sexual abuse

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 (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

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:

- 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.

### Child Sexual Exploitation

Child sexual exploitation is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet). The definition of child sexual exploitation is as follows:

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. Like all forms of child sexual abuse, child sexual exploitation:

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
  - can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person's immediate knowledge (through others copying videos or images they have created and posting on social media, for example);
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and

- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. Child sexual exploitation is a complex form of abuse and it can be difficult for those working with children to identify and assess. The indicators for child sexual exploitation can sometimes be mistaken for 'normal adolescent behaviours'. It requires knowledge, skills, professional curiosity and an assessment which analyses the risk factors and personal circumstances of individual children to ensure that the signs and symptoms are interpreted correctly and appropriate support is given. Even where a young person is old enough to legally consent to sexual activity, the law states that consent is only valid where they make a choice and have the freedom and capacity to make that choice.

If a child feels they have no other meaningful choice, are under the influence of harmful substances or fearful of what might happen if they don't comply (all of which are common features in cases of child sexual exploitation) consent cannot legally be given whatever the age of the child. Child sexual exploitation is never the victim's fault, even if there is some form of exchange: all children and young people under the age of 18 have a right to be safe and should be protected from harm. One of the key factors found in most cases of child sexual exploitation is the presence of some form of exchange (sexual activity in return for something); for the victim and/or perpetrator or facilitator. Where it is the victim who is offered, promised or given something they need or want, the exchange can include both tangible (such as money, drugs or alcohol) and intangible rewards (such as status, protection or perceived receipt of love or affection). It is critical to remember the unequal power dynamic within which this exchange occurs and to remember that the receipt of something by a child/young person does not make them any less of a victim. It is also important to note that the prevention of something negative can also fulfil the requirement for exchange, for example a child who engages in sexual activity to stop someone carrying out a threat to harm his/her family. Whilst there can be gifts or treats involved in other forms of sexual abuse (e.g a father who sexually abuses but also buys the child toys) it is most likely referred to as child sexual exploitation if the 'exchange', as the core dynamic at play, results in financial gain for or enhanced status of, the perpetrator. Where the gain is only for the perpetrator/facilitator, there is most likely a financial gain (money, discharge of a debt or free/discounted goods or services) or increased status as a result of the abuse. If sexual gratification, or exercise of power and control, is the only gain for the perpetrator (and there is no gain for the child/young person) this would not normally constitute child sexual exploitation, but should be responded to as a different form of child sexual abuse.

#### Female Genital Mutilation (FGM)

All staff need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. Victims of FGM are likely to come from a community that is known to practise FGM. Staff should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the

#### Multi-Agency Practice Guidelines.

There is now (from October 2015) a statutory duty upon teachers to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. The non-emergency number for the police is 101. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school's designated safeguarding lead and involve children's social care as appropriate.

## Sexting

Sexting is defined as 'sending or posting sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the Internet.' Creating and sharing sexual photos and videos of under-18s is illegal.

There may be various reasons why a pupil has engaged in sexting; it may be a romantic/ sexual exploration scenario or due to grooming / coercion. What action is to be taken will depend on a number of factors and each case must be assessed on its merits by the DSL in school in the first instance. Regardless of what action is taken, incidents and the rationale for any action must always be recorded centrally. It may also be necessary to assist a young person and / or parents in reporting and / or removing the image from a website or elsewhere.

## Radicalisation and the Prevent duty

Though it is not felt in general that pupils at the school are at a high risk of radicalisation it is vital that all staff are aware of the possible risks and look for warning signs with the children.

The process of radicalisation is different for every individual and can take place over an extended period or within a very short time frame. As with any other concern, the risk of harm is raised when young people are vulnerable and is often noticed when children change their behaviour, clothing or attitudes. Younger children may repeat the language and comments of adults and staff should be alert to this (alongside the fact that older siblings and adults may also show signs). Early indicators which everyone should be aware of include:

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

The school's DSL will have overall responsibility to ensure the implementation of the Prevent duty by ensuring that any possible signs of concern such as those mentioned above are highlighted.

Any unexplained absences of children are investigated early on the day of absence and parents are asked to give warnings in advance of any absences, either short or long term. If concerns in this area are linked with wider safeguarding concerns, then it may be considered appropriate to make the referral to the Channel programme rather than the usual Children's Services route.



## Peer on Peer abuse

All staff should be alert to the risk of Peer on Peer abuse and understand their role in preventing, identifying and responding to it. Staff should know that children are capable of abusing their peers; they should never dismiss abusive behaviour as a normal part of growing up, or "banter", and should not develop high thresholds before taking action. Peer on Peer abuse should be taken as seriously as abuse by adults.

If a member of staff thinks for whatever reason that a child may be at risk of abuse from another child or young person, or that a child may be abusing others, the member of staff should report their concern to the DSL without delay in accordance with the school procedure.

## Children with special educational needs and disabilities:

Additional barriers can exist when recognising abuse and neglect in this group of children and as such staff and volunteers must be even more aware and vigilant.

This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's impairment without further exploration
- Assumptions that children with SEN/D and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs
- Communication barriers and difficulties
- Reluctance to challenge carers (professionals may over empathise with carers because of the perceived stress of caring for a disabled child)
- Disabled children often rely on a wide network of carers to meet their basic needs and therefore the potential risk of exposure to abusive behaviour can be increased
- A disabled child's understanding of abuse
- Lack of choice/participation
- Isolation

## **9. Concerns**

All staff and volunteers should be concerned about a child if he or she:

- Has any injury which is not typical of the bumps and scrapes normally associated with an accidental injury
- Regularly has unexplained injuries
- Frequently has some injuries (even when apparently reasonable explanations are given)
- Gives confused or conflicting explanations about how injuries were sustained
- Exhibits significant changes in behaviour, performance or attitude
- Indulges in sexual behaviour which is unusually explicit and / or inappropriate to his or her age / stage of development
- Discloses an experience in which he or she may have been significantly harmed

In addition, any other cause for believing that a child may be suffering harm should be reported. If a crime has been committed the matter should be reported to the police directly.

Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting, sexting, absenteeism, domestic violence, fabricated or induced illness, faith abuse, gender based violence, hate and mental health.

All staff should be aware safeguarding issues can manifest themselves via peer on peer abuse.

## 10. Procedures

If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care 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.** If the concern relates to radicalization then it may instead be made to the Channel programme. Details of the processes are contained within the [Keeping Children Safe in Education](#) document (Section 23). Details of the Channel programme are found at:

[www.gov.uk/government/publications/channel-guidanceguidance](http://www.gov.uk/government/publications/channel-guidanceguidance)

## 11. Dealing with a disclosure

If a child discloses that he or she has been abused in some way, the member of staff or volunteer should:

- Listen to what is being said without displaying shock or disbelief.
- Accept what is being said.
- Allow the child to talk freely.
- Reassure the child, but not make promises which it might not be possible to keep.
- Not promise confidentiality – it might be necessary to refer to Social Care or other agencies.
- Reassure him or her that what has happened is not his or her fault.
- Stress that it was the right thing to tell.
- Listen, rather than ask direct leading questions.
- Not criticise the alleged perpetrator.
- Explain what has to be done next and who has to be told.
- Make a written record (see Record Keeping).
- Pass information to the Designated Safeguarding Lead without delay.
- NOT allow the child to be interviewed a second time. Accept what the child says and report to the Designated Safeguarding Lead.
- Unless there are concerns that speaking to a parent may place a child in danger the DSL should talk to the parents regarding any concerns eg a comment made by a child, an unusual mark or bruise.
- A professional judgement is made as to whether the explanation is satisfactory. This decision involves discussion with the Headteacher.

## 12. General points on how to respond to a child wanting to talk about abuse:

- Show acceptance of what the child says (however unlikely the story may sound).
- Keep calm.
- Look at the child directly.
- Be honest.
- Tell the child you will need to let someone else know – don't promise confidentiality.
- Even when a child has broken a rule, they are not to blame for the abuse.
- Be aware that the child may have been threatened or bribed not to tell.
- Never push for information. If the child decides not to tell you after all, then accept that and let them know that you are always ready to listen.

### **13. Helpful things to say:**

- I understand what you are saying.
- Thank you for telling me.
- It's not your fault
- I will help you.

### **14. Things not to say:**

- Why didn't you tell anyone before?
- I can't believe it!
- Are you sure this is true?
- Why? How? When? Who? Where?
- Never make false promises
- Never make statements such as "I am shocked, don't tell anyone else."

### **15. At the end of the conversation:**

- Reassure the child that they were right to tell you and show acceptance.
- Let the child know what you are going to do next and that you will let them know what happens.
- Contact the appropriate DSL.
- Consider your own feelings and seek pastoral support if needed.
- Additional consideration needs to be given to children with communication difficulties and to those whose preferred language is not English. It is important to communicate with them in a way that is appropriate to his or her age, understanding and preference.

### **16. Record keeping**

When a child has made a disclosure, the member of staff or volunteer should:

- Make brief notes as soon as possible after the conversation.
- Not destroy the original notes in case they are needed by a court.
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child.
- Draw a diagram to indicate the position of any bruising or other injury.  
(note that staff should only note injuries that would normally be seen and be careful not to ask children to undress).
- Record statements and observations rather than interpretations or assumptions.
- Give all records to the Designated Safeguarding Lead promptly. No copies should be retained by the member of staff or volunteer.
- Copies of the form for reporting (Cause for Concern Form) can be found on the notice board in the staff room.

All concerns, discussions and decisions regarding a Safeguarding issue recorded and kept on relevant file.

### **17. Support following a disclosure**

#### **Supporting staff**

Dealing with a disclosure from a child, and a child protection case in general, is likely to be a stressful experience. The member of staff or volunteer should consider seeking support for him/herself and discuss this with the Designated Safeguarding Lead who can seek support from the appropriate governor or from the BSCB if required.

## **Supporting staff against whom an allegation is made**

The school has a duty of care to its employees and will do everything to minimise the stress of any allegations and the disciplinary process.

- The School will provide the employee with a named contact if they are suspended.
- It is essential that any allegation of abuse made against a teacher or other member of staff or volunteer in a School is dealt with very quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.
- The person who is the subject of the investigation will be informed by the Head Teacher as soon as the allegation has been made.
- The employee will then be advised on what the next course of action will be. However, if the Police or Social Services are to be involved, they will be contacted before the employee and will advise as to what information may be disclosed to the person under investigation.
- The Headteacher will keep the subject of the allegation informed of the progress of the case and any other work-related issues.
- If that person has been suspended, they will keep them informed of any developments from School.
- If the employee is a member of a union or any other professional association, they should be advised to contact that body at the outset of the investigation.
- The employee may need additional support and the School should consider what might be appropriate to best accommodate this.
- If it is a criminal investigation and the police are involved, they may provide this additional support.

## **Confidentiality**

The School will make every effort to guard the privacy of all parties during and after an investigation into an allegation. It is in everyone's best interest to maintain this confidentiality to ensure a fair investigation with minimum impact for all parties.

A breach of confidentiality will be taken seriously and may warrant its own investigation. It is a criminal offence to publish information that could lead to the identification of someone who is the subject of an allegation before they are charged or summonsed.

The Education Act 2011 introduced reporting restrictions preventing the publication of any material that may lead to the identification of a teacher who has been accused by, or on behalf of, a pupil from the same School or college (where that identification would identify the teacher as the subject of the allegation). The legislation imposing restrictions makes clear that "publication" of material that may lead to the identification of the teacher who is the subject of the allegation is prohibited. "Publication" includes "any speech, writing, relevant programme or other communication in whatever form, which is addressed to the public at large or any section of the public". This means that a parent who, for example, published details of the allegation on a social networking site would be in breach of the reporting restrictions (if what was published could lead to the identification of the teacher by members of the public).

No information will be given to the media.

## **Supporting children**

The School will endeavour to support all children by:

- Encouraging self-esteem and self-confidence whilst not condoning aggression or bullying.
- Promoting a caring, safe and positive environment within the school.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children.

## **18. Confidentiality**

All matters relating to Safeguarding are confidential.

- The head teacher or Designated Safeguarding Lead will disclose any information about a pupil to other members of staff on a need to know basis only.
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- All staff must be aware that they cannot promise a child to keep secrets.

## **19. Whistleblowing**

It is recognised that children cannot be expected to raise concerns in an environment where staff fail to do so. The school will ensure that all staff are made aware of their duty to raise concerns about the attitude or actions of colleagues to the head. All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or education setting's safeguarding arrangements.

If staff members have concerns about another staff member then this should be referred to the Head Teacher. Where there are concerns about the Head Teacher, this should be referred to the Chair of Governors. Staff may consider discussing any concerns with the school's designated safeguarding lead and make any referral via them.

If staff feel unable to raise the issue with the head or they feel that their genuine concerns are not being addressed they should speak to the Designated Safeguarding Lead, Assistant DSL, or another Director if they feel their concerns are not being addressed.

## **20. Appointment of staff (also refer to Safer Recruitment Policy)**

School procedures for appointing staff are in line with the guidance in 'Keeping children safe in education. (Dept. for Education Sept 2016)' and the LSCB procedures. These will be reviewed regularly in the light of new legislation and guidance.

Safeguarding issues must be at the forefront in the recruitment processes for both teaching and non-teaching staff. Induction procedures will include Safeguarding, Confidentiality and Health and Safety.

The appointment process is designed to deter potential offenders from applying.

References are taken up in advance, and interviews include questions regarding child protection issues. All applicants who are offered employment in posts involving access to children (whether teachers or support staff) will Disclosure and Barring Service (DBS) Disclosure information, including barred list information and on line prohibition checks before the appointment is confirmed.

Other adults who may come into direct contact with pupils as part of their business with the school or an on infrequent basis (Directors of AS, coach drivers, parents helping on trips) will be subject to an appropriate check which may include a DBS check.

Any member of staff found not suitable to work with children will be notified to the appropriate bodies, including the DBS. In line with current guidance, any serious concern raised, whether proven or not, will be reported in staff references.

## **21. Allegations involving school staff including volunteers**

The school has a separate Complaints Policy.

All Local Authorities have a Local Authority Designated Officer (LADO) who works within Children's Services and must be alerted to all cases (from within any agency) in which it is alleged that a person who works with children has: behaved in a way that has harmed, or may have harmed, a child possibly committed a criminal offence against children, or related to a child behaved in a way that indicates s/he is unsuitable to work with children.

- All school staff should take care not to place themselves in a vulnerable position with a child.
- All staff should be aware of the school's positive behaviour policy.
- If a pupil or parent makes a complaint of abuse against a member of staff, the person receiving the complaint must take it seriously and immediately inform the Headteacher. He or she should also make a record of the concerns including details of anyone else who witnessed the incident or allegation.
- There should be a clear distinction between an allegation, a concern about the quality of care or practice or a complaint.

An allegation may relate to a person who works with children who has:

- Behaved in a way that has harmed a child, or may have harmed a child .
- Possibly committed a criminal offence against or related to a child.
- Behaved towards a child or children in a way that indicates they may pose a risk of harm to children.

The Head will not investigate the allegation itself, or take written or detailed statements but immediately refer the matter to the LADO in accordance with the safeguarding procedures. In doing so, the head teacher will consult with relevant agencies.

If, after consultation with the LADO, the head teacher decides that the allegation warrants further action through Safeguarding procedures he/she must make a referral direct to the local LADO. If the allegation constitutes a serious criminal offence, it will be necessary to contact the police.

Careful consideration needs to be given to the suspension of the member of staff against whom an allegation has been made. Any suspension is seen as a neutral action and does not predict the outcome of any disciplinary process. The Director will be consulted before a final decision is made.

If it is decided, having taken advice from the LADO, that this is not necessary to refer the matter to Social Care the head teacher will consider whether there needs to be an internal investigation.

If the complaint made to a member of staff concerns the Head, the person receiving the complaint will immediately inform the Director who will follow the procedures above without first notifying the Head.

Under the latest guidance (Keeping Children Safe in Education, Dept. for Education, Sept 2016) we will take into account the following matters:

- Procedures will be applied with common sense and professional judgment.
- For those cases where it is clear immediately that the allegation is unsubstantiated or malicious, they should be resolved within one week.
- Allegations found to be malicious should be removed from personnel records.
- Records must be kept for all other allegations and recorded in detail in personnel files, with a copy given to the person concerned.
- Allegations that are not substantiated, unfounded or malicious should not be referred to in employer references, even if repeated.

The school will inform the National College for Teaching and Leadership and DBS promptly (and definitely within 30 days) if they have reason to dismiss someone with regard to Safeguarding, or if someone leaves during an investigation.

**Contact details:**

[www.gov.uk/government/organisations/national-college-for-teaching-and-leadership](http://www.gov.uk/government/organisations/national-college-for-teaching-and-leadership)

Piccadilly Gate, Store St,

Manchester, M1 2WDF

Telephone 0370 000 2288)

[www.gov.customerservice@dbs.gsi.gov.uk](mailto:www.gov.customerservice@dbs.gsi.gov.uk)

Customer services,

PO Box 165,

Liverpool,

L69 3JD,

Telephone 0300 0200 190

**22. Physical intervention/positive handling**

- It is acknowledged that staff must only ever use physical intervention as a last resort and that at all times it must be the minimal force necessary to prevent injury to another person.
- If the physical intervention is of a nature that causes injury to a child it may be considered under child protection or disciplinary procedures.
  
- Staff may need to take action in situations where the use of reasonable force may be required.
- There are occasions when physical contact with a pupil is proper and necessary, to prevent injury / harm to the pupil themselves or any other person.

**23. Bullying (See Anti-Bullying Policy)**

Bullying is persistent deliberate hurtful behaviour by an individual or group which is intended to insult, hurt or intimidate another person. It is a repeated behaviour over a period of time where it is difficult for the bullied individual to defend themselves. (Bullying should be distinguished from random acts of aggression). Our policy acknowledges that to allow or condone bullying may lead to issues under safeguarding procedures. Please see the school's anti-bullying policy for further details.

Occasionally abuse may be by one or more pupils against another pupil when there is 'reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm' including that any such abuse will be referred to local agencies. In the event of disclosures about pupil on pupil abuse all children involved, whether perpetrator or victim, are treated as being "at risk". Sections 7 to 10 of this policy would apply.

#### **24. Internet Safety & Mobile phones**

Social networking sites often set a minimum age limit (Facebook is 13, for example) for users to register on line. Teaching children to use digital technology safely is an important part of the curriculum.

Staff must be alert to disclosures by pupils of cyber bullying and internet grooming. Such disclosures must be recorded and referred in the same way as other forms of bullying or abuse.

##### EYFS Setting Mobile Phones and Personal Cameras

Under normal circumstances, the use of mobile phones and personal cameras in EYFS classrooms is forbidden. Phones should be stored out of the classroom environment and only be used during breaks when children are not present. However under exceptional circumstances, and only on direction from the Head, it may be necessary to allow the use of mobiles to ensure the wider safety of the setting, for example on the failure of the internal telephone system. If this is the case, the right to examine phones is reserved if there is any suspicion of inappropriate use. School cameras are supplied to class teachers to enable them to capture images for use in the setting.

#### **25. Racist comments**

Racist comments will not be tolerated and repeated racist incidents or a single serious incident may lead to consideration under safeguarding procedures.

#### **26. Inappropriate relationships**

Under no circumstances should inappropriate relationships be encouraged between adults and children. Staff should be aware that the Sexual Offences Act 2003 created a new criminal offence of abuse of trust and a new offence of meeting a child following sexual grooming.

Where a member of staff is concerned that a pupil has developed a crush or attachment to them, they should report this to the Designated Safeguarding Lead and should discourage social exchanges with them that are in any way different from those of the rest of their peers.

Any contact with children through social media sites should be considered as inappropriate. If a child continually seeks contact with a member of staff through a social media site, the head should be informed so that a dialogue can be started with the child's family.

Staff should at all times have regard for their professional responsibilities and for their conduct to ensure that they uphold the letter and spirit of this policy in safeguarding children.



## **27. Lone working**

Lone working with individual children should be avoided if at all possible. However, it is recognised that there will be occasions when there is no alternative. The following guidelines should be considered by staff:

- Let another member of staff know that they are alone with a child.
- Keep the door open to the room that they are in or ensure they are in a room with an uncovered glass panel in the door.
- If this is a regular occurrence (such as regular individual music lessons), the child's parent/carer should be informed of the situation.
- Should anything happen during the session that makes the staff member uncomfortable, this should be reported to the Designated Safeguarding Lead immediately.
- Teachers providing lifts to children (If a teacher and a family wish for a teacher to provide car transport to their child then the families must put this request in writing to the Head. The teacher must also put this information in writing to the Head. The letter needs to state that the school is in no way accountable for this journey and that it is a private arrangement. The member of staff providing lifts to children needs to be certain that they are fully insured to transport other people's children).

## **28. Child Missing from Education**

A child going missing from education is a potential indicator of abuse or neglect. School staff should follow the school's or college's procedures for dealing with children that 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 their going missing in future.

Office staff receive registers in the morning and will contact parents in the case that a child has an unexplained absence. School will inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more.

## **29. Curriculum Links/Prevention**

- The pastoral care system, PSHE assemblies, PSHE curriculum and other pastoral activities facilitate a supportive school community.
- Staff should be aware of the 'Prevent Strategy' when planning some PSHE lessons, which requires that teachers, "have due regard to the need to prevent people from being drawn into terrorism"
- There is a strong ethos where children feel secure and are encouraged to talk and are always listened to.
- All children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- Curriculum opportunities are included which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help both whilst at school and in the future

### 30. Health and Safety and Educational Visits/Visitors

- The school places great significance on the protection of children within the school environment as reflected in the Health and Safety policy. This is extended when pupils are away from the school undertaking school trips. All trips are reviewed after the event to see if there are any changes necessary.
- The school secretary seeks to ensure the suitability of adults working with children on the school site at any time including in school holidays?
- Any visiting speakers and the subject matter of the visit are vetted to ensure there is no risk to the children in terms of radicalization, extremism and the Prevent duty.

### 31. Early Years and Foundation Stage

All staff who works with in EYFS must complete the EYFS induction training which helps them to understand their roles and responsibilities.

The Head of Early years Elaine Burraway, must ensure that the school Safeguarding Policy also applies to EYFS. The following are specific additional EYFS requirements:

- Designate a practitioner to take Lead responsibility for safeguarding children within the EYFS setting and liaising with local statutory children's agencies as appropriate.

### 32. Other Agencies

The staff may refer to other agencies for details and information related to any aspect of Safeguarding and Child Protection, links to a selection of which are listed below:

[www.barnardos.org.uk](http://www.barnardos.org.uk) (Training)

[www.nspcc.org.uk](http://www.nspcc.org.uk) (Training)

[www.dhsspsni.gov.uk/child\\_protection](http://www.dhsspsni.gov.uk/child_protection)

[www.gov.uk/schools](http://www.gov.uk/schools)

[www.safenetwork.org.uk](http://www.safenetwork.org.uk)

[www.safeguardingchildren.co.uk](http://www.safeguardingchildren.co.uk)

Early Help - Working together to Support Families (08453708090)

#### Important Contact Details

**Local Authority Designated Officer:** Maryam Shaheen 01274 435674

**Social Services Referrals:** 01274 437500

**Police:** Non-emergency 101; Emergency 999

**DfE telephone helpline & mailbox for non-emergency advice for staff & governors:** 020 7340 7264

**FGM helpline:** 0800 028 3550

## **Appendix A**

This is a list of indicators to be aware of when assessing the risk of radicalization. This has been filtered to those which would especially apply to children of the age groups present at Lady Lane Park School.

### **Vulnerability**

- Identity Crisis - Distance from cultural/ religious heritage and uncomfortable with their place in the society around them.
- Is there reason to believe that the child/young person associates with those known to be involved in extremism - either because they associate directly with known individuals or because they frequent key locations where these individuals are known to operate? (e.g. the child/young person is the partner, spouse, friend or family member of someone believed to be linked with extremist activity).
- Is the child/young person known to have possessed or is actively seeking to possess and/ or distribute extremist literature/ other media material likely to incite racial/religious hatred or acts of violence?

### **Experiences, Behaviours and Influences**

- Has the child/ young person encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the child/ young person from within or outside UK?
- Have international events in areas of conflict and civil unrest had a personal impact on the child/ young person resulting in a noticeable change in behaviour? It is important to recognise that many people may be emotionally affected by the plight of what is happening in areas of conflict (i.e. images of children dying) it is important to differentiate them from those that sympathise with or support extremist activity.
- Has there been a significant shift in the child/ young person's behaviour or outward appearance that suggests a new social/political or religious influence?
- Has the child/ young person come into conflict with family over religious beliefs/lifestyle/ dress choices?
- Does the child/ young person vocally support terrorist attacks; either verbally or in their written work?
- Has the child/ young person witnessed or been the perpetrator/ victim of racial or religious hate crime or sectarianism?

### **Travel**

- Has the child/young person travelled for extended periods of time to international locations known to be associated with extremism?

### **Social Factors**

- Does the child/young person have experience of poverty, disadvantage, discrimination or social exclusion?

- Does the child/young person display a lack of affinity or understanding for others, or social isolation from peer groups?
- Does the child/young person have any learning difficulties/ mental health support needs?
- Is the child/young person a foreign national, refugee or awaiting a decision on their immigration/national status?
- Does the child/young person have insecure, conflicted or absent family relationships?
- Has the child/young person experienced any trauma in their lives, particularly any trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or other in the child/young person's life has extremist view or sympathies?

**More critical risk factors could include:**

- Articulating support for extremist causes or leaders.
- Accessing extremist websites, especially those with a social networking element.
- Possessing extremist literature.
- Justifying the use of violence to solve societal issues.
- Significant changes to appearance and/or behavior.

If you have any concerns discuss them with your Safeguarding Lead and local Prevent Officer.

<b>Date</b>	<b>Position</b>	<b>Name of reviewer</b>	<b>Date of next review</b>
July 2017	Head	Mr N. Saunders	July 2018
July 2017	Director	Mr A Khan	July 2018