

Olive High School

Safeguarding and child protection Policy

Updated: SEPTEMBER 2021

Designated Safeguarding Lead (DSL):

Mr Firasat Razak

Deputy DSL:

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Safeguarding Governor for Olive High

Mr Ubaidullah Razzaq

Chair of Governors

Reviewed: September 2021

Next Review: September 2022(or sooner if required)

A copy of this policy will be available on the school website.

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Purpose of this Safeguarding Policy

In order to safeguard and promote the welfare of children, the school will act in accordance with the following legislation and guidance:

- The Children Act 1989
- The Children Act 2004
- Education Act 2002/2011 (section 175/157)
- Local Safeguarding assurance partnership and Child Protection Procedures
- Working Together to Safeguard Children (July 2018)
- The Education (Pupil Information) (England) Regulations 2005
- Dealing with Allegations of Abuse Against Teachers and Other Staff (DfE 2011)
- Keeping Children Safe in Education (Sept 2021)

Introduction

At Olive High we believe that the safety and welfare of pupils is an integral part of the ethos of the school. In that, the school aims to create an atmosphere in which pupils feel secure, where their view points are valued and where they are encouraged to talk and are heard.

Olive Highs safeguarding policy makes explicit our commitment to the development of good practice and sound procedures. This ensures that child protection concerns and referrals may be handled sensitively, professionally and in ways which support the needs of the pupil. Further to this we promote a safeguarding policy which is child centred, as such we value and respect the views of our pupils.

This policy will also cover roles and responsibilities of the designated safeguarding Lead, policy and procedures, curriculum, governors' role, multi agency meetings, record keeping, recruitment and selection.

The school will follow the procedures laid down by the Local Safeguarding assurance partnership and will collaborate with multi agency systems to protect pupils in our care, particularly those who have been identified as being at risk of abuse.

All parents/carers will be able to access the policy on the school's website. A paper copy of the document can be obtained upon request.

Aims of the Safeguarding Policy

We aim to provide staff with relevant information, skills, and attitudes to promote the welfare of pupils attending school and help keep pupils safe. Together with these skills we hope that pupils will feel confident they can confide in staff on issues of neglect, abuse and deprivation.

This policy seeks to achieve an environment where all procedures contribute towards the safeguarding and promotion of the welfare of all pupils at Olive High.

Along with this the policy seeks to;

- Emphasise the responsibility of the school including the team, teaching and non-teaching staff and Board of Governors to ensure that everyone is aware of the required levels of communication between staff in actual, suspected or potential child protection situations.
- To review procedures and improve the way the child protection issues are managed.
- Safeguard and promote the welfare of all pupils at Olive High
- Detail the school's safer recruitment procedures
- Outline safe working practice which is to be adhered to by all staff and visitors who will be working with young people
- Communicate clear procedures for identifying, reporting and recording suspected cases of abuse
- To inform and advise any adults work in or on behalf of our school of the need for child protection and of their responsibilities in identifying and reporting possible cases of abuse.
- To ensure that everyone is aware of the required levels of communication between staff in actual, suspected or potential child protection situations.
- To give clear guidance to all staff on what procedures to follow if a child discloses abuse or a member of staff suspects abuse.
- To integrate a child protection curriculum into the existing curriculum allowing for continuity and progression through all stages of education.
- To operate this policy in line with the stated values of our school
- To review procedures and improve the way the child protection issues are managed.

We recognise that for children, high self-esteem, confidence, a supportive friend and clear lines of communication with a trusted adult helps prevention.

We will therefore:

- (a) Establish and maintain a democratic ethos where pupils feel secure and are encouraged to talk, and are listened to. Pupils at our school also have the opportunity to partake in the decision making process by accessing the suggestions box.
- (b) Ensure that children know that there are adults in our school who they can approach if they are worried or are in difficulty. Pupils are encouraged to

approach adults with their concerns. An information Board provides up to date information on how pupils can stay safe online and who to go to in the event of any concerns they would like to discuss.

- (c) Include in the curriculum activities and opportunities which will equip pupils with the skills they need to stay safe from abuse. The curriculum, especially subjects such as PSHCE and Citizenship raises pupil's awareness and builds confidence so the pupils have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others.
- (d) Include in the curriculum, material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.
- (e) Encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. We will ensure that partisan political views are not promoted in the teaching of any subject in the school and where political issues are brought to the attention of the pupils; reasonably practicable steps will be taken to offer a balanced presentation of opposing views to pupils.

Introduction to the Safeguarding Policy

Our school aims to encourage each pupil to discover their full potential and to develop within an environment which fosters trust, ambition, and pupil welfare. At Olive High we have high expectations of our pupils, ensuring that we inspire pupils to become well rounded, active, and responsible British citizens.

We firmly believe that our vision which incorporates all aspects of safeguarding should be at the heart of all aspects of school life. The teacher/ pupil relationship is important and should be based upon respect and trust. The relations of teachers to each other and of pupils to their peer groups are equally crucial.

There are five main elements to our Safeguarding Policy.

- (a) **PREVENTION** by creating and fostering a positive teaching and learning experience and pastoral support to all pupils
- (b) **PROTECTION** by outlining agreed procedures; ensuring staff are trained and supported to respond appropriately and sensitively to child protection concerns.
- (c) **SUPPORT** to pupils and staff and pupils who may have been abused or who may have been involved in ensuring the wellbeing of the victim.

(d) **RECRUITMENT AND SELECTION OF STAFF** to ensure pupils are safe and secure from adults who might wish to harm them.

(e) **EARLY HELP** to identify and provide support as soon as a problem arises.

This policy applies to:

- All members of our school community (Board of Governors, teaching and non-teaching staff, administration staff, catering staff and all other staff members).
- All adults from outside the school who have close contact with pupils (mentors, careers officers, support teachers).

Roles and Responsibilities

All adults working with or on behalf of pupils have a responsibility to protect children. There are, however, key people within school and the Local Authority who have specific responsibilities under Child Protection Procedures.

Early Help

Our safeguarding policy is based on a multi-agency system, whereby we work closely with both internal and external stakeholders to ensure that all pupils are protected and feel safe whilst they are with us. All staff are made aware of the Early Help process, and understand their role within this process. This includes identifying emerging problems, liaising with the DSL, sharing information with other professionals to support early identification and assessment and in some cases acting as the lead professional in undertaking an early help assessment.

ROLE OF THE BOARD OF GOVERNORS

Governors are expected to:

- Ensure that the school's Safeguarding policy is efficient in safeguarding and promoting the welfare of all pupils
- Ensure that the school's policies and procedures are in line with locally agreed procedures
- Monitor the school's compliance with the Safeguarding Policy
- Ensure that Olive High operates safer recruitment procedures and that appropriate checks are carried out on all staff and volunteers
- Ensure that the school is clear about the procedures for dealing with allegations of abuse against members of staff and volunteers that comply with local agreed guidance
- Ensure that a member of the Senior Leadership Team is designated with lead responsibility for dealing with child protection and safeguarding issues
- Ensure that the Designated Senior Person and assistant receive training from the Local Safeguarding Children Board every two years
- Ensure that issues related to safeguarding is part of the curriculum
- Ensure that all the school's staff receive training on child protection and safeguarding every three years
- Review the Safeguarding Policy annually to ensure it is compliant with up-to-date local and national guidance
- Act as a 'critical friend' to the school, in order to ensure that the appropriate systems and procedures are in place to cover all aspects of the Safeguarding agenda and all statutory governing body responsibilities are met.
- Monitor appropriate policies, including the Safeguarding and Whistle blowing policies.
- Liaise with the head about general child protection and broader safeguarding issues within the school and as such be able to provide reports to the governing body in respect of themes and issues within the school to enable adequate
- Ensure that school staff training is up to date.
- Safeguarding training is delivered every year and other training as appropriate to the role and relevant to issues within the school.

- Ensure other governors attend appropriate safeguarding training.
- Ensure appropriate members of the governing body complete training in respect of allegations against staff.
- Ensure at least one governor on the recruitment and selection panel for staff has successfully completed accredited Safer Recruitment training.
- Ensure interview panels are convened appropriately and safer recruitment practices are followed.
- Have oversight of the single central record and ensure it is up to date and maintained in line with guidance.
- Take account of how safe pupils feel when in school.
- Ensure the voice of pupils is truly heard and appropriately acknowledged.
- Ensure the school constantly review and consider their curriculum in order that key safeguarding 'messages and lessons' run throughout.
- Ensure school does not operate in isolation and have an awareness of agencies available to support children and families.
- Ensure the safeguarding agenda is embedded in the ethos of the school.

ROLE OF DESIGNATED SENIOR PERSON

The Designated Person for Safeguarding is: Mr Firasat Razak

The main role of the Designated safeguarding lead is to take a lead role in developing and reviewing Olive High's safeguarding and child protection policies and procedures.

Take a lead role in implementing Olive High's safeguarding and child protection policies and procedures: ensuring all safeguarding and child protection issues concerning children and young people who are at Olive High are responded to appropriately.

Designated persons are expected to:

- Read and be familiar with the contents of this policy.
- Make sure there is at least one copy of the procedures kept in a central place so that all staff have access to it as necessary. Ensure it contains up-to date information about local services (including telephone numbers).
- Ensure that all staff, including supply staff and volunteers are inducted in to the

school's procedures, have access to the school's safeguarding policy and know how to make child protection referrals.

- Ensure all Olive High staff are aware of safeguarding and safe working practices
- Deliver induction sessions for new staff to bring them up to date with safeguarding procedures
- Devise and deliver regular training sessions to all staff so that they are familiar with locally agreed procedures
- Ensure all staff and pupils are aware of the procedures in the event of abuse or suspected abuse
- Refer and report all cases of abuse or suspected abuse to the Local Safeguarding arrangements and liaise with the LSA appropriately thereafter
- Liaise with the head teacher regarding any issues and ongoing investigations.
- Ensure that the schools safeguarding policy is updated and reviewed annually, in collaboration with the Governing Body and any issues arising are reported regularly.
- Ensure that parents have access to the school's safeguarding policy and that a reference to it is made within the school's prospectus.
- Where pupils leave the school, ensure their child protection file is transferred to the new school and is kept separate from main school file.
- To investigate where pupils are absent from school without any valid reason or when no contact can be made to identify reason for absence, the DSL will report to the LA and appropriate steps will be followed.
- Help staff to devise and co-ordinate strategies to support children who are particularly **vulnerable**.
- Represent Olive High at annual safeguarding events including conferences.
- Ensure that the curriculum offers opportunities for raising pupils' awareness and developing strategies in areas such as safe environment, protective behaviour, personal safety, bullying, racial awareness, internet safety and safeguarding issues within relationships and sex education.

ROLE OF STAFF

Abuse of children in attendance at school is most likely to be first noticed by teaching staff. Teachers bring a number of particular advantages within their role to the recognition of child abuse;

All staff are expected to:

- Be familiar with and implement safe working practices outlined in this policy and other guidance set out in other Olive High policies
- Ensure that they take all reasonable steps to minimise the risk of harm to pupils
- Deliver lessons that deal with issues related to safeguarding
- Support a culture where pupils feel free to report concerns
- Report any abuse or suspected abuse to the Designated Persons immediately

If staff are unhappy about the response you receive from your Designated Senior Lead for safeguarding contact the Local Authority Childrens' Services.

INDUCTION

All new staff will be fully inducted so that they are able to contribute towards safeguarding and promoting the welfare of young people. This includes ensuring new staff are:

- Aware of the school's policies and procedures for promoting the wellbeing of young people
- Provided with adequate training on safeguarding issues; and
- Introduced to the Designated Senior Persons who have responsibility for safeguarding

CONFIDENTIALITY

All staff are expected to:

- Ensure that information that is shared with them about pupils is treated in a discreet and confidential manner
- Seek advice from the Designated Person or a member of the senior leadership team if they are in any doubt about sharing information they hold or which has been requested of them
- Be cautious about passing information to others about a learner
- Know the procedures for handling allegations against staff and to whom concerns or allegations should be reported

- Identify members of staff with delegated safeguarding responsibilities in school and be familiar with local safeguarding arrangements

PROPRIETY AND BEHAVIOUR

All staff are expected to refrain from:

- Behaving in a manner which could lead any reasonable person to question their suitability to work with young people
- Making inappropriate remarks towards or about pupils
- Discussing personal relationships with or in the presence of pupils
- Discussing a learner's personal relationships in inappropriate settings or contexts
- Making unprofessional personal comments which scapegoat, humiliate and demean a learner or comments that might be interpreted as such

DRESS AND APPEARANCE

All staff are expected to dress in a manner which:

- Promotes a positive and professional image
- Is appropriate to their role
- Is not likely to be viewed as offensive, revealing or provocative
- Does not distract, cause embarrassment or give rise to misunderstanding
- Is absent of any political or otherwise contentious slogans
- Is not considered to be discriminatory
- Is sensitive to the religious and cultural sentiments of pupils

REWARDS AND GIFTS

All staff are expected to:

- Ensure that gifts received or given in situations which may be misunderstood are declared immediately
- Generally, only give gifts to individual pupils as part of an agreed reward system
- Where giving gifts other than as above, ensure that these are of an insignificant value and given to all pupils equally
- Ensure that the selection processes for gifts and rewards are fair, transparent and (wherever practicable) are undertaken by more than one member of staff

INFATUATIONS

All staff are expected to:

- Report any indications (verbal, written or physical) that suggest a learner may be infatuated with a member of staff. This must be reported to a senior leader

SOCIAL CONTACT

All staff are expected to:

- Always request approval of any planned social contact with pupils or parents/carers from a senior leader
- Inform a senior leader of any (unplanned) social contact they have with a learner which might cause concern
- Report and record all situations which they feel may compromise Olive High or their own professional standing
- Refrain from sending personal communication to pupils e.g. letters and cards unless agreed with a senior leader

COMMUNICATION USING TECHNOLOGY

All staff are expected to refrain from:

- Passing personal contact details to pupils including email, home or mobile phone numbers unless the need to do so is agreed with a senior leader
- Any communication with pupils which may be construed as grooming
- Making any visual recordings of pupils (still or moving) without the prior consent of a senior leader
- Using any personal equipment when communicating with pupils
- For the purposes of exchanging coursework or homework only, it is permitted for staff to exchange their school email address with pupils. However, any correspondence whilst using school email must be very cautious and perfunctory to avoid any misconstruing

PHOTOGRAPHY, VIDEOS AND OTHER CREATIVE ARTS

All staff are expected to:

- Refrain from making any visual recordings of pupils (still or moving) without the prior consent of a senior leader
- Ensure that the storage and distribution of such images are approved by senior leaders and care is taken to avoid illicit use of the images
- Ensure that all images are available for scrutiny in order to screen for acceptability
- Be able to justify images of young people in their possession
- Avoid making images in one-to-one situations
- Avoid taking images of pupils using personal mobile phones

SAFEGUARDING IN ICT LESSONS

Olive High will establish the following safeguards to ensure safety during ICT lessons:

- Security software will be installed on all PCs, laptops and the network to filter inappropriate internet sites
- The security software will prevent access to social networking sites
- Anti-viral software will be installed on all PCs, laptops and the network and renewed as required

- Learner's use of the internet will be closely monitored to ensure effective safeguarding within and beyond the school
- All network access points will be placed in a safe, adequately monitored area to prevent unauthorised access and physical tampering
- All wireless access points will be secured using administrative passwords

In using ICT (laptops and PCs), all staff are expected to:

- Communicate a clear and well-defined purpose to the use of the internet during the course of the lesson
- Monitor the use of ICT during the lesson to ensure effective safeguarding
- Report pupils who access unauthorised or inappropriate sites immediately to the designated person
- Be vigilant for signs of, and report instances of cyber-bullying

SAFER RECRUITMENT

During the recruitment and vetting of new staff, Governors and senior leaders will:

- Ensure that all posts are advertised in a manner that informs prospective applicants of the school's commitment to safeguarding and the requirement for an enhanced DBS disclosure
- Ensure that an application form is used and that CVs are not accepted
- Prepare and provide a job description and person specification when posts are advertised
- Check the application form so that it has a full employment history with no gaps
- Ensure that at least two members of staff involved in the recruitment process have undertaken safer recruitment training
- Ensure that Short-listing is undertaken with reference to the person specification for the post
- Seek two written references directly from referees ideally before interview
- Explore the candidate's commitment to safeguarding and promoting the welfare of young people during the interview process
- Use original documents to confirm qualifications, identity and address of the successful candidate
- Ensure that any appointment is conditional upon:
 - Receipt of two successful references
 - Verification of identity
 - Clearance of satisfactory enhanced DBS disclosure
 - Verification of professional status if a teacher or Principal
 - Verification of qualifications
 - Verification of the Applicant's right to work in the UK

It is also vital to ensure that the checking of each of these aspects prior to appointment is evidenced through a single central record, as outlined by 'Safeguarding Children and Safer Recruitment in Education' (DfE).

The school will always discuss concerns with parents/carers unless to do so would:

- Place the child at risk of significant harm or further risk of significant harm.
- Place a vulnerable adult at risk of harm.
- Compromise any enquiries that need to be undertaken by children's social care or the police

The school will endeavour to ensure that parents have an understanding of the responsibilities placed on the school and staff for safeguarding children.

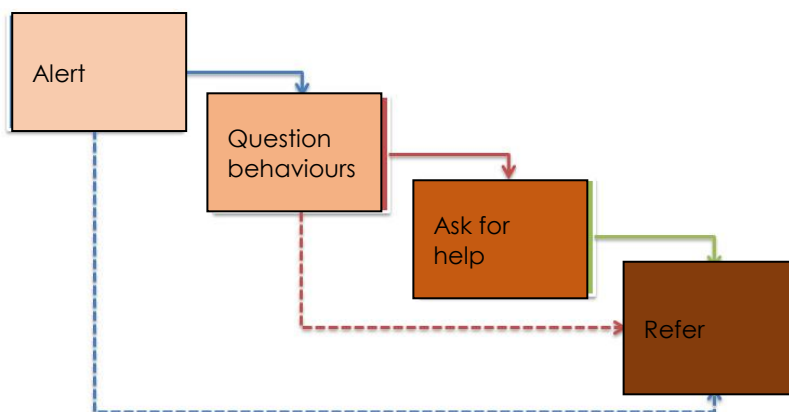
UNDER NO CIRCUMSTANCES SHOULD YOU LEAVE SCHOOL WITHOUT DISCUSSING YOUR CONCERNS WITH SOMEONE.

Procedures for when someone is concerned about a child or young person

- All concerns for children and young people should be recorded on standard pro forma available.
- All concerns should be recorded as soon as possible (and within one hour)
- All concerns should be referred to the DSL
- All concerns of significant harm should be referred to the LADO within one hour
- All concerns of allegations in relation to staff and volunteers harmful behaviour should be referred to the head teacher. If the concern is in relation to the head teacher the chair of governor should be informed without delay.

The decision to refer sits with the Designated Senior Lead who will make contact with the appropriate agencies.

There are four main categories of abuse and neglect and, although there are definitions in Keeping children safe in Education Sept 2021, this document sets out some of the warning signs. There are four key steps to follow and to help you to identify and respond appropriately to possible abuse and/or neglect.



The first step is to be alert to the signs of abuse and neglect, to have read this document and to understand the procedures set out in your local multi-agency safeguarding arrangements. You should also consider what training would support you in your role and what is available in your area.

The signs of child abuse might not always be obvious and a child might not tell anyone what is happening to them. You should therefore question behaviours if something seems unusual and try to speak to the child, alone, if appropriate, to seek further information.

For All Staff

Any indication from the child indicating child abuse or non-accidental injury provides you with 'reasonable grounds' and is sufficient for you to act. However, considering that many of the signs of child abuse are also commonly associated with other medical, social or psychological problems or simply normal child development, a teacher may naturally discuss some initial concerns about a child's mental or physical well-being with other staff, parents, etc. However, in many cases the parents/guardians may be the abusers and explanations or comments made by the parents may be sufficient to give the teacher reasonable grounds to suspect child abuse or non-accidental injury. Once there are reasonable grounds to suspect child abuse or non-accidental injury then the following procedure must be implemented immediately.

When a staff member has suspected child abuse or non-accidental injury then the matter should be referred to the DSL **Firasat Razak** and a written report using the form **Concerns about a Child's Safety and Welfare within school** should be made and forwarded to the DSL.

ALL STAFF HAVE A STATUTORY DUTY UNDER THE EDUCATION ACT 2002 TO PASS ON ANY CHILD PROTECTION CONCERNS ABOUT A CHILD.

Looked after children

The DSL will ensure appropriate staff have the information they need in relation to a pupils looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They will also have information about the pupils care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The designated safeguarding lead will have details of the pupils social worker and the name of the virtual school head in the authority that looks after the child.

Recognising Abuse

Physical Abuse

May involve hitting, shaking, throwing, burning, scalding, poisoning, drowning, suffocating or otherwise causing physical harm to a child. It may also occur when a parent or carer feigns symptoms of, or deliberately causes ill health to a child whom they are looking after. This situation is commonly described using terms such as Fabricated or Induced Illness (FII)

Possible Signs of Physical Abuse

- Unexplained injuries or refusal to discuss them
- Cigarette burns
- Long Bruises-possibly made by a belt
- Teeth marks
- Fingertip/slap marks or bruises
- History of bruises/injuries with inconsistent explanations
- Bilateral black eyes
- Self-destructive tendencies
- Aggression towards others
- Untreated injuries
- Fear of medical treatment
- Unexplained patterns of absence that could be in order to hide injuries.
- Children with frequent injuries;
- Children with unexplained or unusual fractures or broken bones; and Children with unexplained: bruises or cuts; burns or scalds; or bite marks.

Emotional Abuse

Emotional abuse is the persistent maltreatment of a child such to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children they are worthless and unloved, inadequate or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or "making fun" of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children.

These may include interactions that are beyond the child's developmental capacity, as well as overprotection and limitation of exploration, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to

feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Possible Signs of Emotional Abuse

- Developmentally delayed
- Inappropriate emotional responses
- Self-Mutilation
- Extreme passivity or aggression
- Running Away
- Drug/solvent abuse
- Excessive fear of situations or people
- Social isolation
- Depression
- Children who are excessively withdrawn, fearful, or anxious about doing something wrong;
- Parents or carers who withdraw their attention from their child, giving the child the 'cold shoulder';
- Parents or carers blaming their problems on their child; and
- Parents or carers who humiliate their child, for example, by name-calling or making negative comparisons.

Sexual Abuse

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children 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.

Possible Signs of Sexual Abuse

- Depression, suicidal, self harming
- Anorexic/bulimic

- Acting in a sexually inappropriate way towards adults/peers
- Unexplained pregnancies
- Running away
- Telling of a 'friend with a problem abuse'
- Sexually abusing a younger child
- Sudden changes in school or work habits
- Afraid of certain people
- 'Chronic' medical problems (stomach pains/headaches)
- Withdrawn, isolated, excessively isolated
- Children who display knowledge or interest in sexual acts inappropriate to their age;
- Children who use sexual language or have sexual knowledge that you wouldn't expect them to have;
- Children who ask others to behave sexually or play sexual games; and
- Children with physical sexual health problems, including soreness in the genital and anal areas, sexually transmitted infections or underage pregnancy.

Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or don't take part in education.

Neglect

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs

Possible Signs of Neglect

- 'Failure to thrive' (looks thin, unwell, below average height and weight)
- Usually hungry
- Has regular accidents (especially burns)
- Poor personal hygiene
- Kept away from school medicals
- Tiredness
- Reluctant to go home
- Poor social relationships
- Frequent lateness/ non-attendance at school
- Inappropriate clothing
- Children who are living in a home that is indisputably dirty or unsafe;
- Children who are left hungry or dirty;
- Children who are left without adequate clothing, e.g. not having a winter coat;
- Children who are living in dangerous conditions, i.e. around drugs, alcohol or violence;
- Children who are often angry, aggressive or self-harm;
- Children who fail to receive basic health care; and
- Parents who fail to seek medical treatment when their children are ill or are injured.
- Children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed;
- Children with clothes which are ill-fitting and/or dirty;
- Children with consistently poor hygiene;
- Children who make strong efforts to avoid specific family members or friends, without an obvious reason;
- Children who don't want to change clothes in front of others or participate in physical activities;

- Children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry;
- Children who talk about being left home alone, with inappropriate carers or with strangers;
- Children who reach developmental milestones, such as learning to speak or walk, late, with no medical reason;
- Children who are regularly missing from school or education;
- Children who are reluctant to go home after school;
- Children with poor school attendance and punctuality, or who are consistently late being picked up;
- Parents who are dismissive and non-responsive to practitioners' concerns;
- Parents who collect their children from school when drunk, or under the influence of drugs;
- Children who drink alcohol regularly from an early age;
- Children who are concerned for younger siblings without explaining why;
- Children who talk about running away; and
- Children who shy away from being touched or flinch at sudden movements.

Children with Special Educational Needs and Disabilities

Children with Special Educational Needs (SEN) and disabilities can provide additional safeguarding challenges as additional barriers may exist when recognising abuse and neglect in this group of children. This may include:

- Assumptions that indicators of possible abuse such as behavior, mood and injury relate to the child's impairment without further exploration;
- Children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers.

A Child Missing From Education

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area.

A child going missing from education is a potential indicator of abuse or neglect. School staff will follow the procedures for dealing with children that go missing on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

We have in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and Forced marriages.

The Designated Safeguarding Lead will inform the local authority of any pupil who is going to be deleted from the admission register where they:

- Have been taken out of school by their parents and are being educated outside the School system e.g. home education;
- Have ceased to attend school and no longer live within reasonable distance of the School at which they are registered;
- Have been certified by the medical professionals as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- Are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,
- Have been permanently excluded.

The local authority will be notified when a pupil is deleted from its register under the above circumstances. This will be done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register.

The local authority will be informed of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority (or in default of such agreement, at intervals determined by the Secretary of State).

Bullying and Cyber Bullying

Bullying is behaviour that hurts another individual – such as name calling, hitting, pushing, spreading rumours, threatening or undermining someone.

It can happen anywhere – at school, at home or online. It's usually repeated over a long period of time and can hurt a child both physically and emotionally.

Bullying that happens online, using social networks, games and mobile phones, is called cyber bullying.

A child can feel like there's no escape because it can happen wherever they are, at any time of day or night.

Bullying includes:

- verbal abuse, such as name calling and gossiping
- non-verbal abuse, such as hand signs or text messages
- emotional abuse, such as threatening, intimidating or humiliating someone
- exclusion, such as ignoring or isolating someone
- undermining, by constant criticism or spreading rumours
- controlling or manipulating someone
- racial, sexual or homophobic bullying
- physical assaults, such as hitting and pushing
- making silent, hoax or abusive calls
- online or cyber bullying.
- (NSPCC)

PREJUDICE BASED AND DISCRIMINATORY BULLYING

Some groups of young people are more likely to experience bullying than others.

Prejudice-based bullying is any type of direct physical or verbal bullying, indirect bullying or cyberbullying based on protected characteristics such as:

- age
- disability
- gender reassignment
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

To prevent prejudice-based bullying, Olive High uses a whole school approach by;

- creating a school culture that reflects safety and inclusivity
- celebrating difference
- using the language of diversity

- including and involving all pupils
- empowering staff and students

What to do when prejudice-based/discriminatory bullying happens

1. Have a good reporting system in place.

Make sure that the reporting system for bullying is flexible, accessible and confidential.

It should be like this for everyone, including those with disabilities and additional support needs.

2. Take every report of bullying seriously.

It can be very harmful to a young person if their reports are dismissed.

3. Don't blame the victim.

Children should never be told to just ignore it, or to change who they are - it is the children doing the bullying that need to change their behaviour and their attitude.

4. Avoid stereotypes.

It is not true that girls are 'bitchy' and boys have a punch up and get over it – anyone can be capable of bullying behaviour and it has a serious impact on everyone involved.

5. Find out who else is involved.

Bullying is very rarely one-on-one behaviour. Getting the wider group to change their behaviour can help it to stop.

6. Know when and where to get outside advice and support.

This may be particularly useful when those involved in bullying are coming to terms with their gender or sexual orientation.

7. Monitor the levels of prejudice-based bullying in your school.

This will help you to take action to prevent and tackle it in an informed way.

8. Learn from bullying incidents and pupil surveys.

Use these to revise anti-bullying policies and prevention measures.

Modern slavery and the National Referral Mechanism

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual

exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in the Modern slavery Statutory Guidance. Modern slavery: how to identify and support victims - at GOV.UK (www.gov.uk)

Online safety

It is essential that children are safeguarded from potentially harmful and inappropriate online material. An effective whole school and college approach to online safety empowers a school or college to protect and educate pupils, students, and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- **Content:** being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism;
- **Contact:** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes';
- **Conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and
- **Commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the [Anti-Phishing Working Group](#).

Olive High ensures online safety is a running and interrelated theme throughout school life and whilst devising and implementing policies and procedures. This will include considering how online safety is reflected as required in all relevant policies.

Cybercrime

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include;

- Unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded;

- Denial of Service (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources; and,
- Making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), should consider referring into the **Cyber Choices** programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.

Note that **Cyber Choices** does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety.

Additional advice can be found at: [Cyber Choices](#), '[NPCC- When to call the Police](#)' and [National Cyber Security Centre - NCSC.GOV.UK](#)

Child Sexual Exploitation (CSE)

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship.

The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyber bullying and grooming. However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/279511/step_by_step_guide.pdf

Child Criminal Exploitation (CCE)

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories,

shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Further information about CCE including definitions and indicators is below;

We know that different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation.

In some cases the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator.

Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim.

Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including gender, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources.

Some of the following can be indicators of both child criminal and sexual exploitation where children:

- Appear with unexplained gifts, money or new possessions;
- Associate with other children involved in exploitation;
- Suffer from changes in emotional well-being;
- Misuse drugs and alcohol;
- Go missing for periods of time or regularly come home late; and
- Regularly miss school or education or do not take part in education.

Children who have been exploited will need additional support to help maintain them in education.

CSE can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

Some additional specific indicators that may be present in CSE are children who:

- Have older boyfriends or girlfriends; and
- Suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.

Child on child sexual violence and sexual harassment

Sexual violence and sexual harassment can occur between two children of **any age and sex**, from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. All staff working with children are advised to maintain an attitude of **'it could happen here'**.

Addressing inappropriate behaviour (even if it appears to be relatively innocuous) **can** be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

Children who are victims of sexual violence and sexual harassment wherever it happens, will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college. Schools and colleges should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college, including intimate personal relationships.

Whilst **any** report of sexual violence or sexual harassment should be taken seriously, staff should be aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys.

But it is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report

Responding to reports of sexual violence and sexual harassment

Olive High is clear that systems should be in place for children to confidently report abuse, knowing their concerns will be treated seriously. Our safeguarding leads are available any time to offer support to pupils throughout their school life and along with this regular pastoral welfare sessions take place where any pupil can bring to the attention of the PWO/DSL any concerns or issues a pupil is struggling with.

Schools and colleges not recognising, acknowledging or understanding the scale of harassment and abuse and/or downplaying some behaviours related to abuse can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case

scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure. Pre-planning, effective training and effective policies will provide schools and colleges with the foundation for a calm, considered and appropriate response to any reports.

Ultimately, any decisions are for the school or college to make on a case-by-case basis, with the designated safeguarding lead (or a deputy) taking a leading role and using their professional judgement, supported by other agencies, such as children's social care and the police as required.

Further information and support is available in KCSIE Sept 2021 [Paragraph 52](#) and [Annex A](#) in the [Sexual Violence and Sexual Harassment Between Children in Schools and Colleges](#) advice provides detailed information and links to resources.

Peer on peer abuse

Peer-on-peer abuse is any form of physical, sexual, verbal, emotional or financial abuse, or coercive control exercised between children, and within children's relationships (both intimate and non- intimate), friendships, and wider peer associations.

All staff should understand, that even if there are no reports in the schools it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important

if staff have any concerns regarding peer-on-peer abuse, they should speak to their designated safeguarding lead (or deputy).

It is essential that all staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "girls being girls" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

All staff should be aware that children can abuse other children, and that it can happen both inside and outside of school, online and offline. Some examples of how this can manifest itself in different behaviours include, but are not limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;

- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi-nude images and or videos (also known as sexting or youth produced sexual imagery); [see Sharing nudes and semi-nudes: Advice for education settings working with children and young people](#)
- up skirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

****Please see peer on peer abuse and guidance policy***

County lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”.

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money.

Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes.

Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism (National crime agency) should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

Domestic abuse

The cross-government definition of domestic violence and abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Operation Encompass

[Operation Encompass](#) operates in the majority of police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the

following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs. Police forces not signed up to operation encompass will have their own arrangements in place.

National Domestic Abuse Helpline

Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.

Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

- [NSPCC- UK domestic-abuse Signs Symptoms Effects;](#)
- [Refuge what is domestic violence/effects of domestic violence on children;](#)
- [Safelives: young people and domestic abuse.](#)

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. Factsheets around homelessness can be found at Gov.uk and are under the following title: **Homeless Reduction Act Factsheets**. The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level

of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. In the event a disclosure is made about homelessness please contact Burnley borough council's housing needs department for further guidance on (01282 425011)

Upskirting

The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and/or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

Female Genital Mutilation

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practice FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/512906/Multi_Agency_Statutory_Guidance_on_FGM_-_FINAL.pdf

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Indicators of FGM

Indicators that FGM May Have Already Taken Place

It is important that professionals look out for signs that FGM has already taken place so that:

- The girl or woman receives the care and support she needs to deal with its effects

- Enquiries can be made about other female family members who may need to be safeguarded from harm; and/or
- Criminal investigations into the perpetrators, including those who carry out the procedure, can be considered to prosecute those who have broken the law and to protect others from harm. There are a number of indications that a girl or woman has already been subjected to FGM:
 - A girl or woman asks for help;
 - A girl or woman confides in a professional that FGM has taken place;
 - A mother/family member discloses that female child has had FGM;
 - A family/child is already known to social services in relation to other safeguarding issues;
 - A girl or woman has difficulty walking, sitting or standing or looks uncomfortable;
 - A girl or woman finds it hard to sit still for long periods of time, and this was not a problem previously;
 - A girl or woman spends longer than normal in the bathroom or toilet due to difficulties urinating;
 - A girl spends long periods of time away from a classroom during the day with bladder or menstrual problems;
 - A girl or woman has frequent urinary, menstrual or stomach problems; Multi-agency statutory guidance on female genital mutilation.
 - A girl avoids physical exercise or requires to be excused from physical education (PE) lessons without a GP's letter;
 - There are prolonged or repeated absences from school or college (see 2015 guidance on children missing education);
 - Increased emotional and psychological needs, for example withdrawal or depression, or significant change in behaviour;
 - A girl or woman is reluctant to undergo any medical examinations;
 - A girl or woman asks for help, but is not be explicit about the problem; and/or
 - A girl talks about pain or discomfort between her legs.

Remember: this is not an exhaustive list of indicators. If any of these indicators are identified professionals will need to consider what action to take. If unsure what action to take, professionals should discuss with their named/designated safeguarding lead.

Professionals subject to the mandatory reporting duty are required to report 'known' 51 cases of FGM in girls under 18 to the police.

Actions

If staff have a concern they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Mandatory reporting commenced from October 2015 these procedures will remain when dealing with concerns regarding the potential for FGM to take place. Where a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there will be a statutory duty upon that individual to report it to the police.

Mandatory Reporting Duty

All teachers have a statutory duty from October 2015 to report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school's designated safeguarding lead and involve children's social care as appropriate.

Mental Health

All staff should also be aware that 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.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

The department for Education has published advice and guidance on [Preventing and Tackling Bullying](#), and [Mental Health and Behaviour in Schools](#) (which may also be useful for colleges). In addition, Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among young people including its guidance [Promoting children and young people's emotional health and wellbeing](#). Its resources include social media, forming positive relationships, smoking and alcohol. See [Rise Above](#) for links to all materials and lesson plans.

Forced Marriages

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning difficulties, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage.

Staff can contact the Forced Marriage Unit if they need advice or information on 020 7008 0151 or email: fm@fco.gov.uk.

A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. It is an appalling and indefensible practice and is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights.

The pressure put on people to marry against their will can be physical (including threats, actual physical violence and sexual violence) or emotional and psychological (for example, when someone is made to feel like they're bringing shame on their family). Financial abuse (taking your wages or not giving you any money) can also be a factor.

Where it is felt that a pupil is a victim of forced marriage in any way, our safeguarding procedures will be followed.

Further information on so- called 'honour based' violence

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Indicators

There are a range of potential indicators that a child may be at risk of HBV. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of the Multi agency statutory guidance on FGM (pages 59-61 focus on the role of schools and colleges). Further information is found in the Schools' FGM policy.

Preventing Radicalisation

The Counter-Terrorism and Security Act, which received Royal Assent on 12 February 2015, places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty").

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

Signs and symptoms of a young person being at risk of becoming radicalized:

- spending increasing time in the company of other suspected extremists;
- changing their style of dress or personal appearance to accord with the group;
- their day-to-day behaviour becoming increasingly centered around an extremist ideology, group or cause;
- loss of interest in other friends and activities not associated with the extremist ideology, group or cause;
- possession of material or symbols associated with an extremist cause (e.g. the swastika for far right groups);
- attempts to recruit others to the group/cause/ideology;
- Communications with others that suggest identification with a group/cause/ideology.

The examples above are not exhaustive and vulnerability may manifest itself in other ways.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/118194/channel-guidance.pdf

Prevent

From 1 July 2015 specified authorities, including all schools as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 ("the CTSA 2015"), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent Duty.

Paragraphs 57-76 of the Prevent guidance are concerned specifically with schools. The statutory Prevent guidance summarises the requirements on schools in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.

Our procedures:

- The school has a risk assessment to assess the risk of children being drawn into terrorism.
- The school has clear procedures in place for protecting pupil at risk of radicalisation.
- The school will discuss any concerns in relation to possible radicalization with a pupils parents in line with the schools safeguarding policy and procedures unless we have specific reason to believe that to do so would put the child at risk.
- The designated safeguarding lead and senior leaders will undertake advanced Prevent awareness training so that they are best equipped to provide advice and support to other members of staff on protecting children from the risk of radicalisation.
- The school will ensure that staff undertake the WRAP training annually
- We will ensure that children are safe from terrorist and extremist material when accessing the internet in schools. We will ensure that suitable filtering is in place. We will teach our pupils about online safety more generally.

Channel

Channel may be appropriate for anyone who is vulnerable to being drawn into any form of terrorism. Channel is about ensuring that vulnerable children and adults of any faith, ethnicity or background receive support before their vulnerabilities are exploited by those that would want them to embrace terrorism, and before they become involved in criminal terrorist related activity.

As part of our training, staff will understand when it is appropriate to make a referral to the Channel Programme.

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

We will co-operate with local Channel panels as appropriate.

Prevent referrals will be made through the following channels

East Lancashire Sgt Gordon McGeechan- 01254 353591

CEO Mateen Kamaluddin - 01254 353541

CEO Naqui Syed 01254- 353509

Channel Coordinator for Lancashire: DS 1436 Maxine Monks Telephone 01772 413029 or 07943050822 OR Email Channelreferrals@lancashire.pnn.police.uk

The police non emergency number 101

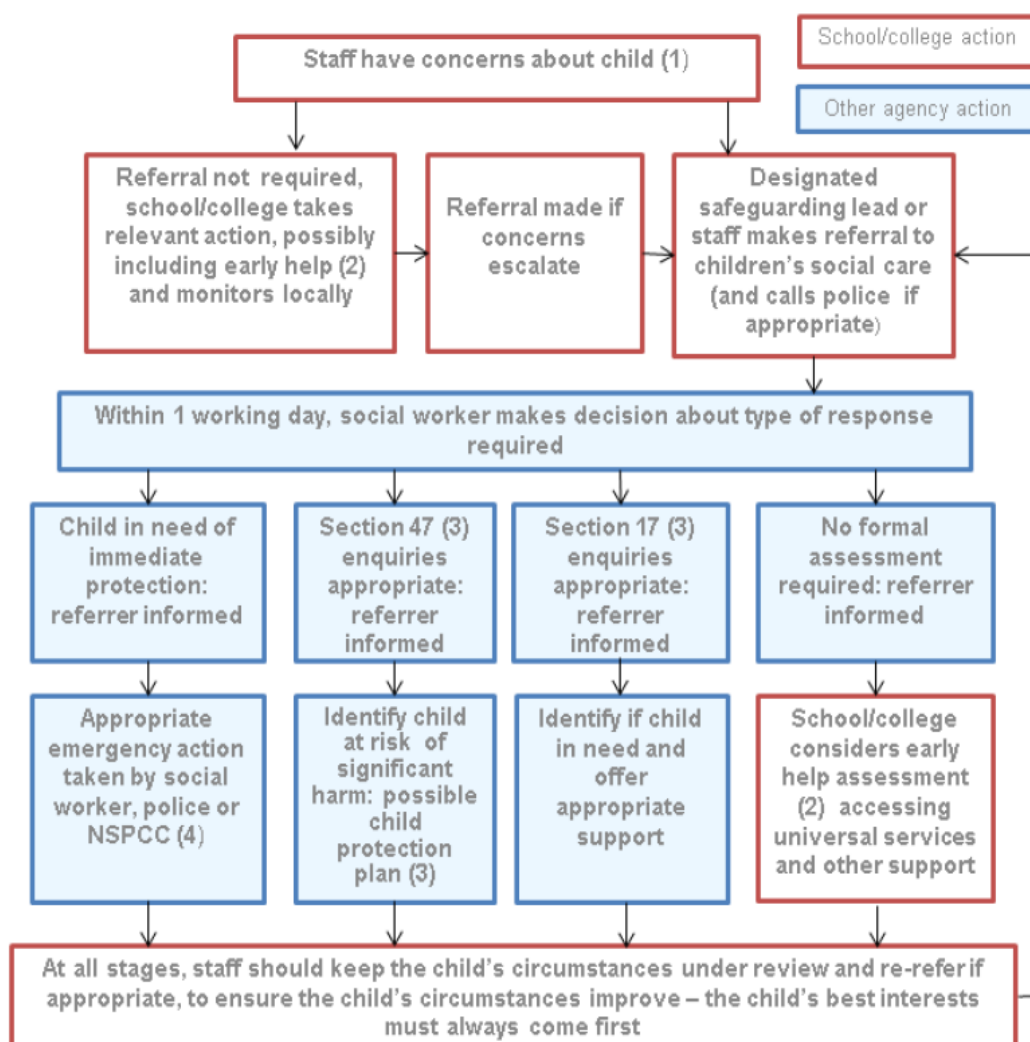
Crimestoppers 0800 555 111

Anti-Terrorism Hotline 0800 789 321

To raise concerns relating to extremism directly call the helpline directly on 020 73407264

Concerns can also be raised by email to counter.extremism@education.gsi.gov.uk

Reporting Procedure



1. In cases which also involve an allegation of abuse against a staff member, see Part four of this guidance.
2. Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working together to safeguard children](#) provides detailed guidance on the early help process.
3. Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include s17 assessments of children in need and s47 assessments of children at risk of significant harm. Full details are in Chapter one of [Working together to safeguard children](#).
4. This could include applying for an Emergency Protection Order (EPO).

The Six R's

RECEIVE

- If a child wants to talk to you, never ask them to come back later. Ask them what they want to talk to you about and, if you are concerned about their welfare, give them the time to speak to you.
- Never promise confidentiality, inform the child that you are happy to talk to them but if they tell you anything that you believe may be putting them at harm that you will have to talk to someone.
- Listen carefully to the child. Do not stop a child who is freely recalling information.
- Where a child is visibly upset or has an obvious injury, it is good practice to ask a child why they are upset or how an injury was caused, or respond to a child wanting to talk to you to help clarify vague concerns and result in the right action being taken.

REASSURE

- Ensure that the child is aware that they have done the right thing in talking to you and that they have not done anything wrong.
- If you have any concerns that the child has been, or is at risk of harm, you must tell them that you will speak to someone to get help.

REACT

- If you need to clarify information ask open-ended questions e.g. "Is there anything you'd like to tell me?", "Can you explain to me..." Can you describe to me..."
- Never ask leading or suggestive questions e.g. 'Did he/she do anything that they shouldn't have done?'
- Never ask 'accusing' questions e.g. "Why didn't you tell someone earlier?"
- Never criticise the alleged perpetrator, it may be someone that they will continue to live with.
- Never ask the pupil to repeat their disclosure for any other member of staff, it is your responsibility to share the information
- These four factors may compromise enquiries that need to be made later by children's social care or Police.

RECORD

- Make notes as soon as possible afterwards using the words that the child has used.
- Do not record your assumptions and interpretations, just what you heard and saw.

- Do not destroy original notes even if you later write things up more neatly and fully.
- Record the date, time and place of the disclosure.
- Sign any written records and identify your position in the school setting.
- Do not ask a child to write and account or sign any of your documentation as this may compromise enquiries that need to be made later by children's social care or police.

REFER

- Immediately inform the Designated Senior Person for child protection (Firasat Razak) or in their absence the Deputy Designated Senior Person for child protection (Ruqayyah Rafiq) who will be responsible for following the appropriate procedures. In the absence of anyone being available in school, contact the Local Authority

REFLECT

- Ask yourself if you have done everything you can within your role.
- Refer any remaining concerns to the designated teacher, e.g. any knowledge of siblings in the school, or previous contact with parents.
- Dealing with disclosures can be difficult and disturbing; you should seek support for yourself via the support within your school or an alternative source but be aware of principles of confidentiality.

The reporting staff **MUST** now withdraw from the immediate process but should remain vigilant.

The Child's Wishes

Where there are safeguarding concerns, we will ensure that the child's wishes and feelings are taken into account when determining what action to take and what support is needed. All pupils will be given the opportunity to express their views and give feedback.

Opportunities to teach safeguarding

The school will ensure that pupils are taught about safeguarding issues, including online, through teaching and learning opportunities, as part of a broad and balanced curriculum. This may include covering relevant issues through personal, social, health and economic education (PSHCE). The school also uses external agencies to deliver workshops to pupils.

E-Safety: Pupils all sign an Acceptable use policy.

Allegations involving a member of staff / volunteer

This school is committed to having effective recruitment and human resources procedures, including checking all staff and volunteers to make sure they are safe to work with children and young people.

However, there may still be occasions when there is an allegation against a member of staff or volunteer. Allegations against those who work with children, whether in a paid or unpaid capacity, cover a wide range of circumstances

All allegations of abuse of children by those who work with children or care for them must be taken seriously. In these circumstances all allegations against other members of staff or volunteers should be referred to the Head teacher. In their absence you should seek to speak with Firasat Razak. If your concern is about the Head teacher you need to speak to the Chair of Governors.

Staff may consider discussing any concerns with the school's designated lead and make a referral via them.

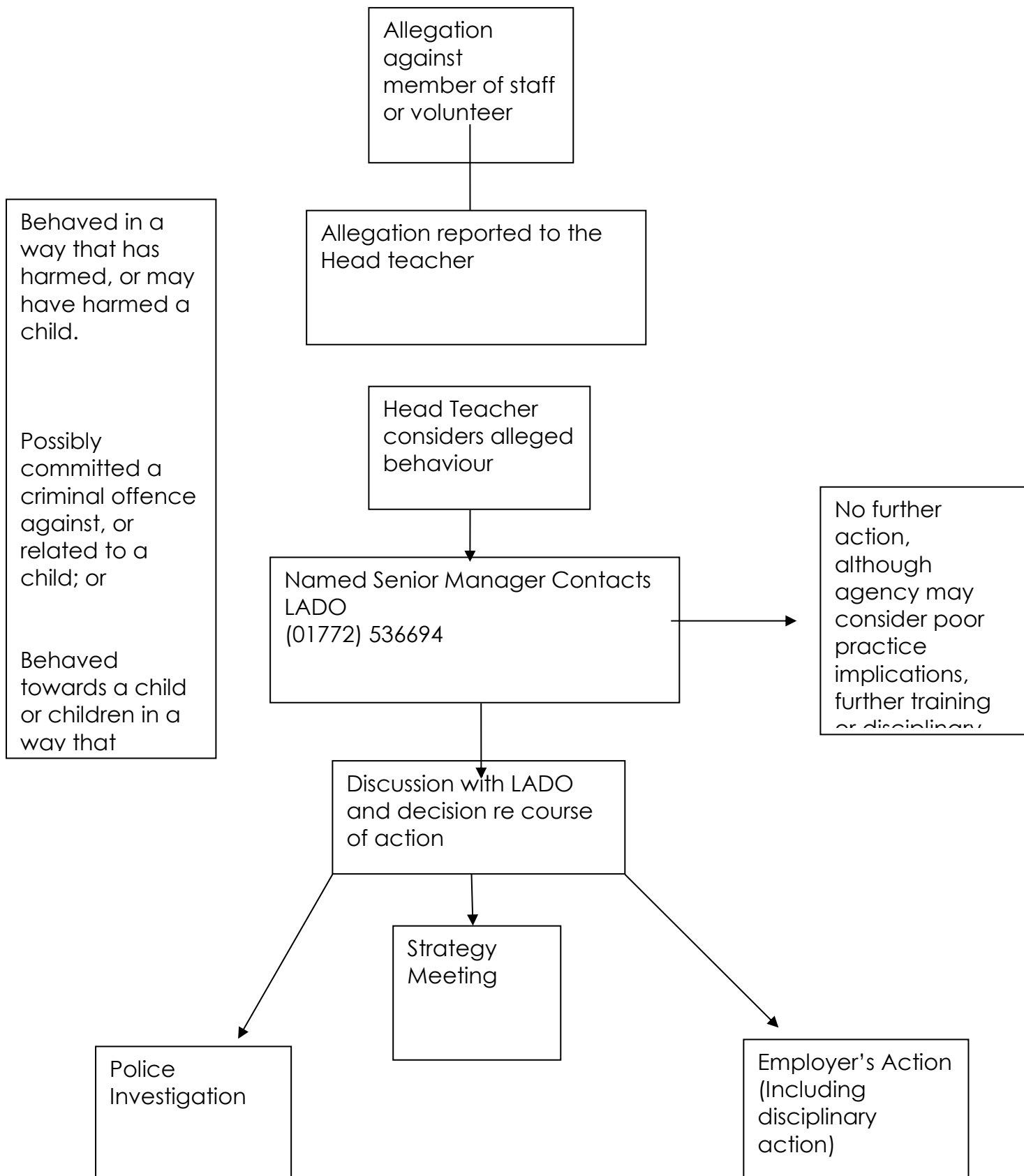
A referral to the disclosure an Baring Service(DBS) must be made if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned.

This is a legal duty and failure to refer when the criteria are met is a criminal offence.

Information sharing should not be barrier but in the unlikely event that you cannot access the people above please discuss your concerns with the Local Authority Designated Officer, Tim Booth (01772) 536694 or 07826902522

Managing Allegations Against Staff and Volunteers

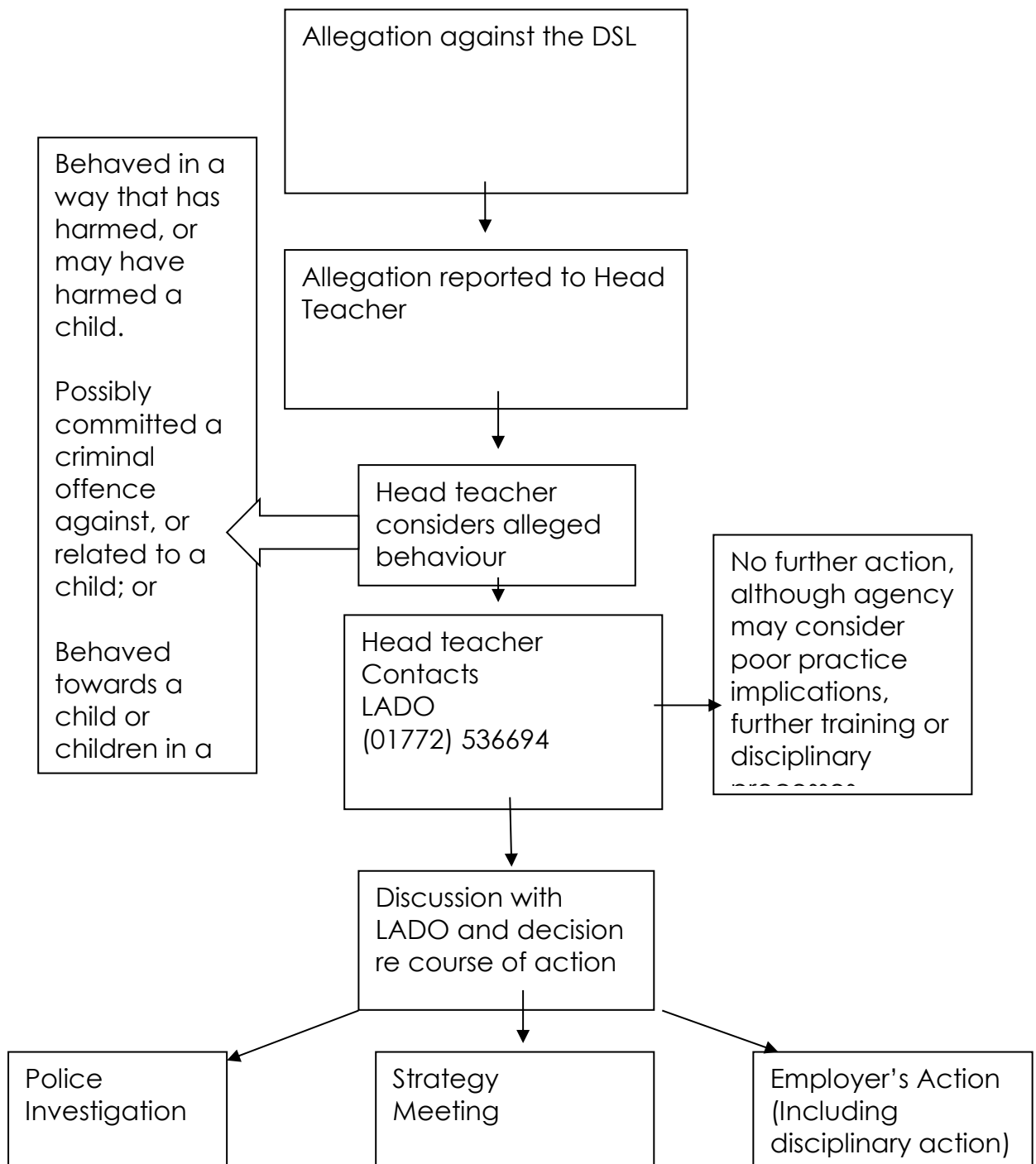
Any person who receives an allegation about a member of staff or volunteers or any persons outside the school by a pupil, parent or another staff member should report the matter immediately to the Head teacher who will then follow the procedures set out in the flow chart below.



Managing Allegations Against the DSL

Allegations against a teacher or a member of staff who is no longer teaching at the school will be referred to the police.

Any person who makes or receives an allegation against the DSL, should report the matter immediately to the head teacher who will then follow the procedures set out in the flow chart below.



Advice to Staff

Staff must adopt the following procedures but it is understood that where it may not be possible to implement them for various reasons, professional judgment will be necessary.

One to one situations

- (a) If speaking privately to a pupil use an area where other staff/ pupils can see you.
- (b) It is recognised that in our Islamic environment, consoling pupils may require a reassuring arm on the shoulder but try to avoid excessive familiarity with pupils.

Transporting of pupils

- (a) Staff under no circumstances take children anywhere unless written consent by parent/guardian or authorised by SLT
- (b) Staff must have fully comprehensive insurance.
- (c) Think carefully about the implication of transporting an individual in your car.
- (d) All passengers must wear seat belts.
- (e) Never overload the car.

Addressing of Staff

- (a) Never allow pupils to address you by your forename alone.
- (b) Never give your home telephone number to pupils who may wish to discuss problems with you.
- (c) In some activities in/out of Olive High School it may be necessary to pass on a home number i.e. sporting activities, exchange visits etc.

Compromising situations

If a member of staff feels that he/she has placed himself/herself in a compromising situation then an immediate discussion should take place with the head teacher or the DSL.

Independent Listener

We understand that all our pupils may at times require personal and private consultations to help them deal with certain aspects of their lives.

To ensure that all their individual needs are fully met we have one independent listener who is available to deal with their problems at all times (Mrs Ruqayyah Rafiq).

How to manage allegations

The following procedure should be applied in all situations where it is alleged that a person who works with children has:

Behaved in a way which has harmed a child, or may have harmed a child
Possibly committed a criminal offence against or related to a child
Behaved towards a child or children in a way which indicates that he/she is unsuitable to work with children

The allegations may relate to the persons behaviour at work, at home or in another setting.

** All allegations should be notified to the Local Authority Designated Officer (LADO) within one working day. ** (call) (01772) 536694 or 07826902522

The LADO will discuss the matter with the head teacher to determine what steps should be taken and where necessary obtain further details of the allegation and the circumstances in which it was made. The discussion should also consider whether there is evidence/information that establishes that the allegation is false or unfounded, whether a referral to the Children's Social Care Services is required and/or whether disciplinary action is appropriate.

Most allegations will require immediate referral to the Children's Social Care Services and the Police, but common sense and judgement must be applied in reaching a decision about what action to take.

If the allegation is not patently false and there is cause to suspect that a child is suffering or is likely to suffer Significant Harm, the LADO will immediately refer the matter to the Children's Social Care Services and ask for a Strategy Discussion/Meeting to be convened straight away.

Where the safety of other children is in question as a result of the allegation, consideration should be given to invoking the Complex (Organised or Multiple) Abuse Procedure.

Some allegations may be less serious and at first sight might not seem to warrant consideration of a police investigation or enquiries by Children's Social Care Services. However, it is important to ensure that even apparently less serious allegations are followed up and examined objectively by someone independent of the organisation. Consequently the LADO should be informed of all allegations that come to the employer's attention and appear to come within the scope of this procedure so that he or she can consult Police and social care colleagues as appropriate.

Where a referral is made directly to Children's Social Care Services, they will consult with the Local Authority Designated Officer (LADO), the Police and the Named Senior Officer/Manager in the relevant agency or organisation.

Where such allegations are made, consideration must be given to the following three strands:

1. The police investigation of a possible criminal offence
2. Enquiries and assessment by Children's Social Care Services as to whether the child is need of protection or in need of services
3. Consideration by an employer of disciplinary action in respect of the individual

In addition, such allegations may give rise to complaints of poor practice, which should be considered in line with the agencies complaints or disciplinary procedures.

More information and the full Lancashire Safeguarding Children Board Child Protection Procedures can be found at <http://www.lancshiresafeguarding.org.uk/>

The following definitions should be used when determining the outcome of allegation investigation:

Substantiated: there is sufficient evidence to prove the allegation;

Malicious: there is sufficient evidence to disprove the allegation an 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. The term, therefore, does not imply guilt or innocence.

In the first instance, the head teacher, or where the head teacher is the subject of the allegation, the chair of governors or proprietor should immediately discuss the allegation with the designated officer. The purpose of an initial discussion is for the designated officer and case manager to consider the nature, content and context of the allegation and agree a course of action. The designated officer may ask the case manager to provide or obtain relevant additional information, such as previous history, whether the child or their family have made similar allegations previously and the individual's current contact with children. There may be situations when the case manager will want to involve the police immediately, for example if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. Where there is no such evidence, the case manager should discuss the allegations with the designated officer in order to help determine whether police involvement is necessary.

The initial sharing of information and evaluation may lead to a decision that no further action is to be taken in regard to the individual facing the allegation or concern; in which case this decision and a justification for it should be recorded by both the case manager and the designated officer, and agreement reached on what information should be put in writing to the individual concerned and by whom. The case manager will then consider with the designated officer what action will follow both in respect of the individual and those made the initial allegation.

The case manager will inform the accused person about the allegation as soon as possible after consulting the designated officer. It is extremely important that the case manager provides them with as much information as possible at that time. However, where a strategy discussion is needed, or police or children's social care services need to be involved, the case manager should not do that until those agencies have been consulted, and have agreed what information can be disclosed to the accused. We will consider carefully whether the circumstances of a case warrant a person being suspended from contact with children at the school or whether alternative arrangements can be put in place until the allegation or concern is resolved. All options to avoid suspension will be considered prior to taking that step.

If there is cause to suspect a child is suffering or is likely to suffer significant harm, a strategy discussion should be convened in accordance with the statutory guidance Working Together to Safeguard Children (July 2018). If the allegation is about physical contact, the strategy discussion or initial evaluation with the police will take into account that teachers and other school staff are entitled to use reasonable force to control or restrain children in certain circumstances, including dealing with disruptive behaviour.

Where it is clear that an investigation by the police or children service is unnecessary, or the strategy discussion or initial evaluation decides that is the case, the designated officer will discuss the next steps with the case manager. In those circumstances, the options open to the school will depend on the nature and circumstances of the allegation and the evidence and information available. This will range from taking no further action to dismissal or a decision not to use the person's services in future. Suspension should not be the default position: an individual should be suspended only if there is no reasonable alternative.

In some cases, further enquiries will be needed to enable a decision about how to proceed. If so, the designated officer will discuss with the case manager how and by whom the investigation will be undertaken. In straightforward cases, the investigation will normally be undertaken by a senior member of the school.

However, in other circumstances, such as lack of appropriate resource within the school, or the nature or complexity of the allegation will require an independent investigator.

At the conclusion of a case in which an allegation is substantiated, the designated officer will review the circumstances of the case manager to determine whether there are any improvements to be made to the school procedures or practice to help prevent similar events in the future. This will include issues arising from the decision to suspend the member of staff, the duration of the suspension and whether or not suspension is justified. Lessons will also be learnt from the use of suspension when the individual is subsequently reinstated. The designated officer and case manager will consider how future investigations of a similar nature could be carried out without suspending the individual.

Suspension

We will consider carefully whether the circumstances of a case warrant a person being suspended from contact with children at the school, or whether alternative arrangements can be put in place until the allegation or concern is resolved. All options to avoid suspension will be considered prior to taking this step.

Suspension will not be the default position: an individual will be suspended only if there is no reasonable alternative.

The Case manager should also consider whether the result that would be achieved by immediate suspension could be obtained by alternative arrangements. In many cases an investigation can be resolved quickly and without the need for suspension. If the LADO, police and children's social services have no objections to the member of staff continuing to work during the investigation, the case manager should be as inventive as possible to avoid suspension. Based on assessment of risk, the following alternatives should be considered by the case manager before suspending a member of staff:

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 to alternative work in the school so the individual does not have unsupervised access to children.

Moving the child or children to classes where they will not come into contact with the member of staff, making it clear that this is not a punishment and parents have been consulted; or

Temporarily redeploying the member of staff to another role in a different location, for example to an alternative school or work for the local authority.

Where it has been deemed appropriate to suspend the person, written confirmation should be dispatched within one working day, giving as much detail as appropriate for the reasons for the suspension.

Where the police are involved, wherever possible the employer will ask the police to obtain consent from the individuals involved to share their statements and evidence for use in the employer disciplinary process.

Allegations against a teacher who is no longer teaching will be referred to the police.

Support for a staff that has been suspended

The support described below is applicable to staff during a period of suspension or during a period of leave of absence/medical absence where applicable.

It is recognised that during a period of uncertainty for a staff who finds herself/himself in this situation would require support due possibly to worry, depression or may feel isolated from workplace and colleagues. At all times it is important that staff are made aware that what is happening with the investigation. In this situation the head teacher

will keep in touch at regular basis with the concerned staff for the support from within school and advice for external support from the external organisations.

Pupil Allegations

Where allegations are found to be malicious, unsubstantiated or unfounded, information held will be removed from staff records and will not be referred to in employer references.

Pupils found to have made malicious allegations will be dealt as pupils who breach school procedures. Referral to the police will be made where it is felt a criminal offence has been committed.

Parents

Parents or carers of a child or children involved will be told about the allegation as soon as possible if they do not already know of it. However, where a strategy discussion is enquired, or police or children's social services need to be involved, the case manager will not do so until those agencies have been consulted and have agreed what information can be disclosed to the parents or carers. Parents or carers will also be kept informed about the progress of the case, and told the outcome of any disciplinary process. The deliberations of a disciplinary hearing, and the information taken into account in reaching a decision, cannot normally be disclosed, but the parents or carers of the child will be told the outcome.

Allegation of abuse made against other children

Any allegations of abuse against other children must be reported to the DSL.

Staff must recognise that children are capable of abusing their peers. Peer on peer abuse should NEVER be tolerated or passed off as "banter" or "part of growing up". Staff must be aware of the harm caused by bullying and use the schools anti bullying procedures where it is felt necessary. There will be instances when a pupil's behavior warrants a response under Child Protection procedures.

Some pupils who have experienced abuse may in turn abuse others. This requires a considered, sensitive approach in order that the pupil can receive appropriate help and support.

The School recognises that the care of pupils and young people with sexually harmful behavior is complex and the School will work with other relevant agencies to maintain the safety of the whole School community. The Child Protection procedure will be followed for both the victim and the perpetrator.

All concerns raised must be recorded on an incident form. Each incident will be looked at and procedures will be followed accordingly. Every concern will be dealt with appropriately.

Some examples of peer on peer abuse:

- Sexting
- Gender issues (Girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence)

Training and Support

The school will ensure that DSL attends external training relevant to her role and it will be refreshed every year.

In addition to the formal training, their knowledge and skills will be updated, (for example via e-bulletins, meeting other designated safeguarding leads, or read and digest safeguarding developments), at regular intervals, but at least annually. To keep up with any developments relevant to the role.

Where deemed necessary and relevant the DSL in discussion with the head teacher will keep form tutors or subject teachers up to date on matters concerning child protection issues.

DSL will ensure that all staff are reminded of their responsibilities at regular intervals and have external training every year.

Governing bodies and proprietors will recognize the expertise staffs build by undertaking safeguarding training and managing safeguarding concerns on a daily basis. Opportunity will therefore be provided for staff to contribute to and shape safeguarding arrangements and child protection policy.

Recording Information

The record will be retained at least until the accused has reached normal retirement age or for a period of 10 years from the date of the allegation if that is longer.

Details of allegations that are found to have been malicious should be removed from personnel records. However, for all allegations, it is important that a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken and decisions reached, is kept on the confidential personnel file of the accused, and a copy provided to the person concerned.

Timescale

It is in everyone's interest to resolve cases as quickly as possible consistent with a fair and thorough investigation. All allegations will be investigated as a priority to avoid any delay. The time taken to investigate and resolve individual cases depends on a variety of factors including the nature, seriousness and complexity of the allegation,

but these targets will be achieved in all but truly exceptional cases. It is expected that 80 per cent of cases will be resolved within one month, 90 per cent within three months, and all but the most exceptional cases will be completed within 12 months.

Issues of Confidentiality

Confidentiality is an issue which needs to be discussed and fully understood by all those working with children particularly in the context of child protection. The only purpose of confidentiality in this respect is to benefit the child.

Professionals can only work together to safeguard children if there is an exchange of relevant information between them. This has been recognised in principle by the courts. Any disclosure of personal information to others, must always however, have regard to both common and statutory law.

Normally personal information should only be disclosed to third parties (including other agencies) with the consent of the subject of that information (Data Protection Act 2018, European Convention on Human Rights, Article 8). Wherever possible, consent should be obtained before sharing personal information with third parties. In some circumstances, consent may not be possible or desirable but the safety and welfare of a child dictate that the information should be shared. The law permits the disclosure of confidential information necessary to safeguard a child or children. Disclosure should be justifiable in each case, according to the particular facts of the case and legal advice should be sought if in doubt.

The case manager will take advice from the LADO, police and children's social care services to agree the following:

- Who needs to know and, importantly, exactly what information can be shared;
- How to manage speculation, leaks and gossip;
- What, if any information can be reasonably given to the wider community to reduce speculation; and how to manage press interest if and when it should arise.

Information sharing

Remember that the Data Protection Act 2018 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.

Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.

Seek advice from other practitioners if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.

Share with informed consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgment, there is good reason to do so, such as where safety may be at risk. You will need to base your judgment on the facts of the case. When you are sharing or requesting personal information from someone, be certain of the basis upon which you are doing so. Where you have consent, be mindful that an individual might not expect information to be shared.

Consider safety and well-being: Base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.

Necessary, proportionate, relevant, adequate, accurate, timely and secure: Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.

Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

The seven golden rules to sharing information below taken from HM Government - July 2018

1. Remember that the General Data Protection Regulation (GDPR), Data Protection Act 2018 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.

2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.

3. Seek advice from other practitioners, or your information governance lead, if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.

4. Where possible, share information with consent, and where possible, respect the wishes of those who do not consent to having their information shared. Under the GDPR and Data Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be clear of the basis upon which you are doing so. Where you do not have consent, be mindful that an individual might not expect information to be shared.

5. Consider safety and well-being: base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.

6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.

7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

The General Data Protection Regulation (GDPR) and Data Protection Act 2018

The General Data Protection Regulation (GDPR) and the Data Protection Act 2018 introduce new elements to the data protection regime, superseding the Data Protection Act 1998. Practitioners must have due regard to the relevant data protection principles which allow them to share personal information.

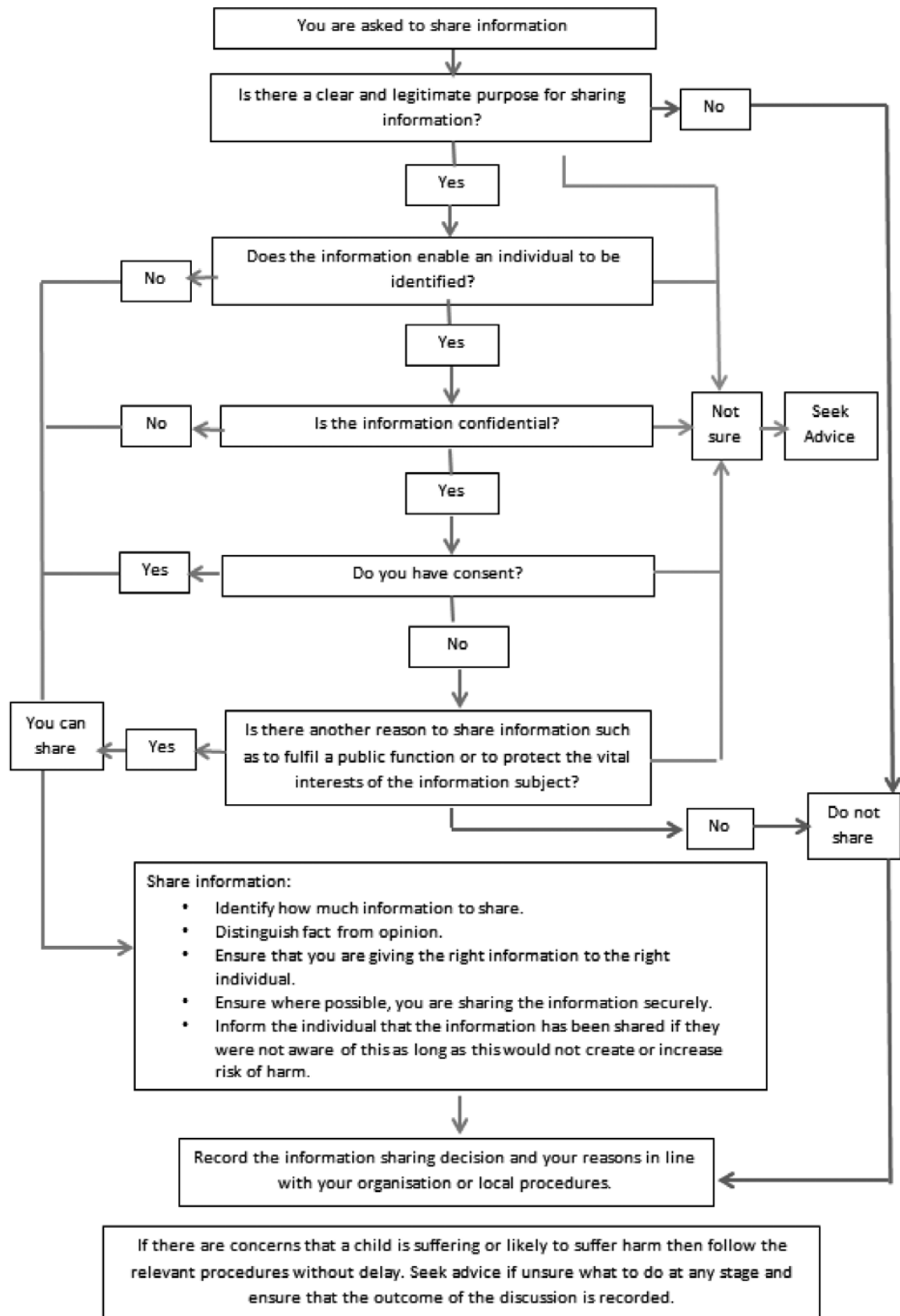
The GDPR and Data Protection Act 2018 place greater significance on organisations being transparent and accountable in relation to their use of data. All organisations handling personal data need to have comprehensive and proportionate arrangements for collecting, storing, and sharing information.

The GDPR and Data Protection Act 2018 do not prevent, or limit, the sharing of information for the purposes of keeping children and young people safe.

To effectively share information:

- all practitioners should be confident of the processing conditions, which allow them to store, and share, the information that they need to carry out their safeguarding role. Information which is relevant to safeguarding will often be data which is considered 'special category personal data' meaning it is sensitive and personal
- where practitioners need to share special category personal data, they should be aware that the Data Protection Act 2018 includes 'safeguarding of children and individuals at risk' as a condition that allows practitioners to share information without consent
- information can be shared legally without consent, if a practitioner is unable to, cannot be reasonably expected to gain consent from the individual, or if to gain consent could place a child at risk.
- relevant personal information can be shared lawfully if it is to keep a child or individual at risk safe from neglect or physical, emotional or mental harm, or if it is protecting their physical, mental, or emotional well-being.

Flowchart of when and how to share information



Records and Monitoring

Well-kept records are essential to good Child Protection practice. Our policy is clear about the need to record any concerns held about a child or children within our school, the status of these records, and when these records should be passed over to other agencies.

Staff should write down Child Protection concerns about pupils on the **Concerns about a Child's Safety and Welfare within School** form (available from the DSL) and immediately return to the DSL.

When a teacher suspects any significant harm to a child, and when the matter is handed over to the DSL then held notes regarding the child will become part of school records.

If there are concerns of a child then a monitoring process would be advised and the DSL will inform the head teacher and appropriate staff.

A Concerns about a Child's Safety and Welfare within School form would need to be completed and the DSL would collate information daily.

- a. After a predetermined length of time a further meeting with those concerned will take place to decide as to whether a referral is to be made to the Local Authority.
- b. If a child is currently on the register and is moving to a new school, then the DSL must forward all records to the DSL of the new school separately to their school records.

Attendance at Child Protection Multi- Agency Conferences

A child protection conference is a multi-agency meeting involving Children's Services, the Police and Review and Child Protection following a referral by school or other agency/ adult in response to serious concerns expressed about the wellbeing of a child.

A professional who is independent of operational or line management responsibilities for the case will chair the conference.

All professional agencies that have contact with the child are invited to attend.

Reports for the conference are recorded on the Child Protection Conference Report Form. The DSL in consultation with the relevant staff will compile this report.

Supporting pupils at risk and about whom we have concern

We recognise that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. Our school may be the only stable, secure and predictable element in the lives of children at risk. Whilst at school, their behaviour may still be challenging and defiant and there may even be moves to consider suspension or exclusion. It is also recognised that some children who have experienced abuse may in turn abuse others. This requires a considered sensitive approach in order that the child can receive appropriate help and support.

We will endeavor to support pupils through:

- (a) The curriculum to encourage self-esteem and self-motivation
- (b) Our ethos, which promotes a positive, supportive and secure environment and which, gives pupils a sense of being valued.
- (c) We will ensure that wishes and feelings are taken into account when determining what action to take and what services to provide to protect individual children. We will ensure that children can express their views verbally or written feedback.
- (d) A consistent approach, which recognises and separates the cause of behaviour from that which the child displays. This is vital to ensure that all children are supported within our school setting.
- (e) A commitment to develop productive, supportive relationships with parents, whenever it is in the child's interests to do so.
- (f) Regular liaison with other professionals who support the pupils and their families.
- (g) The development and support of a responsive and knowledgeable staff group, trained to respond appropriately in child protection situations:

See our Anti-bullying policy.

Our school recognises that, statistically, children with behavioural difficulties and disabilities are most vulnerable to abuse. Staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behavioural problems will need to be particularly sensitive to signs of abuse.

Our school recognises that it is important to work with parents to build an understanding of the school's responsibility to ensure the welfare of all children and

recognition that this may occasionally require children to be referred to investigative agencies, as a constructive and helpful measure. Hence our school will ensure parents are contacted whenever a concern for a pupil is raised, unless to do so will place the child at further risk.

What staff should do if they have concerns about safeguarding practices within the school

All staff and volunteers should raise concerns about poor or unsafe practice and potential failures in the schools safeguarding regime and are assured that such concerns will be taken seriously by the senior leadership team.

Appropriate whistle blowing procedures, which are reflected in staff training and staff handbook, are in place for such concerns to be raised with the schools senior leadership team.

Where a staff member feels unable to raise an issue with the school or feels that their genuine concerns are not being addressed, other whistle blowing channels may be open to them:

- General guidance can be found at-Advice on whistle blowing
- The NSPCC whistle blowing helpline is available for staffs who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk

Organisation	Telephone:	Address:
Muslim youth helpline	0808 808 2008	
NSPCC:	0800 1111	42 Curtain Road London EC2A 3NH
The Child Exploitation and Online Protection Centre (CEOPS)	0870 000 3344 enquiries@ceop.gov.uk communication@nca.gov.uk 0370 496 7622	

Visitors

All visitors to our school should sign in at the main office desk. Staff members should supervise all visitors if they have access to the school. Staff should challenge any adult unknown to them who is on the school premises.

Staff should report any unacceptable forms of behaviour by adults to a senior member of staff i.e. use of foul language by building workers etc.

Concerns about a Child's Safety and Welfare Within School

Name and address of School/Establishment or Agency (if applicable)	
Child's Name:	D.O.B:
Today's Date:	Time:
Your Name:	Your signature:
Your role:	
Date of Concern/Incident:	Time of Concern/Incident:
<p>Describe the observed incident(s) as factually as possible. Include who was involved, where it happened, exactly what happened etc. Remember to describe clearly any behavioural or physical signs you have observed.</p>	

(Check to make sure your report is clear now- and would also be clear to an outside agency)

Received by _____ Child Protection Officer (DSL)

Date: _____ Time: _____

Agreed Action: _____

Confidential

Date for Monitoring: _____

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Report to Secretary of State

The school has a duty to report to the Secretary of State, via the DfE, within one month of leaving the school any person (whether employed, contracted, a volunteer or pupil) whose services are no longer used because he or she is considered unsuitable to work with children.

In this context, ceasing to use a person's services includes: dismissal; non-renewal of a fixed term contract; no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a pupil teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation, and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering. It is important that reports include as much evidence about the circumstances of the case as possible.

Useful Contact Numbers

Education

Name / Title	Telephone:	Email Address:
Tim Booth Local Authority Designated Officer (LADO)	01772 536694 or 07826902522	Tim.booth@lancashire.gov.uk
Childrens safeguarding assurance partnership (Concerns about a child should be reported on)	0300 123 6720 or out of hours 0300 123 6722 (5pm - 8am)	

IMPLEMENTATION, MONITORING AND EVALUATING THE SAFEGUARDING POLICY

The policy will be included in the staff handbook and given to all staff at the start of the academic year. Staff meetings will be used to disseminate the policy, clarify any queries and explain key responsibilities.

The policy will be reviewed annually by Governors and the Senior Leadership Team.

The Safeguarding Officer will carry about a review of the policy by:

- Exploring the views of pupils in the School Council
- Recording the feedback of staff during staff meetings

The findings will be communicated to the Senior Leadership Team.

MONITORING

This policy will be reviewed annually by members of the Senior Leadership Team and Board of Governors.

Date approved by SLT and Board of Governors	Date of next review
01/09/21	01/09/22