

Kincraig Primary School, Blackpool



Pastoral Care & Child Protection Policy 2022-23



Pastoral Care and Child Protection – POLICY COMPONENT

****Please note that where it mentions Kinraig Primary School in this policy this refers to the school, nursery and baby room**.**

This policy is based on the Department for Education's statutory guidance [Keeping Children Safe in Education \(KCSIE\)\(2022\)](#) and [Working Together to Safeguard Children \(2018\)](#), and the [Governance Handbook](#). We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners:

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

This policy is also based on the following legislation:

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

“2018 Childcare Disqualification Regulations”) and [Childcare Act 2006](#), which set out who is disqualified from working with children

➤ This policy also meets requirements relating to safeguarding and welfare in the [statutory framework for the Early Years Foundation Stage](#).

This should also be read in conjunction with:

- The PAN Lancashire Policy and Procedures for Safeguarding Children
- The government document ‘What to do if you are worried a Child is Being Abused’
- July 2018 - Working Together to Safeguard Children
- Safer Working Practices Policy
- Managing Allegations Policy
- GDPR Policy
- Care and Control Policy
- Keeping children safe in education (2021)
- Working Well with Children and Families in Lancashire
- PREVENT Policy - <http://www.lancshiresafeguarding.org.uk/media/4890/CSE-Strategy-Revised-Feb-2015.pdf>

In these it states:

Safeguarding and promoting the welfare of children is defined as:

- Protecting children from maltreatment;
- Preventing impairment of children’s health or development;
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care;
- To try and enable children to have optimum life chances and to enter adulthood successfully.

Child Protection is a part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Effective child protection is essential as part of wider work to safeguard and promote the welfare of children. However, all agencies and individuals should aim to proactively safeguard and promote the welfare of children so that the need for action to protect children from harm is reduced.

Staff need to be mindful that children may not feel ready, or know how to tell someone they are being abused, exploited or neglected, and/or they might not recognise their experiences as harmful. Children may feel embarrassed, humiliated or threatened due to their vulnerability, disability, sexual orientation and/or language barriers. None of this should stop staff from having a 'professional curiosity' and speaking to the designated safeguarding lead (DSL).

Governors should make sure:

- The designated safeguarding lead (DSL) has the appropriate status and authority to carry out their job. Governing bodies need to give the DSL the additional time, funding, training, resources and support needed to carry out their role effectively.
- Online safety is a running and interrelated theme whilst devising and implementing their whole school or college approach to safeguarding and related policies/procedures.
- The leadership team and relevant staff are aware of and understand the filters and monitoring systems in place, manage them effectively and know how to escalate concerns.
- Our school has procedures to manage **any** safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold (low-level concerns), about staff members (including supply staff, volunteers and contractors).
- The child protection policy reflects that children with special educational needs or disabilities (SEND), or certain medical or physical health conditions can face additional barriers, including cognitive understanding (being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges, or the consequences of doing so).
- School seek assurance that where another body is providing services or activities, that they have appropriate safeguarding and child protection policies/procedures in place. This applies regardless of whether or not the children who attend these services/activities are children on the school roll/attend the college.

If staff have a safeguarding concern/allegation about another staff member (including supply staff, volunteers and contractors) that doesn't meet the harm threshold, then they should share it in accordance with your low-level concerns policy.

In the KCSIE 22 it requires that more detail is included for the terms 'victim', 'alleged perpetrator' and 'perpetrator'

In the 'summary' section at the beginning of the guidance (page 4), KCSIE specifies that:

- 'Victim' is a widely understood and recognised term, but not everyone who has been subjected to abuse considers themselves a victim, or would want to be described that way. You should be prepared to use any term the child feels most comfortable with when managing an incident
- 'Alleged perpetrator(s)' and 'perpetrator(s)' are widely used and recognised terms, but you should think carefully about what terminology you use (especially in front of children), as in some cases, abusive behaviour can be harmful to the perpetrator too.

You should decide what's appropriate and which terms to use on a case-by-case basis.

KCSIE explains that in relation to safeguarding:

- **Human Rights Act 1998:** being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to schools under the European Convention on Human Rights (ECHR).
- **Equality Act 2010:** governing bodies and proprietors should carefully consider how they're supporting their pupils and students regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race) under the Equality Act.
- **Public Sector Equality Duty (PSED):** you can take positive action to deal with particular disadvantages affecting pupils (where you can show it's proportionate). This includes making reasonable adjustments for disabled pupils. You could consider using it, for example, to support girls where there's evidence that they're being disproportionately subjected to sexual violence or harassment.
- Under the PSED, you must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps your school to focus on key issues and how to improve student outcomes. Some pupils may be more at risk of harm from issues such as sexual violence, homophobic, biphobic, transphobic bullying or racial discrimination.

All procedures within this policy are in keeping with all of the above.

Philosophy

In order to maximise the potential for effective Pastoral Care and Child Protection procedures it is vital that there is one coherent policy and consistent procedures for all children within Kincaig Primary School.

At Kincaig Primary School...

'children are at the heart of everything we do.'



Pastoral care is the responsibility of all adults involved in our community, employees, students, volunteers, representatives of other agencies and governors.

Pastoral care is concerned with promoting the moral, social, physical and emotional well-being of children. This is best achieved in an environment in which children can grow in confidence, personal awareness and in self-esteem. Pastoral care incorporates Child Protection.

Updated: 31/08/22

Child Protection is concerned with protecting from, being alert to and making appropriate responses to, possibilities of child abuse. Proactive pastoral care of children helps to strengthen a child's ability to prevent and/or report abuse.

It is important for everyone who is in contact with children to be mindful that early information sharing is vital for the effective identification, assessment, and allocation of appropriate service provision, whether this is when problems first emerge, or where a child is already known to local authority children's social care.

Aims

The school aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly trained in recognising and reporting safeguarding issues
- We provide a caring and secure environment in which all children feel respected and valued
- We enhance each child's ability to ensure their own protection
- We support and guide children who encounter difficulties, academic, physical, emotional, social or personal
- We protect children from any form of abuse
- We protect staff from wrongful allegations of abuse
- We respond appropriately and effectively to concerns regarding a child's safety and security
- We develop parents' understanding of the school's role in terms of pastoral care and child protection

Equality statement

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

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality

- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after

Pupils with special educational needs and disabilities

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

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

We offer extra pastoral support for pupils with SEN and disabilities coordinated by our SENDCO.

Pupils with a social worker

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

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

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

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

Looked-after and previously looked-after children

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

- Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements
- The DSL has details of children's social workers and relevant virtual school heads

We have appointed a designated teacher, Mr Aspden, who is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with statutory guidance.

The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role.

As part of their role, the designated teacher will:

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

If you have a mental health concern about a child

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

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

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

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

For further information about children's mental health please refer to the Department for Education guidance on mental health and behaviour in schools.

Children missing from education

A child going missing from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or

exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

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

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

We will follow our procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

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

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

Domestic abuse

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

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

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

- Added that extra-familial harms can include sexual harassment and domestic abuse in their own intimate relationships (teenage relationships).
- Added to the definition of abuse that harm can include ill treatment that isn't physical, as well as witnessing the ill treatment of others - for example, the impact of all forms of domestic abuse on children.

If police are called to an incident of domestic abuse and any children in the household have experienced the incident, the police will inform the key adult in school (usually the designated safeguarding lead) before the child or children arrive at school the following day.

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

Homelessness

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

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

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

Content and Methodology – Pastoral Care

We adopt safe recruitment and selection procedures for all staff and volunteers. All persons who work directly with children have **to obtain an advanced DBS check and complete a Disqualification Declaration** (*to ensure staff and volunteers are not disqualified from working/volunteering with children under the Childcare (Disqualification) Regulations 2009*). Partner agencies are required to operate similarly safe procedures. See Procedures Section 5 at the end of this policy.

Level 1 Child Protection training is provided for all staff and governors and Designated Safeguarding Level 2 for DSL's, CP governor and other senior staff.

Close contact with parents is promoted throughout the school as well as formal parental consultations. We promote parental involvement, parents are constantly encouraged to discuss with school any concerns they have regarding their child, whether academic, social, medical or developmental.

Children's self-esteem and confidence is actively promoted through well planned learning experiences provided in the school and nursery through the positive interactions throughout the school.

Some pastoral and behavioural information is collected and collated by the class teachers. All class teachers log pastoral / behaviour concerns on MY CONCERN, they record and date any concerns they have, together with all communications they have with parents

concerning pastoral / behavioural issues. Items recorded could include changes in family circumstances, unusual behaviour, puzzling stories etc.

The Designated Safeguarding Lead (DSL) reviews this information and discusses with relevant staff on at least a half- termly basis to look for patterns for particular children or for families.

At the end of the academic year class teachers check their records are up to date, and pass these, along with any relevant pastoral care details to the DSL, who checks the information and passes the documentation to the next teacher with advice as to any necessary action the teacher needs to take over the coming year.

Year 6 teachers discuss relevant information with the secondary liaison teachers and, where necessary, written records are passed on to the appropriate school. The DSL is involved in these discussions for all children for whom there is a current pastoral concern.

When children in other year groups leave school the class teacher is responsible for ensuring that the records are completed and passed onto the office to be forwarded to the child's new school. The office staff inform the DSL of any children leaving so that he/she can liaise with the new school and pass on any relevant information.

When new children arrive at the school he/she reads the children's files, then passes them, along with any other relevant information to the class teacher.

Content and Methodology – Child Protection

All staff, that is everyone in the School, have a duty to protect children. In order to do this effectively they need to fully understand and follow the procedures within the policy.

The school's role in child protection is three-fold:

- To develop children's self-confidence and self-esteem so that the possibility of them being abused is reduced and their ability and willingness to report abuse is enhanced.
- To monitor children for indications of abuse.
- To act as channels of communication between children, families and the agencies whose role it is to investigate and take action where there is a possibility of abuse.

We adopt safe recruitment and selection procedures for all staff and volunteers. All persons who work directly with children have **DBS** clearance. Partner agencies are required to operate similarly safe procedures.

Staff, governors and any volunteers deemed to need it, access the Child Protection training provided by the CSA. The DSL's and CP governor complete the next level training, and all other staff and governors Level 1 Child Protection training.

The Designated Safeguarding Leads, Child Protection Governor and Relevant CSA staff are named in the procedures section 1.

The DSL is responsible for assessing the information regarding a Child Protection Concern, for making the decision regarding referral, for making the referral and for maintaining appropriate records regarding the concern. Before any of the persons authorised makes a referral s/he must make every effort to contact the Head Teacher and discuss the issue with her, if that proves not to be possible s/he must report the referral to at the earliest opportunity.

The designated governor for Child Protection is responsible for liaising with the Designated Safeguarding Leads (DSL's) over matters concerning child protection, and reporting to governors annually.

PRIVATE FOSTERING

Definition

The Children Act 1989 Section 66 defines a 'privately fostered child' as:

A child who is under 16 years, or 18 if disabled, who is cared for and provided with accommodation by someone other than:

- His or her parent;
- Another person who is not his or her parent but who has **Parental Responsibility** for him or her;
- A child's relative - defined by the Children Act 1989 Section 105(1) as a grandparent, brother, sister, uncle or aunt (whether of full or half blood or by affinity (marriage) or civil partnership), or step parent.

And the child **has been** or **is intended** to be cared for and accommodated by that person for 28 days or more.

A child is **not** privately fostered if they are cared for in any of the following:

- Children's residential home/unit;
- School in which the child is receiving full-time education - residential or boarding school (but see 2.1 below in relation to school holidays);
- NHS hospital where the child is a patient for 28 days or more;
- Residential care home, nursing home or psychiatric nursing home or in a home/institution provided, equipped or maintained by the secretary of state.

Nor is a child privately fostered if:

- The child is looked after by the local authority;

- Placed in the care of a person who proposes to adopt the child under arrangements made by an adoption agency in line with adoption legislation.

If a period of care lasts for 27 days or less but if it is intended that further periods are planned which total 28 days or more then private fostering procedures apply.

A break for a short period e.g. a weekend would not affect the total calculation of the number of days of placement. Such a break does not constitute the end of a private fostering arrangement.

Children under the age of 8 years cared for continuously for a period up to 27 days, which includes overnight stays, are subject of child minding regulations. If this timescale is exceeded, then this becomes a private fostering arrangement. The calculation of whether this period exceeds 27 days includes weekend and short stays that together total 28 days or more over a 12-month period.

A person who from the outset intends to foster a child for 28 days or more becomes a private foster carer on the day on which the child is first cared for.

Our responsibilities

Kincraig Primary School fully recognises its responsibilities regarding Private Fostering ensuring **DESIGNATED** staff are fully aware on how to identify a child/young person and the circumstances around Private Fostering. This includes a duty to report any instances to the local Authority if it is believed the child/young person is possibly living in a Private Fostering arrangement.

Our Policy

Under the Children Act, 1989, the Local Authority has a duty to make sure a Private Fostering arrangement that the child/young person is in provides for their needs and safeguards his/her welfare. If a member of Staff, Governor or Volunteer becomes aware that a child/young person may be living in a Private Foster arrangement it is the responsibility of that person to report the details to the DSL who will then make further enquiries to try and establish the circumstances. The DSL should seek advice from Children's Social Care as to whether the child/young person is in a Privately Fostered arrangement. If this is confirmed upon taking this advice a referral will be made by the DSL to Children's Social Care. Kincraig Primary School will work together with the Local Authority to help safeguard and promote the child/young person's safety and welfare.

Safeguarding Roles and Responsibilities

All Staff, Volunteers and Governors have responsibility for the following:

- To ask parents/carers questions about their relationship with the child/young person if this is unclear, confusing or concerning.
- To follow up any discussion with a child/young person about their living arrangement when it is unclear, confusing or concerning.

- To have robust consent/trips/outings letters which clearly define the child's relationship to the adult giving consent. If a child or young person is living in a Private Fostering arrangement:
- To work with, monitor & report to the Local Authority ensuring the child/young person's needs, safety & welfare are being met whilst in a Private Fostering arrangement.
- To assist with advising and supporting the carer(s) to undertake their duties whilst the child/young person is living with them in a Privately Fostered arrangement.

Management of the Policy

The DSL's will ensure they are familiar with this policy regularly updating all Staff, Governors and Volunteers regarding the legal requirements, and duties. Private Fostering Policy updated April 2015 Schools & Educational settings The DSL will endeavour to read and cascade information on Private Fostering to school staff on a regular basis. DSL's will undertake the DSCB Private Fostering e-learning module ensuring a copy of their certificate is held on the School Safeguarding Training Portfolio. The Head Teacher will ensure that Private Fostering awareness forms part of Staff Safeguarding Induction and is included in the Safeguarding Training within the school. The Head Teacher will report on issues or impact on the school in relation to Private Fostering to the Governing body.

PREVENT DUTY

On 1 July 2015 the Prevent duty (section 26) of The Counter-Terrorism and Security Act 2015 came into force. This duty places the responsibility on the local authorities and schools to have due regard to the need to prevent people from being drawn into terrorism.

Kincraig Primary School is fully committed to safeguarding and promoting the welfare of all its pupils. As a school we recognise that safeguarding against radicalisation is as important as safeguarding against any other vulnerability. All staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. We believe that children should be given the opportunity to explore diversity and understand Britain as a multi-cultural society; everyone should be treated with respect whatever their race, gender, sexuality, religious belief, special need, or disability.

As part of our commitment to safeguarding and child protection we fully support the government's Prevent Strategy.

SAFEGUARDING PUPILS WHO ARE VULNERABLE TO EXTREMISM

Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which

extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views, including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

Kincraig Primary School values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both pupils/students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Kincraig Primary School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

Kincraig Primary School seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

Kincraig Primary School recognises that there have been changes to the DfE Keeping children safe in education (2020) and seeks to protect children and young people from being misused and used to carry drugs or money from urban to rural areas.

We also recognise that we need to protect our children from homelessness, domestic violence and protect children who are missing from education. We do this by being vigilant and act straight away if we have any concerns. We need to ensure that staff are trained in the appropriate areas. That we have staff who are trained to carry out risk assessments to support families and children after reports of sexual violence or sexual harassment.

Risk reduction

The school governors, the Head Teacher and the Designated Safeguarding Leads will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's RE curriculum, SEND policy, assembly policy, the use of school premises by external agencies, integration of pupils by gender and

SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy.

This risk assessment will be reviewed as part of the annual s175 return that is monitored by the local authority and the local safeguarding children board.

Response

Our school, like all others, is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the Designated Safeguarding Lead. The SPOC for Kincaig Primary School is Karen Appleby (Head Teacher).

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC and to the Designated Safeguarding Lead if this is not the same person.

Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason, the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

INDICATORS OF VULNERABILITY TO RADICALISATION

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

Extremism is defined by the Government in the Prevent Strategy as:

"Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas."

Extremism is defined by the Crown Prosecution Service as:

"The demonstration of unacceptable behaviour by using any means or medium to express views which:

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
- Seek to provoke others to terrorist acts;

- Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
- Foster hatred which might lead to inter-community violence in the UK.”

There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

Indicators of vulnerability include:

- Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- Personal Circumstances – migration; local community tensions; and events affecting the student / pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
- Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;

- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

PREVENTING VIOLENT EXTREMISM -

ROLES AND RESPONSIBILITIES OF THE SINGLE POINT OF CONTACT (SPOC)

The SPOC for Kincaig Primary School and Children's Centre is Karen Appleby (Head Teacher), who is responsible for:

- Ensuring that staff of the school are aware that they are the SPOC in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing students/pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- Raising awareness about the role and responsibilities of Kincaig primary School and Children's Centre in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Monitoring the effect in practice of the school's RE curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- Raising awareness within the school about the safeguarding processes relating to protecting students/pupils from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the school for case discussions relating to students / pupils who may be at risk of radicalisation or involved in terrorism;
- Collating relevant information in relation to referrals of vulnerable students / pupils into the Channel* process;
- attending Channel* meetings as necessary and carrying out any actions as agreed;
- Reporting progress on actions to the Channel* Co-ordinator; and
- Sharing any relevant additional information in a timely manner.

*Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It aims to establish an effective multi-agency referral and intervention process to identify vulnerable individuals; Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

Vulnerability to Child Sexual Exploitation and Child Criminal Exploitation

- Sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where the young person (or third person/s) receive 'something' (e.g., food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities. Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example, being persuaded to post images on the internet/mobile phones without immediate payment or gain. Violence, coercion and intimidation are common. Involvement in exploitative relationships is characterised by the child's or young person's limited availability of choice as a result of their social, economic or emotional vulnerability. Examples of child criminal exploitation are children being used to carry drugs or money from urban to rural areas.
- The definition of Child Criminal Exploitation occurs when an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18. The victim may have been criminally exploited even if the activity appears consensual.
- The signs of CCE are:
 - Frequently absent from and doing badly in school
 - Going missing from home, staying out late and travelling for unexplained reasons.
 - In a relationship or hanging out with someone older than themselves.
 - Being angry aggressive or violent
 - Being isolated or withdrawn

County lines and CCE – is where illegal drugs are transported from one area to another often across police and local authority boundaries (although not exclusively), usually by children or vulnerable people who are coerced into it by gangs. The 'County Line' is the mobile phone line used to take the order of drugs.

Vulnerability to Female Genital Mutilation

Female genital mutilation (sometimes referred to as female circumcision) refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK.

Vulnerability to radicalisation or extreme view points

The school recognises its duty to protect our students from indoctrination into any form of extreme ideology which may lead to the harm of self or others. This is particularly important because of the open access to electronic information through the internet. The schools aims to safeguard young people through educating them on the appropriate use of social media and the dangers of downloading and sharing inappropriate material which is illegal under the Counter-Terrorism Act. The school vets all visitors carefully and will take firm action if any individual or group is perceived to be attempting to influence members of our school community, either physically or electronically.

Aims

- Kincaig Primary School aim ensure staff are aware of the Prevent Strategy and are able to protect children and young people who are vulnerable or at risk of being radicalised

Practice

- We adopt safe recruitment and selection procedures for all staff and volunteers. All persons who work directly with children have DBS clearance and complete a Disqualification Declaration. Partner agencies are required to operate similarly safe procedures.
- We will ensure staff are aware of the risks to children and young people of being radicalised and provide WRAP (Workshop to raise awareness of Prevent) training
- The School and Centre provide a designated member of staff in school who children, young people, parents and teachers can approach regarding worries or concerns they have.
- Designated staff access all aspects of PROTECT training to support their role.

Managing Referrals

- To refer any child/ren at risk of CSE, FGM being radicalised or extremism through the Local Authority Channel Referral and Intervention processes.

Raise Awareness

- Ensure staff and governors are aware of how to identify and respond to risks to children from extreme or radical views.

Contextual Safeguarding

As well as threats to the welfare of children from within their families, children may be vulnerable to abuse or exploitation from outside their families. These extra-familial threats might arise at school and other educational establishments, from within peer groups, or more widely from within the wider community and/or online. These threats can take a variety of different forms and children can be vulnerable to multiple threats, including: exploitation by criminal gangs and organised crime groups such as county lines; trafficking, online abuse; sexual exploitation and the influences of extremism leading to radicalisation. Extremist groups make use of the internet to radicalise and recruit and to promote extremist materials. Any potential harmful effects to individuals identified as vulnerable to

extremist ideologies or being drawn into terrorism should also be considered. (*Working together 2020*)

Child on Child Abuse

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the School's anti-bullying procedures where necessary. However, there will be occasions when a pupil's behaviour warrants a response under child protection rather than anti-bullying procedures.

Child on child abuse can include: sexual bullying at school; being coerced to send sexual images; physical and sexual assaults and violence; child sexual exploitation and teenage relationship abuse.

The School takes child on child abuse seriously and all staff are clear that child on child abuse should not be passed off as "part of growing up" or "banter". The School has put in place safeguards to reduce the likelihood of child on child allegations and is alert to the indicators of abuse.

Incidents of child on child abuse will be dealt in line with the normal School safeguarding procedures. In dealing with child on child abuse, the School recognises: that child on child abuse often occurs in the same school or neighbourhood, thus it is important any response takes account of how a network of peer relationships is affected.

The School also recognises that an alleged perpetrator is likely to have considerable unmet needs as well as posing a significant risk of harm to other children. Any decision on action in respect of the alleged perpetrator must be based on the risk they pose to other children and what can be done to minimise this risk.

Assessment of an alleged perpetrator's needs will include consideration of: the nature, extent and context of the abusive behaviours; the young person's development and family and social circumstances; whether the young person appears to pose a continuing risk and, if so - who is likely to be at risk from him/her, and the nature and degree of the risk; the young person's need for services, both those which relate to his/her harmful behaviour and other significant needs; whether the young person is also at risk of significant harm and should be the subject of a child protection conference; and whether action is to be taken within the criminal justice system. Appropriate action, recording, referring and support will be put in place in line with the usual safeguarding procedures

Specific advice related to Blackpool and Lancashire can be found here -

http://panlancashirescb.proceduresonline.com/chapters/p_peer_abuse.html?zoom_highlight=peer+on+peer

Child-on-child sexual violence and sexual harassment

The DfE's standalone guidance on sexual violence and sexual harassment is now absorbed fully within KCSIE 22. In this document is the following guidance on what to be aware of:

- You should be aware of the importance of:
 - Making it clear that there is a zero tolerance approach to sexual violence and sexual harassment, and that failure to do so can lead to a culture of unacceptable behaviour and in the worst case scenario, a culture that normalises abuse
 - Recognising that even if there are no reports, it doesn't mean it's not happening
 - Challenging physical behaviour (potentially criminal in nature) such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.
- Children with SEND are 3 times more likely to be abused than their peers.
- There's more detail on:
 - Harmful sexual behaviour (HSB), including:
 - HSB can occur online and/or face-to-face and can also occur simultaneously between the 2.
 - Both the ages and stages of development of the children are critical factors.
 - The DSL and their deputies should have a good understanding of HSB, which could form part of their safeguarding training.
 - Children displaying HSB have often experienced their own abuse and trauma, and it's important they're offered appropriate support.
 - Preventing abuse, notably the DSL should:
 - Discuss the local response to sexual violence and sexual harassment with police and local authority children's social care colleagues to prepare the school's or college's policies (especially the child protection policy) and responses, and
 - Be confident that they know what local specialist support is available to support all children involved (victims and alleged perpetrators) in sexual violence and sexual harassment, and be confident as to how to access this support

Child on Child Abuse: Sexting – Specific Guidance

There are a number of definitions of sexting but, for the purposes of this policy, sexting is simply defined as images or videos of nude and semi-nude images generated by children under the age of 18, or of children under the age of 18, that are of a sexual nature or are indecent. These images are shared between young people and/or adults via a mobile phone, handheld device or website with people they may not even know.

Incidents of sexting will be dealt in line with the normal School safeguarding procedures. In responding to a disclosure regarding sexting, the School will consider: Is the pupil making a disclosure about receiving an image, sending an image or sharing an image? What sort of image is it? Is it potentially illegal or is it inappropriate? How widely has the image been shared and is the device in their possession? Is it a school device or a personal device? Are there other pupils and/or young people involved? Do they know where the image has ended up?

In line with the revised Education Act 2011 and the Powers of Search Policy, the School may examine, confiscate and securely store a device if there is reason to believe it contains indecent images or extreme pornography. The School will not search a mobile device even in response to an allegation or disclosure if this is likely to cause additional stress to the pupil/young person unless there is clear evidence to suggest that there is an immediate problem. If any illegal images of a child are found, the school will consider whether to inform the police. As a general rule it will almost always be proportionate to refer any incident involving “aggravated” sharing of images to the police, whereas purely “experimental” conduct may proportionately be dealt with without such referral, most particularly if it involves the child sharing images of themselves. Any conduct involving, or possibly involving, the knowledge or participation of adults should always be referred to the police. If an “experimental” incident is not referred to the police, the reasons for this should be recorded in writing.

In making a decision to refer, the School will take into a range of factors such as the age of the victim, the level of coercion involved and the degree of nudity in the images. If the image has been shared across a personal mobile device, the School: will confiscate and secure the device(s); will not view the image unless there is a clear reason to do so; will not send, share or save the image anywhere; will not allow pupils to view, send, share or save the image. If the image has been shared across a school network, a website or a social network, the School: will block the network to all users and isolate the image; will not send or print the image; will not move the material from one place to another; will not view the image unless there is a clear reason to do so. The School will never print an image as evidence. Appropriate action, recording, referring and support will be put in place in line with the usual safeguarding procedures.

A summary of the main points when responding to an incident taken from the UK Council for Child Internet Safety:

If you are made aware of an incident involving sexting (also known as ‘youth produced sexual imagery’), you must report it to the DSL immediately.

You must **not**:

- View, download or share the imagery yourself, or ask a pupil to share or download it. If you have already viewed the imagery by accident, you must report this to the DSL
- Delete the imagery or ask the pupil to delete it

- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved

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

Initial review meeting

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

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

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

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

If none of the above apply then the DSL, in consultation with the headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care.

Further review by the DSL

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

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

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

Informing parents

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

Pan Lancashire advice can be found using the link below.

[http://panlancashirescb.proceduresonline.com/pdfs/acpo_yp_post_indecent_images.pdf?zoom_highlight=sexting#search="sexting"](http://panlancashirescb.proceduresonline.com/pdfs/acpo_yp_post_indecent_images.pdf?zoom_highlight=sexting#search='sexting')

Lancashire Constabulary's Multi Agency Child Sexual Exploitation team "Awaken" can be contacted by calling Duty and Assessment team on 01253 477299 for advice.

UKCCIS guidance on this topic can be accessed using the link below –

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/609874/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf

Confidentiality and anonymity

Regarding confidentiality:

- Staff shouldn't promise confidentiality as it might be in the victim's best interest to seek advice and guidance.
- If a victim asks the school not to tell anyone about the sexual violence or sexual harassment, there's no definitive answer. This is because even if a victim doesn't consent to sharing information, staff may still lawfully share it if there's another legal basis under the UK GDPR that applies.
- The DSL will have to balance the victim's wishes against their duty to protect the victim and other children.
- The DSL should consider that:
 - Parents or carers should normally be informed (unless this would put the victim at greater risk).

- The basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care, and
- Rape, assault by penetration and sexual assault are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. Whilst the age of criminal responsibility is 10, if the alleged perpetrator is under 10, the starting principle of referring to the police remains.

Regarding anonymity, schools should:

- Be aware of the criminal process in general where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system.
- Do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment, for example, carefully considering which staff should know about the report and any support for the children involved.
- Consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities.

A new section on discipline and the alleged perpetrator(s) KCSIE 22 -

- The DSL should take the lead role.
- You can take disciplinary action whilst other investigations are ongoing e.g. by the police.
- The fact another body is investigating/has investigated an incident doesn't (in itself) prevent you from coming to your own conclusion about what happened and impose a penalty accordingly. This is a matter for you and you should consider it on a case-by-case basis.
- You should consider whether:
 - Taking action would prejudice an investigation and/or subsequent prosecution - liaise with the police and/or LA children's social care to determine this.
 - There are circumstances that make it unreasonable/irrational for you to reach your own view about what happened.
- You can, and should, take disciplinary action and still provide support at the same time if necessary.

New section in KCSIE 22 on working with parents and carers

- We will (in most cases) engage with both the victim's and alleged perpetrator's parents or carers when there's been a report of sexual violence (this might not be necessary in relation to sexual harassment, but decide it on a case-by-case basis).
- The exception is if there's reason to believe informing a parent or carer will put the child at additional risk.
- You should think carefully about what information you provide about the other child involved, and when. Make sure you work with relevant agencies to ensure your approach to information sharing is consistent.

- It's good practice to:
 - Meet the victim's parent or carers with the victim to discuss what's being put in place to safeguard and support them, and how the report will progress.
 - Meet with the alleged perpetrator's parents or carers to discuss what's being put in place that will impact them, e.g. moving them out of classes with the victim. You should explain the reason behind any decision.
- The DSL would attend these meetings - decide what other agencies should attend on a case-by-case basis.

New section in KCSIE 22 on safeguarding other children

- We should consider supporting children (and adult students) who have witnessed sexual violence, especially rape and assault by penetration.
- We should do all you can to make sure the victim, alleged perpetrator(s) and any witnesses are not being bullied or harassed.
- Social media is likely to play a role in the fall out from any incident/alleged incident, including for potential contact between the victim, alleged perpetrator(s) and friends from either side.
- You should consider school transport as part of your risk assessment as a potentially vulnerable place for a victim or alleged perpetrator(s).
- It's important to keep your policies, processes and curriculum constantly under review to protect all children.
- Reports of sexual violence and/or harassment may:
 - Point to environmental/systematic problems that could be addressed by updating policies, processes and the curriculum.
 - Reflect wider issues in the local area.

Extra clarity that:

- It should be clear to all victims that the law on child-on-child abuse is there to protect them, not criminalise them.
- We should consider intra familial harms and any necessary support for siblings following a report of sexual violence and/or harassment.
- Schools, as relevant agencies, should be part of discussions with statutory safeguarding partners to agree to the levels for the different types of assessment as part of local arrangements.
- If there are delays in the criminal process, it will be important for the DSL to work closely with the police (and other agencies as required) whilst protecting children and/or taking any disciplinary measures against the alleged perpetrator(s) – this is to make sure the school's actions don't jeopardise the police investigation. If you have any questions about the investigation, you should contact the police.
- When supporting the victim, we should:
 - Regularly review decisions and actions and update relevant policies with lessons learnt.
 - Look out for potential patterns of concerning, problematic or inappropriate behaviour, and where you identify a pattern, decide on a course of action.

- Consider if there are wider cultural issues within the school that enabled inappropriate behaviour to occur and whether extra teaching time and/or staff training could minimise the risk of it happening again.
- Children who have experienced sexual violence can display a wide range of responses, so schools should remain alert to the possible challenges of detecting those signs and show sensitivity to their needs.

Early Help

Early Help is the term used to describe arrangements and services that identify the need for help for children, young people and families as soon as the problems start to emerge, or when there is a strong likelihood that problems will emerge in the future. Working Together to Safeguard Children (2013) identifies the critical features of effective Early Help as:

- A multi-disciplinary approach that brings a range of professional skills and expertise to bear through a “Team around the Child” approach.
- A relationship with a trusted lead professional who can engage with the child and their family, and coordinate the support needed from other agencies
- Practice that empowers families and helps them to develop the capacity to build their own resilience and solve their own problems
- A holistic approach that addresses the children’s needs in the wider family context
- Simple, streamlined referral and assessment process

Who will use the Early Help Assessment?

Every manager offering services to children and young people should ensure at least some of their staff are equipped to undertake these assessments.

When should an Early Help Assessment be undertaken?

Practitioners should consider undertaking an Early Help Assessment when children and families fall into the category on Blackpool’s Continuum of Need (Appendix 1 & 2) where they are facing complex problems that require a coordinated response from a number of agencies.

An Early Help Continuous Assessment should only be undertaken if it will help the child/young person.

If it is identified a child or young person is suffering or at risk of suffering significant harm safeguarding procedures (as detailed below) should be followed.

Where there is a need identified for further support and/or it is identified a child or young person is suffering or at risk of suffering significant harm a DSL should quality assure the information prior to escalating to the Multi Agency Service Hub (MASH) - the main point of contact to assess and identify the appropriate service for the child and family.

If ‘Neglect’ is identified as an issue and there is an identified need to refer into Children’s Social Care a ‘Thriving families’ checklist’ must be completed and included with the referral.

If 'Child Sexual Exploitation' (CSE) is identified again if a referral to the front door is needed, then the 'Child Sexual Exploitation screening tool' will need to be included with the referral.

Working Together

'Working Together' also outlines the 'continuum of need' "Where need is relatively low level individual services and universal services may be able to take swift action. For other emerging needs a range of early help services may be required, coordinated through an early help assessment, as set out above. Where there are more complex needs, help may be provided under section 17 of the Children Act 1989 (children in need). Where there are child protection concerns (reasonable cause to suspect a child is suffering or likely to suffer significant harm) local authority social care services must make enquiries and decide if any action must be taken under section 47 of the Children Act 1989.

Quality Assurance

Recording of case files is monitored through supervision to ensure accuracy of chronological information and quality of recording with the wishes and feelings of the child/children recorded where at all possible.

Early Help Assessment Storage

All children, young people and families who are receiving support through the Early Help Assessment process should have an individual case file, which contains all information about the support they have received. This should include:

- The Early Help Assessment
- Copies of all action plans
- Any additional correspondence relating to the assessment/action plans

Early Help Assessment files should be stored in secure locked cabinets which adhere to the principles of data security under the Data Protection Act 1998.

Protection of Staff and Pupils

In order to minimise the potential for abuse by any adult in the centre or school and to maximise the protection of adults from wrongful allegations of abuse, the following procedures should be followed:

- When changing for P.E. children should be encouraged to be as independent as possible.
- When attending the swimming pool, it is necessary to monitor the changing facilities in order to ensure the safety of the children. Teachers will patrol the exterior of the changing rooms and only enter a cubicle if it is essential, only then after alerting

children they are about to do so. They will ensure the cubicle door is open and more than one child is present. They will alert other staff to come to help if necessary. All staff should work in accordance to School Swimming Policy Section 6.2 Changing rooms.

- Individual staff should be alone with an individual child as little as possible. In situations where this is not possible a door should be left open.
- In school staff should not sit children on their knees. If a child is distressed it is appropriate to extend a comforting arm around their shoulder. For younger children it is appropriate to hold them by the hand. In nursery it is appropriate for staff to sit children on their knee and carry them.
- Children are not physically restrained, except to protect them from harming themselves or others, or significantly damaging resources. When this is necessary the minimum force necessary should be used, see Care and Control Policy.
- If a child receives an injury to a part of the body covered by outer clothing, then the child is permission to look at the injury is asked for. Two members of staff should be present. Similarly, if a school age child has a “toilet accident” which requires assistance from a member of staff, another member of staff attends to observe. He child should be made aware of what is happening. Where the child has a Medical Care Plan staff need to adhere to the actions as stated.

Use of cameras and mobile phones to take images

Everyone who works in school has a responsibility to be aware and report any inappropriate behaviour displayed by other members of staff, or any other person working with the children. For example, inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images.

Working with children in school staff will need to take and record images of children. Parents are informed at the start of the year regarding the taking of images; we also follow Blackpool Borough Council guidance with regards to fair processing notices and are registered with the data controller. Parents give their permission for the use of children’s images at the start of the academic year, particularly if they are to be published on the internet. We will seek LA advice as to the storage of and access to images taken and when those images should be destroyed. It is not appropriate for staff to retain images of children on their own phones/cameras – if such images are taken they must be fully deleted with another member of staff witnessing this. Images can be stored by staff on their school laptops.

This means adults should:

- Avoid making images in 1-1 situations which show a single child with no surrounding context.
- Ensure the child or parent understands why photos are being taken and has agreed to this.
- Only use equipment provided by school/children's centre unless in emergency and then ensure images are deleted from personal equipment once saved to school property.
- Be clear about the purpose of images taken and be able to justify any images of children in their possession.
- Not distribute any images of children unless they have the consent of the parent.
- Ensure their phone is password protected

Please see the Safer Working Practices Policy for more details.

Complaints and concerns about school safeguarding policies

Complaints against staff

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

Whistle-blowing

We follow the local authorities' whistle-blowing policy which covers any concerns from staff regarding the way the school safeguards pupils – including poor or unsafe practice. The whistleblowing policy protects staff members who report colleagues they believe are doing something wrong or illegal, or who are neglecting their duties. The school whistleblowing policy has a key role to play in safeguarding children. This can be found on the Staff server under policies.

Responsibility of Partner Agencies

Promoting children's wellbeing and safeguarding them from harm depends upon effective information sharing, collaboration and understanding between agencies and professionals. Staff and volunteers from partner agencies undertaking work in school through outreach must follow their own agency's policy **and this policy**, i.e. they may make their own referral according to their procedures, but they must formally report any incident and action taken to our DSL.

If staff have a safeguarding concern/allegation about another staff member (including supply staff, volunteers and contractors) that doesn't meet the harm threshold, then they should share it in accordance with your low-level concerns policy

Confidentiality

All information regarding Child Protection and the Early Help Assessment process for school is kept in secure areas and can only be accessed by the DSL's Karen Appleby (Head teacher), Lucy Cross (Deputy Head teacher) and Richard Aspden (Assistant Head).

Information is only conveyed to other staff on the site on a 'need to know' basis, to the extent necessary to ensure they 'are able to care for the child and keep him/her safe.

Information regarding a child will not normally be disclosed to other professionals or agencies without the prior approval of the family. However, if disclosure is necessary to safeguard a child or children then information will be passed on.

Monitoring, Evaluation and Review: Pastoral Care and Child Protection

The policy and procedures will be monitored by the DSLs, the Head teacher, the Designated Governor and the Chair of Governors.

The DSL's meet with the Designated Governor on an annual basis to update him/her on procedures, their effectiveness and the impact on school and centre of the previous year's pastoral issues. This discussion will also include information on:

- staff training
- policy changes
- school procedures and their effectiveness
- impact on school and Centre of pastoral issues
- number of incidents over year
- how pastoral care has been enhanced through the curriculum

The headteacher meets with the other DSL's on a daily/weekly/fortnightly basis, to discuss all children who are a pastoral care concern. The policy will be reviewed annually, or before if there are any changes in legislation.

Policy last updated 31/08/22

The Pastoral Care and Child Protection Policy at Kincaig Primary School will be reviewed and modified annually, or before if there are any changes in legislation.

It is possible to add amendments to this document prior to a review and these will be incorporated into the next issue. To add comments please complete the information on this sheet adding the date and signing where indicated.

Name of person responsible for policy – Mrs Karen Appleby

Policy adopted by the Governing Body – ***September 2022***

Signed: _____ Date: _____

Date	Proposed Amendment	Signed

PROCEDURES SECTION 1

CONTACTS

The DSL for Kinraig School & Nursery:

Headteacher	- Karen Appleby
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In the absence of the DSL, concerns should be directed to the following people who are also authorised to make referrals -

Authorised to make referrals on behalf of the School and Centre is:

Deputy Headteacher	- Lucy Cross
Assistant Headteacher	- Richard Aspden

Other contacts for particular reasons as detailed in this policy are:

- **Executive Director of Education and Children's Services – Vicky Gent– 01253 476558**
- **OFSTED - 08456014771**
- **Head of Safeguarding and Principal Social Worker – Kara Haskayne – 01253 478054**
- **Quality Assurance – Senior Service Manager – position to be filled**
- **Head of Children's Social Care – Louise Storey – 01253 478057**
- **LA Designated PROTECT named person – Paolo Pertica**
- **LA Designated Safeguarding Lead & PREVENT named person – Jeremy Mannino – T: 01253 47768 M: 07713 256854**
- **Head of service for school standards, safeguarding and inclusion – Paul Turner**
- **Early Help Hub – 01253 476259**
- **Duty and Assessment Team: day time hours – 01253 477299**
- **Advice Line – 01253 478959**
- **EDT (emergency out of hours) – 01253 477678**
- **MASH (Multi Agency Service Hub) – 01253 477316**
- **TIS (Targeted Intervention Service) - 951199**

The designated governor responsible for Child Protection is Steve Smith.

PROCEDURES SECTION 2

POSSIBLE SIGNS OF ABUSE

These appendices are based on the Department for Education's statutory guidance, Keeping Children Safe in Education.

Appendix 1: types of abuse

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

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

- unexplained injuries or burns, particularly if they are recurrent
- parents refusal to discuss injuries, untreated injuries or lingering illness not attended to
- admission of punishment which appears excessive
- shrinking from physical contact
- fear of returning home or of parents being contacted
- fear of undressing
- fear of medical help
- aggression or bullying
- overly-compliant behaviour or a watchful attitude
- running away
- significant changes in behaviour without explanation
- deterioration in work
- unexplained pattern of absences which may serve to hide bruises or other physical injuries

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

Emotional abuse may involve:

- Conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate

- Age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction
- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

- continual self-deprecation
- fear of new situations
- inappropriate emotional responses to painful situations
- self-harm or mutilation
- compulsive stealing or scrounging
- drug or solvent abuse
- "neurotic" behaviour – obsessive rocking, thumb-sucking, and so on
- air of detachment – "don't care" attitude
- social isolation – does not join in and has few friends
- desperate attention-seeking behaviour
- eating problems, including over-eating and lack of appetite
- depression, withdrawal

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

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

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

- bruises, scratches, burns or bite marks on the body
- scratches, abrasions or persistent infections in the anal or genital regions
- sexual awareness inappropriate to the child's age – shown for example in drawings, vocabulary, games and so on
- frequent public masturbation
- attempts to teach other children about sexual activity
- refusing to stay with certain people or go to certain places
- aggressiveness, anger, anxiety, tearfulness withdrawal from friends

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.

- constant hunger, tiredness
- poor personal hygiene
- Inappropriate clothing frequent lateness or non-attendance at school
- untreated medical problems
- low self-esteem
- poor social relationships
- compulsive stealing or scrounging

PROCEDURES SECTION 3

3. IMMEDIATE ACTION TO BE TAKEN ON IDENTIFICATION OF A CHILD PROTECTION CONCERN

- 3.1 Any member of staff who identifies a child protection concern should alert the senior person in the location to the need to inform the DSL of a concern. That person should contact the DSL and request s/he comes to discuss with the member of staff.
- 3.2 The member of staff immediately records all information s/he has on the Incident form.
- 3.3 The completed 'Incident form' is given to the DSL and discussed with them.
- 3.4 The DSL discusses with the member of staff the information received and assesses the situation.
- 3.5 If a referral is to be made the DSL will telephone the Young People's Social Care Reception Team to make a verbal referral. The time of the referral and the name of the Social Worker spoken to should be recorded on the Early Help Assessment.
- 3.6 The identified concerns should be explained to the Social Worker, giving as much information as possible. The Social Worker should be asked for advice on any concerns about the immediate course of action, for example, if a child is in the school or centre and the parent is due to collect them.
- 3.7 When a decision is made to step a child up to Statutory services the Early Help Assessment should be included with a MARF (Multi Agency Referral Form). The completed form will then be sent to the Reception Team on the same day if possible but no later than 24 hours after the verbal referral.
- 3.8 The consent of a parent/carer is not required to make a child protection referral and will not be sought if:
 - Doing so may increase the risk of significant harm to the child;
 - May impede an investigation;
 - It could result in undue delay which would not be in the child's best interest.
- 3.9 If the person making the referral is not the overall DSL, they should inform him/her of the concern as soon as possible and pass relevant documentation to him/her. He/she will inform other staff on a 'need to know basis'.
- 3.10 The DSL will retain copies of the completed 'Incident form' and the Early Help Assessment.

PROCEDURES SECTION 4

4. RESPONDING TO DISCLOSURE OR REPORTED ABUSE

4.1 *Direct disclosure from a child: In responding to direct disclosure of abuse from a child:*

Remember

- children may be afraid they will not be believed
- children may be afraid they will be blamed
- children may be afraid their family life will be disrupted.

Do

- take the disclosure seriously
- tell the child that you believe her/him
- say that you are sorry that this has happened to her/him
- tell the child that it is not her/his fault
- say that you are glad she/he has told you
- say that to help her/him you are going to have to tell someone else
- keep an open mind
- listen carefully to what you are told and record it as soon as possible
- look after yourself – disclosure will have a major effect on you – talk to your line manager

Don't

- ignore it
- deny the child's feelings or imply she/he is lying
- agree that it is a secret and you won't tell anyone else
- ask leading questions
- fish for information
- inflict your suspicions on the child

Children need to understand the extent and nature of their involvement in any subsequent decision making and planning, including the fact that ultimately decisions will be made in the light of all available information including theirs, that from their family and from all agencies involved.

4.2 Abuse Reported by a Third Party

In responding to an allegation of abuse reported by a third party:

- listen carefully to the information given and record it on an 'Incident form';
- ask the informer to contact the Children and Young People's Department; Social Care Division or the Police directly;

- if the informer is an adult (parent, relative, non-professional), tell them that you have a duty to refer to the Children and Young People's Department; Social Care Division;
- pass the completed 'Incident Form' to the DSL. The DSL should then relay the information to the Social Care Division on an early Help Assessment;
- if the informer is a child, support the child in the process of contacting the Young People's Department; Social Care Division;
- if the informer is another professional, request that they make a direct referral to the Social Care Division following their agency's procedures. Ask the other professional to inform Kinraig's DSL to confirm they had made a referral. If this confirmation is not received contact Social Care Division to check if a referral has been made. If this is not the case consider whether to make the referral.

4.3. Allegations Of Child Abuse By Staff Or Volunteers

4.3.1 Internal – Inform the Head teacher immediately. He/she will contact the Director of Education, and the Chair of Governors. Together they will assess the situation and make the necessary referrals, including Social Care Division, Police, and OFSTED. If the allegation is against the Head teacher the person raising the concern should contact either the Chair of Governors or Director of Education and Children's Services who will meet and take the appropriate action.

4.3.2 External – complainants should be encouraged to go directly to the Social Care Division but if they are unwilling, all complaints must be referred to the DSL who will then inform the Social Services Department.

Safer recruitment and DBS checks – policy and procedures

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

New staff

When appointing new staff, we will:

- Verify their identity
- Obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will not keep a copy of this for longer than 6 months
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- Verify their mental and physical fitness to carry out their work responsibilities
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
- Verify their professional qualifications, as appropriate
- Ensure they are not subject to a prohibition order if they are employed to be a teacher
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK, including (where relevant) any teacher sanctions or restrictions imposed by a European Economic Area professional regulating authority, and criminal records checks or their equivalent.

We will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. We will consider carrying out an online search on shortlisted candidates to help identify any issues that are publicly available online.

Where we take a decision that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment on the individual's personnel file. This will include our evaluation of any risks and control measures put in place, and any advice sought.

We will ask for written information about previous employment history and check that information is not contradictory or incomplete.

We will seek references on all short-listed candidates, including internal candidates, before interview. We will scrutinise these and resolve any concerns before confirming appointments. The references requested will ask specific questions about the suitability of the applicant to work with children.

We will not include any repeated concerns or allegations that have all been found to be false, unfounded, unsubstantiated or malicious in a reference.

Regulated activity means a person who will be:

- Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children; or
- Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children; or
- Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not

Existing staff

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

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

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

Agency and third-party staff

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

Contractors

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

- An enhanced DBS check with barred list information for contractors engaging in regulated activity
- An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children
- We will obtain the DBS check for self-employed contractors
- We will not keep copies of such checks for longer than 6 months
- Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances
- We will check the identity of all contractors and their staff on arrival at the school

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

Trainee/student teachers

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

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

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

Volunteers

We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity

- Carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. We will retain a record of this risk assessment
- Ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought

Governors

All the governors of Kincaig Primary School will have an enhanced DBS check without barred list information.

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

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

Staff working in alternative provision settings

Where we place a pupil with an alternative provision provider, we obtain written confirmation from the provider that they have carried out the appropriate safeguarding checks on individuals working there that we would otherwise perform.

Adults who supervise pupils on work experience

When organising work experience, we will ensure that policies and procedures are in place to protect children from harm.

We will also consider whether it is necessary for barred list checks to be carried out on the individuals who supervise a pupil under 16 on work experience. This will depend on the specific circumstances of the work experience, including the nature of the supervision, the frequency of the activity being supervised, and whether the work is regulated activity.

Pupils staying with host families

Where the school makes arrangements for pupils to be provided with care and accommodation by a host family to which they are not related (for example, during a foreign exchange visit), we will request enhanced DBS checks with barred list information on those people.

Where the school is organising such hosting arrangements overseas and host families cannot be checked in the same way, we will work with our partner schools abroad to ensure that similar assurances are undertaken prior to the visit.

Allegations of abuse made against staff including supply teachers, volunteers and contractors'

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

- Behaved in a way that has harmed a child, or may have harmed a child, or
- Possibly committed a criminal offence against or related to a child, or
- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children, or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children

It applies regardless of whether the alleged abuse took place in the school. Allegations against a teacher who is no longer teaching and historical allegations of abuse will be referred to the police.

Low-level concerns can arise in several ways from various sources, e.g. suspicion, complaint or a disclosure

- Schools should have procedures in place for confidentially sharing low-level concerns and clarity around the role of the DSL and headteacher in this. The headteacher should be the ultimate decision-maker in respect of all low-level concerns, although they may wish to consult the DSL to take a more collaborative approach.
- If you're in any doubt as to whether a low-level concern meets the harm threshold, then consult your local authority designated officer (LADO).
- In the examples of adult behaviour that could be a low-level concern, KCSIE has replaced sexualised language with 'humiliating pupils'.

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

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

Suspension of the accused until the case is resolved

Suspension will not be the default position and will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that it might be grounds for dismissal. In such cases, we will only suspend an

individual if we have considered all other options available and there is no reasonable alternative.

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

- Redeployment within the school so that the individual does not have direct contact with the child or children concerned
- Providing an assistant to be present when the individual has contact with children
- Redeploying the individual to alternative work in the school so that they do not have unsupervised access to children
- Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents have been consulted
- Temporarily redeploying the individual to another role in a different location, for example to an alternative school or other work for the local authority.

Definitions for outcomes of allegation investigations

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

Procedure for dealing with allegations

In the event of an allegation that meets the criteria above, the headteacher (or chair of governors where the headteacher is the subject of the allegation) – the ‘case manager’ – will take the following steps:

- Immediately discuss the allegation with the designated officer at the local authority. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children’s social care services. (The case manager may, on occasion, consider it necessary to involve the police *before* consulting the designated officer – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the police)
- Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the police or children’s social care services, where necessary). Where the police and/or children’s social care

services are involved, the case manager will only share such information with the individual as has been agreed with those agencies

- Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, police and/or children's social care services, as appropriate
- **If immediate suspension is considered necessary**, agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details
- **If it is decided that no further action is to be taken** in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation
- **If it is decided that further action is needed**, take steps as agreed with the designated officer to initiate the appropriate action in school and/or liaise with the police and/or children's social care services as appropriate
- Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and considering what other support is appropriate.
- Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children's social care services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice
- Keep the parents or carers of the child/children involved informed of the progress of the case and the outcome, where there is not a criminal prosecution, including the outcome of any disciplinary process (in confidence)
- Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child

If this involves and EYFS child:

We will inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere), and any action taken in respect of the

allegations. This notification will be made as soon as reasonably possible and always within 14 days of the allegations being made.

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

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

Additional considerations for supply staff

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

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

When using an agency, we will inform them of our process for managing allegations, and keep them updated about our policies as necessary, and will invite the agency's HR manager or equivalent to meetings as appropriate.

Timescales

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

Specific actions

Action following a criminal investigation or prosecution

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

Conclusion of a case where the allegation is substantiated

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

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

Individuals returning to work after suspension

If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this.

The case manager will also consider how best to manage the individual's contact with the child or children who made the allegation, if they are still attending the school.

Unsubstantiated or malicious allegations

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

Confidentiality

The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

The case manager will take advice from the local authority's designated officer, police and children's social care services, as appropriate, to agree:

- Who needs to know about the allegation and what information can be shared

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

Record-keeping

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

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

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

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

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

References

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

Learning lessons

After any cases where the allegations are *substantiated*, we will review the circumstances of the case with the local authority's designated officer to determine whether there are any improvements that we can make to the school's procedures or practice to help prevent similar events in the future.

This will include consideration of (as applicable):

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

- The use of suspension when the individual is subsequently reinstated. We will consider how future investigations of a similar nature could be carried out without suspending the individual

THE CONTINUUM OF NEED

An assessment of a child's positive Resilient Factors and negative Risk Indicators will allow a decision to be made as to where they sit on the **Continuum of Need** and the level and type of service provision that they will receive. This will either be through **Universal** service, a multi-agency **Early Help** response, or through **Statutory** local authority services. A statutory response can be at either child in need or child protection level.

The Continuum of Need is shared with our colleagues in Lancashire and Blackburn with Darwen, which means that children will receive the same response to their needs wherever they live in the pan-Lancashire area. A diagrammatic representation of the Continuum of Need is included as Appendix 2.

UNIVERSAL	
Definition	Needs and negligible risks are met through universal services which include schools, health care (including midwives, health visitors and GPs), housing and other easily accessed services
Response	Signposting to appropriate universal services, offer of information and advice if necessary
Who will help me?	Family Information Service Tel: 0800 092 2332 www.blackpool.gov.uk/fis
Assessment	Routine single agency assessment
Information sharing	Informed and explicit consent required
EARLY HELP	
Definition	Evidence of some unmet need(s) and low risk
Response	Targeted service provision and/ or multi-agency response to ensure that the child maintains the capacity and protective factors to sustain satisfactory development
Who will help me?	Own agency safeguarding lead/ team Duty and Assessment team Tel: (01253) 477299 Will discuss your concerns and advise the most appropriate course of action. This may include making a formal referral or signposting to other services
Assessment	Early Help Assessment
Information sharing	Informed and explicit consent required (implicit consent for targeted service provision is acceptable) Where consent is refused for multi-agency information sharing parents/ carers should be informed that services will be limited to single agency provision and where high risk indicators become apparent it may result in information sharing legitimately without consent Consent remains in place for the episode of service provision, or until consent is withdrawn

STATUTORY

CHILD IN NEED

Definition	<p>Higher levels of unmet needs and medium risk with sustained and persistent problems that have not been possible to resolve at lower levels</p> <p>A child in need (Section 17 of the Children Act 1989) is defined as “unlikely to maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired without the provision of services; or a child who is disabled”.</p>
Response	Concerted multi-agency support assessed by a social worker to respond to serious problems and avoid them becoming entrenched
Who will help me?	The Duty and Assessment team who will request a written referral if a statutory response is necessary
Assessment	Children's social care statutory assessment
Information sharing	<p>Informed and explicit consent required (implicit consent for targeted service provision is acceptable)</p> <p>Where consent is refused for multi-agency information sharing parents/ carers should be informed that services will be limited to single agency provision and where high risk indicators become apparent it may result in information sharing legitimately without consent</p> <p>Consent remains in place for the episode of service provision, or until consent is withdrawn</p>

CHILD PROTECTION

Definition	<p>Significant unmet needs and high risk and without a multi-agency response they will continue to suffer or be at risk of suffering significant harm</p> <p>A child protection response is required (Section 47 of the Children Act 1989) when there is “reasonable cause to suspect that a child... is suffering, or likely to suffer, significant harm”</p>
Response	<p>May need a multi-agency child protection plan led by a social worker</p> <p>May become a child accommodated by the Local Authority (Section 20 of the Children Act 1989) due to the child having no person who has parental responsibility; or being lost or abandoned; or the person caring for the child is prevented from providing suitable accommodation or care</p> <p>May become a Child Looked After (Section 31 of the Children Act 1989) due to suffering or being likely to suffer (if a court order were not made), significant harm and that the harm, or likelihood of harm is attributable to the care given to the child (the care not being what it would be reasonable to expect a parent/ carer to provide)</p>
Who will help me?	The Duty and Assessment team who should be spoken to, in the first instance, prior to the submission of a written referral
Assessment	Children's social care statutory assessment
Information sharing	<p>Best practice is to share information with informed and explicit consent</p> <p>To overrule this requires a judgement by the practitioner (with appropriate managerial oversight) that seeking consent may place the child at risk or further risk of harm, prejudices the detection of crime, or leads to an unjustified delay in making enquiries</p> <p>Where consent has not been obtained, case notes must clearly provide evidence of one, or more, of the above reasons</p> <p>Where consent is sought and refused, if there is reasonable cause to believe a child is suffering, or at risk of suffering significant harm, then case notes should clearly record how consent was sought and refused and clearly record the practitioner's (and manager's) decision to proceed with enquiries and information sharing on the basis of evidence/ reasonable cause.</p>

Any assessment of need will require a balance between positive Resilient Factors and negative Risk Indicators. Examples of both are provided, however these are not intended to be exhaustive and decisions should be made following conversations that recognise the complex and individual needs of each child.

Examples of Resilient Factors that may be present at any Level

- ▲ Good enough housing ▲ Basic physical needs being met
E.g. diet and healthcare
- ▲ Safe physical environment
- ▲ Any positive adult relationships either within or outside their immediate family
- ▲ Positive peer relationships
- ▲ Involvement in activities and groups ▲ Good attendance and progress in early years settings/ school/ college
- ▲ Application and recognition of boundaries
- ▲ Has an adult supporting them to foster their talents
- ▲ Is free from prejudice and discrimination
- ▲ Has a sense of belonging
- ▲ Has responsibilities and obligations
- ▲ Has a coherent life story
- ▲ Good social skills
- ▲ A sense of a career or life plan
- ▲ Adequate life skills
- ▲ Adequate problem solving skills
- ▲ Optimistic outlook
- ▲ Able to self sooth
- ▲ Friends to have a laugh with
- ▲ A sense of hope for the future
- ▲ Empathy for other people

Example Risk Indicators at each Level

UNIVERSAL

- ▲ Meeting expected developmental milestones for the child's age
- ▲ Stable home environment / good attachments
– carers take advantage of universal services
- ▲ Good and effective support networks
- ▲ Expected levels of school attendance
- ▲ Sexualised behaviours appropriate to age and development
- ▲ Children and families with emerging or short-term issues that can be resolved through the involvement of a specialist service
- ▲ Children with longer term health and/ or educational needs with an established and effective plan in place

EARLY HELP

- ▲ Children with health conditions
- ▲ Children in households where parents/ carers are under stress which may have an effect on a child's well being
- ▲ Children who are isolated with unsupported carers / or young carers
- ▲ Parents with mental/ physical health difficulties that have a significant impact on the child's routine
- ▲ Children with inappropriate sexualised behaviour (Brook traffic light tool some orange but predominantly green behaviours)
- ▲ Children with sustained poor school attendance/ missed health/ educational appointments
- ▲ Self-harming behaviours that are escalating in severity, frequency or typology
- ▲ Honour based abuse, such as FGM or forced marriage
- ▲ Children with emotional/ behavioural disorders
- ▲ Children exposed to domestic abuse, but the impact and all risks to the child (especially from any 'hidden males') have been assessed and one or both parent/s are engaged in behaviour change and have the capacity and motivation to protect a child from harm
- ▲ Engaged in low level risk taking behaviour or subject of anti-social behaviour intervention
- ▲ Children at risk of / engaging in criminal activities
- ▲ Children whose primary carer is in prison
- ▲ Antenatal support is required to ensure there is sufficient parental capacity
- ▲ Indicators of emotional harm but parent/ carers appear to have the capacity and motivation to make necessary changes and maintain this with ongoing support
- ▲ Parents who demonstrate poor parenting capacity
- ▲ Children who are living in households where there is substance misuse but there is capacity and motivation to protect the child from harm
- ▲ Children living in a household where there is parental or sibling mental health issues that has implications for the child's wellbeing but no evidence of immediate harm
- ▲ Assessed as experiencing either mild neglect, where intervention has proved ineffective, or moderate neglect, using the Neglect Checklist or Graded Care Profile 2
- ▲ Assessed as being at medium risk of child sexual exploitation (CSE) using the CSE Screening Tool

STATUTORY – CHILD IN NEED

- ▲ Persistent missed medical appointments and/ or non-compliance with treatment and advice
- ▲ Complex health needs and children with disabilities, which may include involvement with the SEND service
- ▲ Identified substance and alcohol misuse
- ▲ Teenage pregnancy
- ▲ Poor school attendance and/ or behaviour in school leading to regular exclusion, permanent exclusion or alternative provision
- ▲ Presents a physical risk to themselves or others, including through more serious self-harm or suicidal ideation
- ▲ Regular victim or perpetrator of discrimination due to ethnicity, religion, sexuality, disability or any other factor
- ▲ Persistent episodes of missing from home ▲
Children who are entitled to a statutory assessment
e.g. homeless 16/ 17 year olds, those who are privately fostered and young carers who meet the threshold for statutory assessment
- ▲ Children who are isolated and without wider family or community support
- ▲ Emerging pattern of criminality
- ▲ Parents with a history of offending that impacts on the child, or who are in prison ▲ Parental factors that problematically impact on this child e.g. domestic abuse, substance misuse, alcohol misuse, poor mental health, learning difficulties
- ▲ Assessed as experiencing moderate neglect, using the Neglect checklist or Graded Care Profile 2 and where intervention has been ineffective
- ▲ Early indications of a risk of Female Genital Mutilation (FGM), forced marriage, trafficking, radicalisation or honour based violence

STATUTORY – CHILD PROTECTION

- ▲ Suspicion of non-accidental injury or unexplained injuries in non-mobile children
- ▲ Parents or carers who fabricate or induce illness resulting in unnecessary medical treatment or intervention
- ▲ Children witnessing persistent and severe domestic abuse where parental capacity to change and/or protect is lacking, or disguised compliance is suspected
- ▲ Assessed as experiencing severe neglect, using the Neglect Checklist or Graded Care Profile 2
- ▲ Household members/ visitors considered to pose a risk of abuse to children
- ▲ Children at risk of sexual abuse (evidence of forcing or grooming)
- ▲ Children whose sexualised behaviour poses a risk of harm to other children (Brook traffic light tool red behaviours)
- ▲ Unborn child's safety/health/ development may be at risk – i.e. Pre-birth assessment required ▲
Parents have mental health, substance/ alcohol dependency problems that compromise their ability to parent to a 'good enough' standard
- ▲ Child has acute developmental/emotional needs that need specialist assessment or support
- ▲ Parents refuse essential assessments or are unable to recognise their children's needs and obstruct or do not cooperate with early support and other services
- ▲ Children at risk of female genital mutilation (FGM), forced marriage, trafficking, radicalisation or honour based violence
- ▲ Repeated missed appointments for essential health services for a child that will result in suffering or the child's needs escalating
- ▲ Assessed as being at high risk of CSE, using the CSE screening tool
- ▲ Persistent episodes of missing from home with risk taking behaviour involved
- ▲ A sustained pattern of serious risk taking behaviour
- ▲ Persistent or severe incidents of self harm or suicidal ideation
- ▲ Children under the age of 13 who are sexually active

GLOSSARY

Child: anyone up to the age of 18, including unborns.

Conversations: the face to face discussions, phone calls and meetings that take place between those working with children and families. These take place when any one practitioner identifies that a child's needs are not being met and that something else needs to be done to meet the needs of the child. Conversations will also take place when things are going well and services can be reduced.

Duty and Assessment team: this is the social work team who can provide advice about early help provision and whether a child has met the threshold to make a formal referral for assessment and, if not, what alternative actions should be taken.

Early Help: our approach to responding to the needs of children and families in Blackpool early in the life of the problem with the aim of reducing the harm done and the need for later and more intensive intervention.

Early Help Assessment: an Early Help Assessment is used to support the identification of needs for a child and their family. The assessment is a tool in its own right and not a referral mechanism, although it should be included with subsequent referrals to the Duty and Assessment team.

Family Information Service: a phone and web based information service for practitioners and families. They provide information on a wide range of universal and specialist services available for children and families in Blackpool.

Resilient moves: individual interventions with a child and/ or their family designed to build their overall resilience.

Resilient Therapy: the overall approach of working with a child and their family to develop their ability to deal with adversity and do better than expected in their circumstances.

Think Family: a holistic approach that seeks to meet the needs of all who live with, or care for, the child.

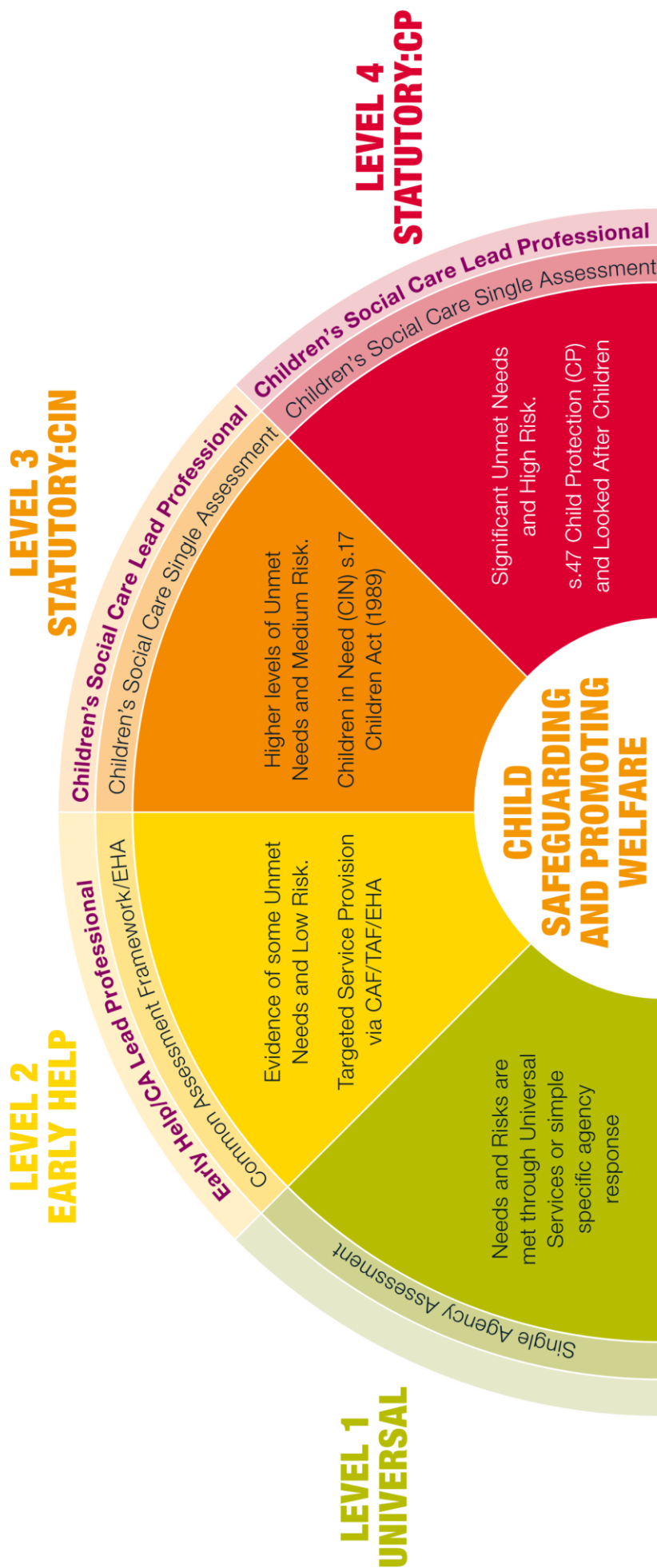
Universal: services that are available to everyone.

APPENDIX 1

Resilience Framework (Children & Young People) Oct 2012 – adapted from Hart & Blincow with Thomas 2007					
	BASICS	BELONGING	LEARNING	COPING	CORE SELF
SPECIFIC APPROACHES	<p>Good enough housing</p> <p>Enough money to live</p> <p>Being safe</p> <p>Access & transport</p> <p>Healthy diet</p> <p>Exercise and fresh air</p> <p>Enough sleep</p> <p>Play & leisure</p> <p>Being free from prejudice & discrimination</p>	<p>Find somewhere for the child/YP to belong</p> <p>Help child/YP understand their place in the world</p> <p>Tap into good influences</p> <p>Keep relationships going</p> <p>The more healthy relationships the better</p> <p>Take what you can from relationships where there is some hope</p> <p>Get together people the child/YP can count on</p> <p>Responsibilities & obligations</p> <p>Focus on good times and places</p> <p>Make sense of where child/YP has come from</p> <p>Predict a good experience of someone or something new</p> <p>Make friends and mix with other children/YPs</p>	<p>Make school/college life work as well as possible</p> <p>Engage mentors for children/YP</p> <p>Map out career or life plan</p> <p>Help the child/YP to organise her/himself</p> <p>Highlight achievements</p> <p>Develop life skills</p>	<p>Understanding boundaries and keeping within them</p> <p>Being brave</p> <p>Solving problems</p> <p>Putting on rose-tinted glasses</p> <p>Fostering their interests</p> <p>Calming down & self-soothing</p> <p>Remember tomorrow is another day</p> <p>Lean on others when necessary</p> <p>Have a laugh</p>	<p>Instil a sense of hope</p> <p>Support the child/YP to understand other people's feelings</p> <p>Help the child/YP to know her/himself</p> <p>Help the child/YP take responsibility for her/himself</p> <p>Foster their talents</p> <p>There are tried and tested treatments for specific problems, use them</p>
	NOBLE TRUTHS				
	ACCEPTING	CONSERVING	COMMITMENT	ENLISTING	

APPENDIX 2

Pan-Lancashire Continuum of Need



Information Sharing

Go straight to Level 4 as soon as risk of significant harm is suspected

If in doubt, consult with agency safeguarding leads, or the Duty Social Worker in your area on:
Lancashire on 0300 123 6720; Blackpool 01253 477299; Blackburn with Darwen 01254 666400

