

ST JOSEPH'S

PARK HILL SCHOOL

ST. JOSEPH'S PARK HILL



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Safeguarding and Child Protection Policy

This Policy also applies to the
Early Years Foundation Stage
and
Before and After School Provision

Mission Statement

**We prepare our children for the
challenges of the future in a nurturing and stimulating environment
built on Catholic foundations.**

Reviewed and amended: February 2024

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St Joseph's Park Hill Safeguarding and Child Protection Policy applies to the whole school, including the EYFS and our Before and After School Club.

St Joseph's Park Hill School, its Governors and its staff are committed to safeguarding and acting in the best interests of every child. This Safeguarding Policy is available on our website for all staff, parents and pupils and is also available on request from the school office.

This policy provides clear instructions to staff and others about expected procedures in dealing with child protection concerns and referrals. It demonstrates our commitment to the development of good practice and sound procedures to ensure that child protection concerns are handled sensitively, professionally and in ways which prioritise the needs of the child where alleged or suspected abuse might have occurred either in or outside of school by a member of the school community or other person.

St Joseph's Park Hill follows the procedures of the Blackburn with Darwen, Blackpool and Lancashire Children's Safeguarding Association Partnership (CSAPs) and contributes to inter-agency working in line with statutory guidance.

This Policy and related procedures and the efficiency of their implementation are monitored termly at each meeting of the Governing Body. A review of the Safeguarding and Child Protection Policies and Procedures will take place at least annually, including an update and review of the effectiveness of procedures and their implementation.

Any deficiencies or weaknesses in the implementation of this Policy or its related procedures will be remedied without delay.

This Policy was written having regard to the following guidance:

- Keeping Children Safe in Education (KCSIE September 2023) incorporating disqualification under the Childcare Act 2006
- The Human Rights Act 1998
- The Equality Act 2010 (including Public Sector Equality Duty)
- Blackburn with Darwen, Blackpool and Lancashire Children's Safeguarding Association Partnership (CSAPs) Procedures in *Working Well with Children and Families in Lancashire parts 1,2, and 3 (2021)*
- Working Together to Safeguard Children **2023**: A guide to inter-agency working to **help, protect and promote the welfare of children.**
- Prevent Duty Guidance: for England and Wales 2023 under Section 26 of the Counter-Terrorism and Security Act 2015
- The Use of Social Media for online radicalisation (July 2015)
- The Education (Independent School Standards) Regulations 2014
- RSHE Statutory guidance 2019
- Guidance for Safer Working Practice for those working with children and young people in education settings February 2022
- Sharing Nudes and semi-nudes: advice for education settings working with children (Dec 2020)

This Policy should be read in conjunction with:

- The Anti-Bullying Policy
- The Behaviour Management Policy
- The Safer Recruitment Policy
- The Whistle Blowing Policy
- The Staff Handbook
- The Social Media Policy
- The Online Safety Policy
- The Staff Code of Conduct
- The Physical Restraint Policy
- The Relationships Education Policy
- The Intimate Care Policy

Inspection

The Independent Schools Inspectorate (ISI) is approved to inspect St Joseph's Park Hill School and reports on Safeguarding Arrangements.

Equal Opportunities

At St Joseph's we ensure that no child is excluded from this policy regardless of gender, age, race, religion or belief, language, sexual orientation, disability, family background, gender reassignment, pregnancy or maternity.

Introduction

This school Safeguarding Policy applies to **all adults**, including volunteers, working in or on behalf of the school and is an over-arching document which demonstrates how everyone working in or for our school, shares an objective to keep children safe from harm and abuse and to identify children in need.

The definition of Safeguarding **and promoting the welfare of children in Working Together to Safeguard Children Dec 2023**, is summarised as follows:

- **providing help and support to meet the needs of children as soon as problems arise**
- protecting children and learners from maltreatment, **whether that is within or outside the home, including online.**
- preventing impairment of children's or learners' mental and physical health or development
- ensuring that children and learners are growing up in circumstances consistent with the provision of safe and effective care
- undertaking that role so as to enable those children and learners to have optimum life chances and to enter adulthood successfully

We aim:

- to ensure that the best interests of the child will be at the heart of what we do at all times
- to ensure that we take action to enable all children to have the best outcomes
- to ensure that children in our school feel safe at all times

- to ensure that all stakeholders feel confident that they are able to put the welfare of children first without concern that there will be any negative consequences attached to their actions
- to ensure that all adults who have contact with children in school have been properly vetted and cleared as suitable to work with and support children
- to ensure that all adults who have contact with children in school have been trained appropriately and are confident to undertake their safeguarding responsibilities effectively

School Ethos

Teachers and other adults in school are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm or recognised as a child in need.

- St Joseph's Park Hill maintains an ethos where children feel secure and are encouraged to talk and are listened to
- There are reminders around school telling children what they can do / who they can talk to if they are worried about anything
- We include opportunities within the curriculum for children to acquire skills and attitudes which give them the confidence to speak out when they have concerns, feel unhappy, anxious or worried (ie. PSHE lessons)
- We have a clear programme of safeguarding training for all staff as specified by CSAPs and a clear induction process for new staff whether permanent, temporary or volunteers. Training is at least annual formally, and also includes informal updates throughout the year.
- All staff are given clear guidelines detailing safeguarding procedures and the names and roles of the DSL and backup DSL

Procedures

St Joseph's Park Hill undertakes to implement procedures in accordance with locally agreed inter agency procedures where applicable to independent schools, set out in the Blackburn with Darwen, Blackpool and Lancashire Children's Safeguarding Association Partnership (CSAPs) Procedures and the accompanying Continuum of Need and Thresholds Guidance.

We communicate readily with CSAPs whenever an allegation or disclosure of abuse has been made and we follow their procedures.

CSAPs

Tel: 01772 536954

Address

Room CH3:37 / CH3:40

County Hall,

PRESTON

PR1 0LD

email: children.cypsafeguarding@lancashire.gov.uk

Following a disclosure by a child or a serious concern expressed where threshold has been clearly met (see below) we will refer immediately to CSC via the MASH (multi agency safeguarding hub) Tel: 0300 1236720

Out of hours (8pm-8am) and weekends (Emergency Duty Team) 0300 1236722.

School has a pivotal role to play in multi-agency safeguarding arrangements. Our school contributes to multi-agency working in line with statutory guidance: *Working Together to Safeguard Children*

Staff Responsibilities

The School's Designated Safeguarding Lead (DSL) is:

Mrs Maria Whitehead (Headteacher) Tel: 01282 455622

The Deputy Designated Safeguarding Leads (Backup DSLs) are:

Miss Charlotte Grillo Tel: 01282 455622

Mrs Pauline Duncan Tel: 01282 455622

Miss Charlotte Fidoe Tel: 01282 455622

The member of staff with responsibility for Safeguarding within the EYFS is:

Mrs Maria Whitehead (Headteacher) Tel: 01282 455622

The Governor nominated to liaise with school on Safeguarding matters is:

Mrs Katharine Marshall Tel: 01282 455622

The Institute Safeguarding Lead for the Institute (proprietors) is: Catherine Marcroft

Address: Generalate, Convent of Mercy, Cemetary Rd., Yeadon Leeds LS19 7UR

Tel: 07498 931163 safeguarding.coord@iolmercy.org.uk

Mrs Katharine Marshall to be contacted via Catherine Marcroft, out of school hours or if the situation dictates.

School receives regular advice, support, guidance and training from Andrea Gray at Schools Safeguarding email: andrea@schoolsafeguarding.com

Role of the Headteacher

- to ensure that there is a Designated Safeguarding Lead and a Deputy to take the lead responsibility in dealing with child protection issues
- to liaise closely with the DSL and safeguarding team and be attentive to the concerns raised
- to ensure that the DSL and Deputy DSL undertake training every two years and all other staff undertake basic Safeguarding training on a regular basis both formally via INSET and informally via updates and staff briefings
- to ensure that all new staff receive an appropriate induction which includes Safeguarding procedures and policy
- to ensure that all volunteers and temporary staff are made aware of the school's Safeguarding procedures

- to ensure that checks are made in respect of the central register of appointments, including governors, and that it complies with current regulations and is kept up to date
- to ensure that any deficiencies or weaknesses in the school's Safeguarding Policy and processes are remedied without delay
- to be the Key Adult who liaises with the police through Operation Encompass.

Role of the Governing Body

The Governing Body will appoint a member to have responsibility for safeguarding in school. The Governing Body is responsible for ensuring that all staff undergo Safeguarding and Child Protection Training, including Online Safety Training which amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring. The Governing Body will review and evaluate the Safeguarding Policies and procedures and the efficiency with which the duties have been carried out at least annually and the Headteacher will report to the Board of Governors termly any issues or updates related to Safeguarding. Governors will be invited to attend the annual Safeguarding and Child Protection refresher training delivered to staff each September before the commencement of the autumn term. They will take appropriate action in line with CSAPs, Allegations Against Staff Procedure if allegations of abuse are made against the Headteacher.

ROLE OF THE DESIGNATED SAFEGUARDING LEAD (DSL)

The Governing Body is responsible for appointing a Designated Safeguarding Lead (DSL) who is a member of the Senior Leadership Team, to provide support for staff to carry out their safeguarding duties, to liaise closely with other services such as children's social care and to take responsibility for dealing with child protection issues.

The Head Teacher and Governing Body must ensure that sufficient time and resources are allocated to allow the DSL to discharge their duties.

At St Joseph's Park Hill school, the headteacher is the DSL.

DSL RESPONSIBILITIES

The Designated Safeguarding Lead (DSL) or Deputy DSLs, appointed to act in the DSL's absence and who have received the same level of training as the DSL, should always be available to discuss safeguarding concerns. If in exceptional circumstances, the Designated Safeguarding Lead (or Deputy DSLs) are not available, this should not delay appropriate action being taken. Staff should consider speaking to the SBM and take advice from local children's social care. In these circumstances, any action taken should be shared with the Designated Safeguarding Lead (or deputy DSLs) as soon as is practically possible.

The DSL(s) will:

- help promote educational outcomes by sharing, with all staff, information about the welfare, safeguarding and child protection issues that vulnerable children are previously or currently experiencing

- work with staff to support them to identify the challenges that vulnerable children face and the additional academic support and adjustments they could make to support these children
- work with staff to create and maintain a culture of high aspirations for vulnerable children, particularly those children with a social worker or those with mental health needs
- ensure that their own training is updated every two years including multi-agency training, and training in the Safeguarding Partners' approach to Prevent duties every two years.
- ensure that the school operates within the legislative framework and recommended guidance.
- keep detailed, accurate, comprehensive and secure written records of concerns and referrals as detailed in Annex C of KCSIE 2023 – child protection files.
- have a knowledge of the Lancashire Continuum of Need and know the appropriate form of action needed following a concern being recorded
- recognise how to identify signs of abuse and when it is appropriate to make a referral
- know how to make a referral to the LADO where there is a case of suspected abuse or an allegation against a member of staff or other adult (refer to Whistleblowing policy)
- act as a source of support, advice and expertise within the school when deciding whether to make a referral by liaising with relevant agencies.
- liaise with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children
- work with the police on any incident reported to school through Operation Encompass
- attend case conferences and contribute to these effectively when required to do so.
- ensure that all safeguarding and child protection information relating to pupils is recorded and stored within data protection guidelines
- inform the Disclosure and Barring Service in cases where a person is dismissed or left due to risk / harm to a child
- inform the police in cases where a crime may have been committed
- be aware that according to PACE code C 2019, children are entitled to an appropriate adult who will safeguard the rights, entitlements and welfare of juveniles and vulnerable persons in their dealings with the Police
- inform the Secretary of State if there are grounds for believing a person may be unsuitable for working with children
- meet regularly (at least termly) with the school's safeguarding team (deputy DSLs) to monitor relevant policies, records and procedures
- report at least termly to Katharine Marshall, the Safeguarding lead on the governing body, and report to the full Governing Body 3 times a year
- ensure the deputy DSLs are trained according to requirements and are carrying out their role effectively
- take lead responsibility for online safety in school and also lead on understanding filtering and monitoring systems and processes in place in school

Staff Training

The DSL will ensure that

- all staff are aware of the role and identity of the DSL and the deputy DSLs
- all staff are aware of the systems, policies, procedures and documents within school which support Safeguarding, including the school's Safeguarding Policy and that these are explained at induction
- all staff read and understand at least Part 1 and Annex B of KCSIE (September 2023)
- all staff know
 - ❖ have received and understood the school's Code of Professional Conduct.
 - ❖ their own roles and responsibilities
 - ❖ information about evacuation procedures
 - ❖ their role and responsibilities in the Health, Welfare and Safety procedures and practices of the school
 - ❖ how to manage a report of child-on-child sexual violence and sexual harassment
- all new staff are provided with induction training that includes receiving a copy of the following documents:
 - ❖ *the Safeguarding Policy including information about the identity and role of the DSL and the Deputy DSLs*
 - ❖ *the Behaviour Management Policy*
 - ❖ *the Antibullying Policy*
 - ❖ *the Facebook Acceptable Use Policy*
 - ❖ *the Online Safety Policy*
 - ❖ *the Staff Code of Conduct*
 - ❖ *the Staff Handbook including the Whistleblowing Policy and the staff social media policy*
 - ❖ *a copy of Part 1 and Annex B of the current KCSIE*
- all staff receive safeguarding and child protection updates in staff meetings, as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- all staff are aware of the local early help process and understand their role in it
- all staff are aware of the process for making referrals to Children's Social Care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments
- all visiting specialist teachers are provided with the policy and subsequent updates, including details of DSL and DDSL.
- the DSL will take a proportionate and risk-based approach to the level of information that is provided to temporary, volunteers and contractors.
- the DSL will ensure as far as reasonably possible that the school holds more than one emergency contact number for each pupil

Other duties

The DSL will also:

- meet regularly with the Governor responsible for Safeguarding
- ensure the Safeguarding Policy is reviewed at least annually and shared with the Governing Body following review

- keep records of staff training and report to the Governing Body regarding this
- give termly reports to the Governing Body about any issues relating to Safeguarding and Child Protection within school
- ensure parents are aware of the Safeguarding Policy and the fact that referrals may be made and the role of the school in this
- where children leave the school, in addition to handing over any child protection file securely, the DSL will share information proactively with the new school to enable the new school to have support in place when a child arrives and to ensure that key staff, such as the SENDCo, are aware of any needs

Role of the STAFF

All staff are aware of the systems, policies and procedures within school which support Safeguarding and Child Protection (see Staff Training above)

What staff should do if they have concerns about a child

If staff have concerns about a child's welfare or an allegation is made about another member of staff (including supply staff, volunteers or contractors) posing a risk of harm to children, or believe that a child is or may be at risk of abuse, they should act immediately. They should pass any information to the Designated Safeguarding Lead or the Deputy DSL. This also includes situations of abuse which may involve staff members. (Refer to Whistle blowing Policy in the Staff Handbook)

The DSL will usually decide the next steps.

Options will include:

- managing support for the child internally
- an early help assessment: where a child or family would benefit from co-ordinated support from more than one agency there should be an inter-agency assessment. These assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment. The early help assessment should be undertaken by a lead professional who could be a teacher, SENDCo, GP or DSL (refer to [Working Together to Safeguard Children 2023. Chapter 3 section 1](#))
- a referral to Children's Social Care

If in exceptional circumstances the DSL or Deputy DSLs are unavailable, this should not delay appropriate action being taken. Staff should speak to Katharine Marshall, governor who has responsibility for Safeguarding in school, who will take advice from local children's social care. Any action taken should be shared with the DSL (or deputies) as soon as is practically possible.

All staff have access to a dedicated Safeguarding advice line which they can ring during school hours 8.30-4.30 Mon-Fri for immediate advice and support if they have a concern about a child. They can do so even if the DSL is available, but would usually go through the DSL. Tel: 01254 660584

It is important to note that any staff member can refer their concerns to Children's Social Care directly. Ring the MASH on 0300 123 6720 (out of hours: 0300 123 6722)

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

information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime. If staff feel unable to raise these concerns with the DSL, Head, SMT, appropriate Governor or Chair of Governors, or feel that their genuine concerns are not being addressed, other whistleblowing channels are open to them.

General guidance can be found via: [Advice on Whistleblowing](#)

or

the [NSPCC's What you can do to report abuse](#) dedicated helpline

Staff can call 0800 028 0285 – line is available 8.00am – 8.00pm (Monday to Friday)

or email: help@nspcc.org.uk

The school's Whistle Blowing Policy forms part of the Staff Handbook.

What staff should do if a child wants to confide in them.

- Be accessible and receptive
- Listen carefully and uncritically, at the child's pace
- Take what is said seriously
- Reassure the child that they are right to tell
- Tell the child that you must pass this information on
- Make sure that the child is safe
- Make a careful record of what was said

What information do you need to obtain?

- School has no investigative role in child protection. Police and Children's integrated services will investigate possible abuse very thoroughly and in great detail. They will gather evidence.
- Never prompt or probe for information, your job is to listen, record and pass on
- Ideally, you should be clear about what is being said in terms of who, what, where and when
- The question you should be able to answer at the end of the listening process is, "might this be a child protection matter."
- If the answer is yes, or if you are not sure, record and pass on to the Designated Safeguarding Lead, any of the Deputy DSLs or the Headteacher.

Methods of recording concerns and reporting suspicions of abuse

Internal Notification Forms are available in the file in the office or from the DSL.

Recording should

- State who was present, time, date and place
- Be written in ink and signed by the recorder
- Be passed to the DSL or Deputy DSL immediately (or certainly within 24 hours)
- Use the child's exact words wherever possible
- Be factual / state exactly what was said
- Differentiate clearly between fact, opinion, interpretation, observation and/or allegation

What questions are acceptable to ask and which are not?

- Never ask closed questions, i.e. the ones to which children can answer 'yes' or 'no'.
- Never make suggestions about who, how or where someone is alleged to have touched, hit etc.
- Only use minimal prompts such as, 'go on', 'tell me more', 'tell me everything you can remember'.
- An important question is 'When was the last time this happened' as timescales are very important.

You should NEVER

- Investigate or seek to prove or disprove possible abuse
- Ask leading questions
- Make promises about confidentiality or keeping 'secrets' to children
- Assume that someone else will take the necessary action
- Jump to conclusions, be dismissive or react with shock, anger, horror etc.
- Speculate or accuse anybody
- Investigate, suggest or probe for information
- Confront another person (adult or child) allegedly involved
- Offer opinions about what is being said or the person allegedly involved
- Forget to record what you have been told
- Fail to pass on the information to the correct person (DSL or DDSL)

Designated Safeguarding Lead considerations

Child in Need or Child at Risk?

The DSL will carry out an urgent initial assessment of all cases referred to them. This is to ascertain the nature of the suspicion or allegation, the validity of the suspicion or allegation, based on the evidence and the likelihood of future harm to the child. The DSL will refer to any confidential files held by the DSL and will refer to medical records, children's files and registers. They may talk discreetly with staff or pupils to ascertain relevant information without revealing the nature of the enquiry. This is not an investigation although the child and staff may have to be interviewed. A written record of the initial assessment will be made, including signed statements where appropriate, which will be kept by the DSL. On the basis of the initial assessment, the DSL will decide on an appropriate course of action which may involve referring the matter to Children's Social Care. This will be recorded. The initial assessment must be completed promptly within 24 hours of the allegation or suspicion being reported.

If an allegation is made against a member of staff, and it is not deemed a 'low level concern', then the LADO will be informed immediately (see below).

What is a Child in Need?

Under section 17 (s17 (10) of the Children Act 1989) a child is in need if:

- a. He/she is unlikely to achieve or maintain, or have the opportunity to achieve or maintain a reasonable standard of health or development, without the provision of service by a local authority.
- b. His/her health or development is likely to be impaired, or further impaired, without the provision of such services.
- c. He/she is disabled.

What is a Child at Risk?

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

- a. Is the subject of an Emergency Protection Order
- b. Is in Police Protection:
- c. There is reasonable cause to suspect that a child is suffering or is likely to suffer significant harm.

If a child is considered to be at risk then an immediate referral must be made.

By definition, a child at risk is also a child in need, however, this will help to define the priority/level/immediacy of risk/need.

- Can the level of need identified be met in or by the school (early help) or by accessing universal services without referral to MASH or other targeted services by working with the child, parents and colleagues?
- What resources are available and what are their limitations?
- Is the level of need such that a referral needs to be made to Children's Social Care which requests that an assessment of needs be undertaken?
- Is the level and/likelihood of risk such that a child protection referral needs to be made i.e. a child is suffering or is likely to suffer significant harm?
- What information is available? Child, parents, family and environment.
- Do the cultural norms of a family need to be taken into account?
- What information is inaccessible and potentially how significant might this be?
- Who needs to be spoken to and what do they need to know?
- Where can appropriate advice and support be accessed?
- If there is not to be a referral, what action needs to be taken?

With all safeguarding and child protection concerns, the DSL(s) will refer to the Lancashire Continuum of Need to determine the course of action to take :

LANCASHIRE CONTINUUM of NEED (SEE ANNEX C)

LEVEL 1: Universal

Most children and families will experience challenges in their lives and will be able to weather these challenges either without help from services, or with advice, guidance and support from universal services, including empathy and understanding.

Needs and risks are met through a (Single Agency Assessment) to universal services such as: maternity services at birth, GPs, Health Visitors, Funded childcare hours, Primary education etc.

LEVEL 2: Universal Plus

Some children, young people and families will need support from people who know them well and have established relationships with them to meet some challenges when advice and guidance has not been enough to help the family achieve change or where a child or young person needs additional support to help them to thrive. See p.11 of *Working Well with Children and Families in Lancashire* for the type of support services that may be available.

Where there is evidence of unmet need, the DSL can request targeted support via a Children's Services Request for Support e-form which is sent to the Lancs Children's Services Support Hub within the MASH. The consent and involvement of parents/carers and the child is necessary.

LEVEL 3: Intensive Support

A small number of children, young people and families will experience significant difficulties and will need coordinated support from experts working with them to find sustainable solutions that reduce the impact of challenge on the wellbeing and development of children and young people. See p.12 of *Working Well with Children and Families in Lancashire* for examples of the support services available.

If Intensive support is required, the DSL will contact the MASH on 0300 123 6720 to speak to a qualified social worker who will advise on the appropriate service pathway to take. A Request for support e-form will need to be completed and sent to Lancashire Children's Services Support Hub (CSSH)

LEVEL 4: Specialist Support

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

This is statutory child protection under section 17 of the Children Act 1989 – Child in Need, and section 47 Child at Risk of Significant Harm.

If a child is considered to be unlikely to achieve a reasonable standard of health and development without the provision of services, then the DSL would consult with the parents/carers and a Request for Support e-form should be completed and forwarded to the Lancashire Children's Services Hub who will consider which services are best equipped to provide proportionate support to the child and family in need.

If a child is considered to be at immediate risk of significant harm, then the DSL will ring the Police on 999, then contact the MASH on 0300 123 6720/ out of hours 5pm-8am 0300 123 6722. The DSL can also call the Schools Safeguarding team on 01772 531196 for advice.

If the DSL considers that a child and their family requires specialist support at Level 4 through Children's Social Care, then usually the DSL would consult with the parents/carers and inform them that a child protection referral is being made.

Fear of jeopardising a relationship with parents because of a need to refer is not sufficient justification for not telling them that you need to refer. On the contrary, this lack of openness will do little to foster ongoing trust, particularly as the source of referrals will be disclosed to the parents except in a limited number of circumstances. If you (DSL) feel that your own or another adult's immediate safety would be placed at risk by informing the parent/carer, then seek advice from the MASH on 0300123 6720.

The criteria for not informing parents/carers:

- because this would increase the risk of significant harm to the child
- because in the referrer's professional opinion, to do so might impede an investigation that may need to be undertaken

- because there would be undue delay caused by seeking consent which would not be in the child's best interests.

In all instances of concern, the DSL will consider Lancashire's threshold guidance in *Working Well with Children and Families in Lancashire*, and if they consider that the child's unmet need meets level 2, 3 or 4, then the DSL will make a Request for Support via e-form. This will be received by the Children's Services Support Hub. Level 4 requests go straight to MASH.

Feedback from Children's Social Care

Upon receiving a referral, the MASH (Multi Agency Safeguarding Hub) will decide on a course of action. The MASH Practice manager will decide on the appropriate pathway. If the case requires Early Help Services, it will be sent to the relevant Early Help provision. If the case is potentially a Child in Need or a Child Protection referral, then a decision will be made within 24 hours. Where the threshold for CSC is clear, the case will be transferred to the Duty and Assessment Team for swift action.

Outcomes for a referral can be:

- no further action
- advice and guidance given
- accepted as a referral and passed to a social worker in the relevant Duty and Assessment team for an assessment.
- accepted as a referral for the Children and Family Wellbeing Service Family Intensive Support Team.

The outcome of the referral will be fed back to the DSL. In most cases, a Child and Family Assessment will be undertaken and its outcome may be:

- The provision of advice
- A child in need plan
- Support provided by Intensive Early Help Service
- A TAF and Early Help Plan
- A section 47 Child Protection Investigation

Where and when necessary, the DSL will attend any strategy meetings or safeguarding (child protection) conference / multi agency meeting (inc social services, police etc) as the representative of St Joseph's Park Hill School.

Records and Monitoring

Well kept records are essential to good safeguarding and child protection practice. St Joseph's Park Hill is clear about the need to record any concerns held about a child or children within our school, the status of such records and when these records, or part thereof, should be shared with other agencies.

All concerns regarding children and any disclosures made will be recorded on the school proforma. This will be done as soon as possible and within 24 hours of the disclosure and then given to the DSL or if not available will be given to the backup DSL. It is recognised that in some cases the initial reporting to the DSL will be verbal to enable a timely response to the concerns raised.

All Child Protection records and concerns are kept in a secure file in the office. Staff need to be aware that these files are confidential and are there as a help to relevant staff and as such are not public records. The file is kept securely and may only be viewed by authorised staff. Staff should NOT keep copies of any records or notes they have written about child protection matters. They must be handed to the DSL

The monitoring of the administration is the responsibility of the DSL.

When a child leaves and the new school is unknown, the DSL will inform the local authority so the child's name can be included on the data base for missing pupils.

Confidentiality and Information Sharing

The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

The Governing Body therefore ensures that relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the UK GDPR.

The DSL and Deputy DSLs are aware of the data protection principles which allow them to store and share information which is sensitive and personal and is therefore treated as "special category personal data". School will NOT provide pupils' educational data where the serious harm test (UK GDPR and Data Protection 2018 legislation) is met.

Staff who need to share "special category personal data" are aware that the data Protection Act 2018 contains "safeguarding of children and individuals at risk" as a processing condition that allows staff to share information. This includes allowing staff to share information without consent, if it is not possible to gain consent or it is not reasonably expected that a member of staff gain consent, or if to gain consent would put a child at risk.

When children leave school, the DSL will ensure that their child protection file is transferred to the new school as soon as possible, ensuring secure transit. A confirmation of receipt will be obtained. The child's CP file will be transferred separately from the main pupil file.

The DSL will also decide whether it would be appropriate to share information with the new school in order for support to be in place when the child arrives.

When children transfer to us from another school, the DSL will check whether any CP records or concerns are in place for the new pupil.

Confidentiality is paramount when working with children in the context of child protection. Training in safeguarding will ensure that every adult working in the school understands the need for and basic principles regarding confidentiality.

This will include:

- Why a member of staff must never guarantee confidentiality to a child.
- What they should say to a child who asks the adult to keep a secret and how the child should be advised that the information may need to be shared with others
- Who needs to be given this information?
- Who should be contacted?

It has been recognised that professionals can only work together to safeguard children if there is an exchange of relevant information between them.

Further details on information sharing can be found:

- In Chapter one of *Working Together to Safeguard Children*, which includes a myth-busting guide to information sharing
- At *The Information Commissioner's Office (ICO)* which includes ICO UK GDPR FAQs and guidance from the department
- In *Data Protection: toolkit for schools* –Guidance to support schools with data protection activity, including compliance with the UK GDPR

Feedback to staff who report concerns to Designated Safeguarding Lead

Rules of confidentiality mean that it may not always be possible or appropriate for the DSL to feedback to staff who report concerns to them. Such information will be shared on a 'need to know' basis only and the DSL will decide on which information needs to be shared, when and with whom. The primary purpose of confidentiality in this context is to safeguard and promote the child's welfare.

Safer Recruitment and Selection

The Governing Body and the Trustees will ensure that Safer Recruitment Procedures are followed when appointing staff and when acquiring the services of coaches, peripatetic teachers etc to work in school and to work with the pupils out of school.

Refer to Safer Recruitment Policy which forms part of the Staff Handbook.

St Joseph's Park Hill pays full regard to the current DfE Guidance: Keeping Children Safe in Education. (KCSIE September 2023).

We ensure that all appropriate measures are applied in relation to anyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult, including volunteers.

Safer Recruitment practices include completing all required checks (See Safer Recruitment Policy for details)

The Headteacher and the School Business Manager have undertaken Safer Recruitment Training and at least one is in attendance at interview for all staff and volunteer appointments.

The School will report to the DBS (Disclosure and Barring Service) any person (whether employed, contracted, volunteer or student) whose services are no longer used because they are considered to be unsuitable to work with children.

School has a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult.

School will also consider whether to refer the case to the TRA (the Teachers Regulation Authority) who will then consider prohibiting the individual from teaching.

Code of Conduct

There is a Staff Code of Conduct in place which sets out clear expectations of staff behaviour. The Staff Code of Conduct can be found in the Staff Handbook. Parents can request a copy from the school office.

Staff must ensure that their behaviour and actions do not place the pupils or themselves at risk of harm or allegations of harm to a pupil.

All staff and volunteers should:

- Treat everyone with respect
- Provide an example for others
- Respect a young person's right to privacy
- Provide access for children to talk to others about any concerns they may have - 'A listening culture'
- Recognise and allow for the special needs of young people with disabilities and learning difficulties
- Encourage children and adults to point out attitudes or behaviour that they do not like
- Adopt an 'it could happen here approach'

Staff should not

- Spend excessive amounts of time alone with children away from others
- Meet children outside school hours or school duties
- Allow or engage in inappropriate touching of any form
- Allow children to use inappropriate language unchallenged
- Do things of a personal nature that a child can do for themselves
- Belittle children in any way which will cause resentment
- Show favouritism to any individual
- Be drawn into inappropriate attention seeking behaviour
- Rely on their good name to protect them
- Believe 'it could never happen to me'
- Jump to conclusions about others without checking the facts.
- Take photographs of children on their personal devices

Staff must be aware of safeguarding arrangements when they are engaged in close one-to-one teaching, particularly in intervention and support work, specialist music tuition and sports coaching

Dealing with Allegations of Abuse made against members of staff/ Concerns raised in relation to teachers, including supply staff, other staff, volunteers and contractors.

(Please refer to the School's Whistleblowing Policy in the Staff Handbook)

There are two levels of allegation/ concern:

1. Allegations that may meet the harms threshold (see below)

2. Allegations/ concerns that do not meet the harms threshold – referred to as ‘Low Level Concerns’.

St Joseph’s Park Hill has procedures for dealing with allegations against staff (and supply staff, volunteers and contractors who work with children) that aim to strike a balance to protect children from abuse but also to protect staff and volunteers from false or unfounded allegations. If an allegation is made against a member of staff the quick resolution of that allegation must be a clear priority to the benefit of all concerned. At any stage of consideration or investigation, all unnecessary delays should be eradicated.

If an allegation of abuse is made about a member of the teaching staff, supply staff, support staff, EYFS staff, governing body, someone working for externally managed services within the school or a volunteer, the headteacher should be informed immediately.

Where an allegation relates to a member of supply staff provided by an agency, then the agency should be fully involved. However, St Joseph’s Park Hill School do not employ supply staff or staff from agencies.

If there would be a conflict of interest in reporting the matter to the Headteacher, then staff can contact the LADO direct.

Allegations made against the Headteacher should go to the Chair of Governors who should be informed immediately.

Chair of Governors: Miss Lara Oddie 01282 455622

The colleague about whom the allegation has been made should not initially be informed.

The Headteacher or Chair of Governors will then refer to the guidance in Part 4 section 1 of KSCIE 2023 and ascertain whether the allegation may meet the harms threshold.

In the case of serious harm, the police should be informed from the outset. The member of staff or individual making the allegation against a member of staff must make a written, signed and dated account of the allegations as soon as possible (and certainly within 24 hours)

ALL allegations of abuse against a member of staff, which meet the harms threshold as described in KCSIE 2023 Part 4 Section 1, must be reported to the Local Authority Designated Officer (LADO) immediately **using the online referral form.**

The Local Authority Designated Officer (LADO) for Lancashire is:

Mr Tim Booth Phone: 01772 536694 tim.booth@lancashire.gov.uk

LADO

The LADO is responsible for:

- Providing advice, information and guidance to school around allegations and concerns regarding staff.
- Managing and overseeing individual cases from all partner agencies.
- Ensuring the child’s voice is heard and that they are safeguarded.
- Ensuring there is a consistent, fair and thorough process for all adults working with children and young people against whom an allegation is made.
- Monitoring the progress of cases to ensure they are dealt with as quickly as possible.

- Recommending a referral and chairing the strategy meeting in cases where the allegation requires investigation by police and/or social care.

The LADO is involved from the initial phase of the allegation through to the conclusion of the case. The LADO is available to discuss any concerns and to assist in deciding whether there is a need to make a referral and/or take any immediate management action to protect a child.

St Joseph's Park Hill will not undertake their own investigation of allegations which may meet the harms threshold without prior consultation with the LADO, or in more serious cases, the police, so as not to jeopardise statutory investigations. In borderline cases, discussions with the LADO can be held informally and without naming the school or individual.

The LADO's first step will be to discuss the allegation with the headteacher or Chair of Governors where appropriate to confirm details of the allegation and establish whether there is sufficient substance in the allegation to warrant an investigation.

Suspension of the member of staff may not be an automatic response to an allegation but may be procedural and done without prejudice. Full consideration will be given to all options in order to ensure the safety and welfare of the pupil or pupils involved, to fulfil the need for a full and fair investigation and to ensure the school has fulfilled its obligations with regard to involving other agencies if required.

St Joseph's Park Hill will make every effort to maintain confidentiality and to guard against unwanted publicity up to the point where the accused person is charged with an offence or the DfE / TRA publish information about an investigation or decision in a disciplinary case. The HMGov document on 'The seven rules for information sharing' will be used when guidance is required.

Inappropriate behaviour would be a sign that a member of staff or any other person working with children may need reporting, for example, inappropriate sexual comments, excessive one-to-one attention beyond the requirements of their usual role and responsibilities, and inappropriate sharing of images.

ALL records of reports, telephone calls and details of all personnel likely to be relevant to any investigation of the allegation and actions taken are recorded in writing, signed, dated and then kept securely.

Low Level Concerns

Concerns which do not meet the harm threshold (KCSIE Pt4 section 1) are classed as Low Level Concerns which does not mean that they are insignificant. A Low Level Concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' – that an adult working in or on behalf of the school may have acted in a way that:

- is inconsistent with the school's Staff Code of Conduct, including inappropriate conduct outside of work, and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO

Examples of such behaviour could include, but are not limited to:

- being over friendly with children, including unnecessary touch
- having favourites

- taking photographs of children on their mobile phone, contrary to school policy
- engaging with a child on a one-to-one basis in a secluded area or behind closed doors
- using inappropriate sexualised, intimidating or offensive language
- humiliating pupils

St Joseph's Park Hill school aims to embed a culture of openness, trust and transparency in which the School's Values and expected behaviour set out in the Staff Code of Conduct are constantly lived, monitored and reinforced by all staff.

St Joseph's Park Hill aims to promote an open and transparent culture in which all concerns about adults working in or on behalf of school are dealt with promptly and appropriately.

Staff should share any low level safeguarding concerns with the Headteacher, who will collect as much evidence as possible by speaking to the person who raised the concern. The Headteacher will then speak to the individual concerned and any witnesses. The information collected will help the Headteacher categorise the type of behaviour and determine what further action may need to be taken. This will all be recorded in writing including the rationale for any decisions and action taken.

The Headteacher will address any unprofessional behaviour by supporting the individual to correct it at an early stage, including providing any additional training identified.

The Headteacher will ensure a responsive, sensitive and proportionate handling of such concerns when they are raised and as a result, help to identify any weaknesses in the school safeguarding systems.

If the Low Level Concern is about the Headteacher, then it should be shared with the governor responsible for Safeguarding.

Staff are encouraged to feel confident to self-refer where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

Where a Low Level Concern relates to a person employed by a supply agency, or contractor, the concern should be shared with the Headteacher who will notify their employer about the concern so that any patterns of inappropriate behaviour can be identified.

All Low level concerns should be recorded in writing by the Headteacher, including the details of the concern; the context in which the concern arose; the action taken and the rationale for the decisions made. The name of the individual sharing their concerns should be noted, respecting wishes to remain anonymous where reasonably possible. These records will be kept confidentially, securely and will comply with the Data Protection Act 2018 and UK GDPR. This information will be retained at least until the individual leaves our employment.

The Headteacher will review records of low level concerns so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, the Headteacher will decide on a course of action, either through the school's disciplinary procedures, or if the behaviour pattern meets the harms threshold, referral to the LADO. Consideration will be given to whether there are wider cultural issues within school or whether policies need revision and extra staff training provided to minimise the risk of it happening again.

Keeping Children Safe in Education (September 2023)

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example NSPCC offers information for schools and colleges on the TES website and also on its own website www.nspcc.org.uk Staff can also access broad government guidance on the issues listed below and in Keeping Children Safe in Education via the GOV.UK website and in the other guidance listed at the front of this policy.

Contextual Safeguarding

Safeguarding incidents and behaviours can be associated with factors outside school and can occur between children outside school. Staff should consider the context in which such incidents occur and assessments of children should include where environmental factors are present in a child's life that are a threat to their safety and / or welfare.

Supporting pupils at risk

Our school recognises 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.

At St Joseph's Park Hill, we endeavour to support pupils through:

- The curriculum, to encourage self-esteem and self-motivation;
- The school ethos, which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued;
- The implementation of the school Behaviour Management Policy
- A consistent approach, which recognises and separates the cause of behaviour from that which the child displays
- Liaison with other professionals and agencies where appropriate.
- A commitment to develop productive, supportive relationships with parents
- The development and support of a responsive and knowledgeable staff trained to respond appropriately in child protection situations

Child-on-child Abuse

St Joseph's Park Hill School operates a '**zero tolerance**' approach to all forms of child-on-child abuse.

**Any form of child-on-child abuse is unacceptable and will be taken seriously.
Child-on-child abuse can happen in school, outside of school and online.**

Children are vulnerable to abuse by their peers. Such abuse should be taken as seriously as abuse by adults and is subject to the same child protection procedures. Staff should not dismiss abusive behaviour as normal between young people and should not develop high thresholds before taking action. Staff should be aware of the potential uses of information technology for bullying and abusive behaviour between young people. Staff should be aware of the added vulnerability of children and young people with Special Educational Needs and Disabilities. Abuse issues can sometimes be gender specific e.g. girls being sexually touched/assaulted, and boys being subject to initiation/hazing type violence.

When considering abusive or harmful behaviour between children, it is necessary to consider:

- what abuse is and what it looks like
- how it can be managed
- what appropriate support and intervention can be put in place to meet the needs of the individuals involved
- what preventative strategies may be put in place to reduce further risk of harm.

The alleged perpetrator is likely to have considerable unmet needs as well as posing a significant risk of harm to other children. Evidence suggests that such children may have suffered considerable disruption in their lives, may have witnessed or been subjected to physical or sexual abuse, may have problems in their educational development and may have committed other offences. They may therefore be suffering, or be at risk of suffering, significant harm and be in need of protection. Any long-term plan to reduce the risk posed by the alleged perpetrator must address their needs as well as reduce the risk posed by them.

It is important to deal with any type of peer abuse immediately and sensitively. Therefore, staff will:

- reassure the victim that they are being taken seriously and that we will support them and keep them safe
- gather and record information as soon as possible to get the true facts.
- refer concerns to the DSL in accordance with the school Safeguarding and CP Policy
- document the specific language used and / or behaviour displayed.
- talk to the children in a calm and consistent manner.
- not be prejudiced, judgmental, dismissive or irresponsible in dealing with such sensitive matters.

The DSL will:

- Gain a statement of facts from the pupil(s)
- Assess needs of victim and alleged perpetrator
- Speak with parents if appropriate
- Consider referral to Police, (explaining to the victim that the law is in place to protect them)
- Consider a Request for Support from the Lancashire Children's Services Support Hub
- Contribute to multi-agency assessments via CSSH or MASH
- Undertake a risk assessment
- Record all incidents and all action taken

In circumstances less serious, the matter will be dealt with through the school's Anti-Bullying Policy.

Where there is evidence or accusations of more serious complex behaviour, the Designated Safeguarding Lead must be informed immediately. The DSL will seek immediate advice from Victoria Wallace (Schools Safeguarding Officer) Tel: 01772 531196 or from the Schools Safeguarding Advice line.

When there is 'reasonable cause to suspect that a child is suffering, or likely to suffer significant harm', all the children involved, whether perpetrator or victim, are treated as being 'at risk' and referrals to CSSH will be made.

All staff are aware that safeguarding issues can manifest themselves via child-on-child abuse. All staff are aware that child-on-child abuse can take place wholly online. Staff have regular training and updates, including how to recognise the gendered nature of abuse and monitor pupils' friendships, relationships and interactions at all times. Staff

are aware that abuse can happen in intimate personal relationships between children. Staff are also aware that even if there are no reported cases of child-on-child abuse in our school, such abuse may still be taking place and is not being reported, therefore staff must remain vigilant for any signs of child-on-child abuse at all times. See Annex D for information on types of child-on-child abuse, and more information can be found in Part 5 of KCSIE.

Specific Safeguarding Issues

Knowing what to look for is vital to the early identification of abuse and neglect. All staff are aware of indicators of abuse and neglect so are able to identify cases of children who may be in need of help and protection. If staff are unsure they should speak to the DSL or one of the Deputy DSLs. See Annex D for information about all forms of abuse and neglect.

All staff are aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or may be being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

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

All staff have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sharing nudes and semi-nudes (previously known as sexting) put children in danger.

All staff are aware that children with special educational needs or disabilities are particularly vulnerable, including to child-on-child abuse.

Looked after children and previously looked after children

The most common reason for children becoming looked after is as a result of abuse or neglect. Staff will be given the information they need in relation to a child's legal status (whether they are looked after under voluntary arrangements with the consent of parents, or on an interim or full care order) and the child's contact arrangements with birth parents or those with parental responsibility. The DSL is the person appointed for 'looked after' children. We do not currently have any LAC pupils and should there be any in the future, then the DSL would carry out the relevant training for supporting LAC pupils at our school.

The DSL(s) will have details of the child's social worker.

Staff are aware that a previously looked after child remains vulnerable.

Children requiring mental health support

All staff are 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 or 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 concern about the mental health of one of the pupils, they can make a referral to the school Pastoral Leader and Mental Health First Aider, C.Grillo, who will decide on the most appropriate support, in liaison with the Headteacher and parents. C.Grillo is the DDSL.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, in accordance with this policy and should speak to the DSL or deputy DSL(s). The DSL will liaise with the Mental Health first Aider where safeguarding concerns are linked to mental health.

It is important to recognise that children suffering from mental health conditions may face additional challenges when trying to communicate or report a concern to a trusted adult.

Advice and guidance can be found at the following:

Preventing and Tackling Bullying and Mental Health and Behaviour in Schools

SEND

Disabled and deaf children are three times more likely to be abused than their peers. Additional challenges/barriers can sometimes exist when recognising abuse in SEND children such as:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- being more prone to peer group isolation and bullying than other children
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying (including prejudice-based bullying), without outwardly showing any signs
- communication barriers and difficulties in reporting these challenges
- cognitive understanding- being able to understand the difference between fact and fiction in online content and then repeating the content/behaviours in school, and being unable to understand the consequences of doing so.

We therefore:

- train all staff about the extra vulnerabilities of children with SEND, particularly those adults who are working in 1:1 or small group situations
- offer support for those staff working with children with SEND
- ensure that every child has a way of communicating their voice and that it is listened to and responded to
- closely monitor children with SEND through high vigilance of staff and the open ethos of the school
- offer pastoral support to children with SEND when monitoring has identified that they require this additional support
- every child in school knows that they can trust all adults in school and that they can communicate any worries they might have with any adult in school
- maintain positive, open and honest relationships and communication with parents/carers of children with SEND and ensure that opportunities for regular communication are used.

Children who are lesbian, gay, bi, or trans (LGBT).

The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT. Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced, and provide a safe space for them to speak out or share their concerns with members of staff.

Miss Grillo, Pastoral Leader and Child Mental Health First Aider will be available for them to talk to or provide ongoing regular support sessions.

Children who are absent from Education

We recognise that there is a link between low attendance and safeguarding issues. Children with low attendance are more vulnerable to exploitation and abuse. We therefore strive to ensure that every child has good attendance and punctuality at school in order to reduce the vulnerability. Consideration will be given to supporting children and families where attendance or punctuality is a concern. This may be done through referral via the Request for Support e-form to CSSH.

Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of them going missing in future. We therefore:

- Endeavour to obtain and retain two emergency contacts for each child
- Monitor attendance regularly, particularly for those children who are deemed vulnerable
- Offer Early Help to those children and families where attendance is an issue
- Take quick and appropriate action when a child does not attend school without an appropriate reason.
- Understand that lateness can also be an indicator of vulnerability, abuse or neglect and so take appropriate action when punctuality to school or lessons is a concern.

If a child is absent from school without prior notice or reason and school has had no communication regarding the absence by 9.30am, the school secretary will telephone

the parents / guardian of the child in order to establish the reason for their absence. Any child absence reported to a member of staff should be directly relayed to the school secretary, so that there is no uncalled for communication. Where parents cannot be contacted about a child's absence, consideration will be given to a home visit, referral to Children's Social Care or the Police to establish the safety and wellbeing of the child.

Pupils who are absent from school for 10 days or more without a valid reason will be reported by the DSL to the Children Missing Education Officer, Pamela Kornecki on 01254 220690.

Non-Standard Transitions

If a child leaves school before Year 6 or joins school from another school, the School Business Manager notifies Lancashire County Council via secure webmail and amends the admissions register accordingly.

Missing Child

Staff will immediately inform the headteacher or the School Business Manager if a child goes missing or has run away during the school day. Action will be taken internally to locate the pupil which will include a search of the premises by all available personnel. If that action fails to locate the pupil parents\carers will be informed and the police contacted.

(See Missing Child Procedure)

Safeguarding Information for Pupils

The pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe.

All pupils in our school are aware that they may speak to any member of staff if they have any worries or concerns.

All pupils know that there is a member of staff (Miss Grillo, Pastoral Leader) that they can speak to specifically if they wish to do so. Pupils are aware that they have a right to be listened to and to be heard.

There is a "WORRY BOX" in school and pupils are encouraged to write down any concerns and place them in the box. The Headteacher or Miss Grillo will then follow up these concerns appropriately and look for any patterns.

Issues around the children's safety: social media, texting, health and safety, self-care etc are addressed appropriately within the curriculum and in particular in the following subjects: PSHE /Computing / Science

The Lifebus (Coram Education) visits school annually and addresses issues around the children's safety: online safety, medicines, drugs, alcohol etc.

The Coram Education RHE (Relationship and Health Education) curriculum is used throughout school and teaches pupils the characteristics of healthy relationships and gives them the knowledge and understanding that enables them to model these

behaviours. The teaching of our School Values and the expectation that all members of our school community live by these behaviours, reinforces the RHE curriculum.

ONLINE SAFETY

Refer to Online Safety Policy.

The Headteacher, as DSL, holds overall responsibility for Online Safety and also leads on understanding filtering and monitoring systems and processes in place in school.

Richard Bailey is the named Online Safety Ambassador.

At St Joseph's Park Hill, children are taught how to stay safe online. This may be within dedicated online safety weeks, computing lessons, PSHE lessons, displays and assemblies or when working online at home.

The Online Safety Policy was updated (April 2020) to cover keeping pupils safe online when and if they are working from home due to the Covid pandemic or for other serious reasons.

Coram Education, the NSPCC and the local police visit school to speak to the children about online safety.

Children are supervised at all times when accessing the internet in school and are taught to use the internet in a safe way. Procedures and systems are in place to ensure that children are unable to access websites deemed unsuitable when in school. If any member of staff becomes aware of misuse in and beyond school, either by a teacher, staff member, volunteer or child, the matter must be reported to the Headteacher/DSL without delay.

School has a filtering and monitoring system in place. The School Business Manager, P.Duncan and the Online Safety Ambassador, Richard Bailey, will manage this system. They will review the filtering and monitoring system annually. They will ensure that harmful and inappropriate content is blocked without unreasonably impacting teaching and learning. They will devise and action a monitoring strategy to meet or school's safeguarding needs. The Governing Body will review the effectiveness of the filtering and monitoring systems at termly meetings.

Staff with Facebook or similar social networking accounts must not give their details to any pupils and must ensure that appropriate privacy measures, regarding their account are in place and updated regularly. Staff must not give personal details, phone numbers, passwords etc to children.

(Refer to Staff Handbook incl: Staff Social Media Policy)

The Prevent Duty

School is 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.

Prevent is the Government's strategy to respond to the challenge of extremism. Extremism is a vocal or active opposition to fundamental British values including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Extremism also covers the calls for death of members of the armed forces. Staff have been informed of their legal duty to prevent people from being drawn into terrorism.

St Joseph Park Hill's staff and governors have received WRAP (Workshop to Raise Awareness of Prevent) training. St Joseph Park Hill aims to build pupils' resilience to radicalisation by promoting Fundamental British Values and enabling them to challenge extremist views.

Where school has a concern about extremism or radicalisation, we would contact one of the numbers below for advice and support:

Medina Patel - Prevent Co-ordinator Blackburn and Darwen Council

Prevent.team@blackburn.gov.uk

Tel: 01254 585263/ 01254 585260

Pam Smith -CT/ Prevent Manager – Pam.smith@lancashire.gov.uk Tel: 01772 530591/ 0776306502

Anti-terrorist hotline 0800 789321

DfE helpline for non-emergency advice for staff and governors : 020 7340 7264 or email: counter.extremism@education.gov.uk

Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel to consider the appropriate support required.

Contact CHANNEL supervisor: Maj Hussain

channel@blackburn.gov.uk

Tel: 01254 588946

Use of Mobile Phones, Cameras and Videos

Children at St Joseph's Park Hill may have their photographs taken to provide evidence of their achievements for developmental records, as well as for use in educational activities and school displays.

Photographic images may also be used for publicity; on our website, Facebook or Instagram pages providing consent has been obtained from the parents. This is usually carried out upon registration.

All parents and staff have signed an acceptable use policy for Facebook and Instagram.

The school cannot however be accountable for photographs or video footage taken by parents/carers or members of the public at school functions. We understand that parents like to take photos or video their children in the school play, nursery nativity, sports day, PTA events etc. This is a normal part of family life and we do not discourage parents from celebrating their child's success. We do however ask them not to upload images to any social networking sites.

EYFS

It is a specific legal requirement that the EYFS has a policy and procedure that covers the use of **all electronic devices with imaging and sharing capabilities, including but not limited to: phones, cameras, I pads, laptops, tablets, Iwatches** in the setting.

The following procedures are therefore in place in the EYFS to provide an environment in which children, parents and staff are safe from images being used inappropriately.

The following procedures also apply to staff in school unless stated.

- Under the UK GDPR 2018, photographs and video images of children and staff are classified as personal data. Using such images for school publicity requires the consent of the parents, which is requested on registration.
- Staff at St Joseph's Park Hill, including Early Years staff are allowed to bring in personal mobile telephones for their own use. Mobile phones are kept in the teacher's classroom cupboards and in the cupboard in the pre-school room and are only used when staff are on a break and there are no children around.
- Staff bringing personal devices into school, including EYFS staff must ensure there is no inappropriate or illegal content on the device.
- Visitors, including parents may only use phones and / or their personal **electronic** devices outside the school building and not in any area accessible by pupils.
- If a member of staff has a family emergency or similar they should inform the office staff so that any message to or from their family can be sent / received via the office and conveyed as a matter of priority.
- Staff must only use school devices to photograph or record children.
- All images must be uploaded onto the school system within 24 hours and then deleted from the staff devices.
- Staff are responsible for the secure storage of school devices.
- It is not appropriate for adults to take photographs of pupils for their personal use.

Parents of children in the EYFS are asked to provide school with a Password which is unique to them. If someone other than the parents or someone who is not known to the staff comes to collect the child, the staff will ask for the password before allowing the child to leave with that person.

School Security

The school is a safe and secure environment for all pupils. Both main external doors have a keycode entry or digital fob entry. The dining room door is always locked when there are no staff present.

Staff are vigilant to any unknown persons on the school site. A visitors badge is required by all visitors and if not visible, staff are required in their duty of care to take the visitor to reception for a badge.

All staff have key fobs to enter the building.

CCTV is monitored in the School Business Manager's office.

(see Health, Welfare and Safety policy)

Partnership with Parents

The school shares a purpose with parents to educate, keep children safe from harm and promote their welfare at all times. We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information until we have permission to do so **or** it is necessary to do so to protect a child. We will share with parents any concerns we may have about their child **unless** to do so may place a child at risk of harm. We encourage parents to discuss with us any concerns they may have.

Monitoring

Any Safeguarding issues or concerns are shared at Staff Meetings. This does not include sharing of confidential information.

Safeguarding training is delivered annually to all school staff by Schools Safeguarding – Andrea Grey.

Safeguarding is included on the Agenda for every staff meeting and guidelines are re-issued to staff each September.

Any Safeguarding information, including 7 minute Briefings, are relayed to staff at staff meetings or as required.

Monitoring of Safeguarding, including training is included in the termly Agenda of the Governing Body Meetings.

A review of the Safeguarding and Child Protection Policies and Procedures will take place at least annually or in line with new guidance or as required, by the DSL and the Governing Body including an update and review of the effectiveness of procedures and their implementation.

All Policies and Procedures are reviewed by the Governing Body annually or as required.

IF AT ANY TIME A DEFICIENCY IS FOUND IN THE SAFEGUARDING POLICY AND PRACTICE, THIS WILL BE REMEDIATED IMMEDIATELY.

Visitors to the school

Visitors with a professional role, such as coaches, health professionals, the police, fire service etc should have been vetted to work with children through their own organisation. When there is a planned visit to the school, including visiting speakers (authors or workshop leaders), the School Business Manager will ensure that confirmation is received from the employing organisation that the said individual has been vetted through the DBS within the last three years and cleared to work with children.

Prohibition checks and identity checks are made before the individual has access to the children.

Any visiting speakers who might fall within the scope of the Prevent duty will be checked for their suitability as above. Checks will also be made via the internet or other research. They will be supervised at all times and will not be left alone with pupils. All checks on professional visitors and speakers will be recorded on the SCR

When an unplanned visit to the school takes place, or a person has access to school for maintenance or repair work etc, a staff member will accompany the individual at all times and no unsupervised access to the children will take place.

No examination / medical treatment of any child will be allowed unless the professional has suitable clearance prior to the visit. It is recognised that in emergency situations it may not be possible to confirm identity. In these cases the Headteacher will use her professional judgement to effectively manage these situations.

Health, Welfare and Safety Policies and Procedures

The school has a Health, Welfare and Safety Policy, which is monitored by the School Business Manager and the Health and Safety Governor.

Regular checks of the site are carried out by the School Business Manager and caretaker and any required actions are dealt with and / or brought to the Governing Body's attention for further action.

- Risk Assessments are in place and reviewed regularly.
- Offsite Risk Assessments are sought for activities outside school.
- Fire Safety Policies and Procedures are in place and reviewed regularly.
- First Aid Policies and Procedures are in place and reviewed regularly.
- Food Hygiene Policies and Procedures are in place and reviewed regularly.

Any concerns regarding the above are reported to the School Business Manager and appropriate action is taken.

Anti-Bullying

(See Anti-bullying Policy)

St Joseph's Park Hill School has an Anti-bullying Policy and does not tolerate bullying of any form. The children are aware of what bullying is and the actions they may take if they feel that they are the victims of bullying or know someone in school who is being bullied.

Guidelines for the children, including who to go to with worries or concerns are displayed around the school.

Diversity and Equality (including Race, Gender and Disability)

At St Joseph's Park Hill we ensure that everyone is treated fairly. All children are given equal access to the school and its curriculum. We appreciate that some children will require more support and Care Plans are in place for these children to ensure their safety and well being.

Accessibility of Policies

Parents and carers are welcome to ask for further information about any Policy matter.

This Policy is available on the website (www.parkhillschool.co.uk) and / or from the school office.

Please see Annexes A, B, C and D.

ANNEX A

Useful Addresses and Contacts

School Safeguarding Consultant: Andrea Gray 07414 231600
Schools Safeguarding Advice line mon-Fri 8.30-4.30 : 01254 660584

The Local Authority Designated Officer (LADO) for Lancashire is:
Mr Tim Booth Tel: 01772 536694 tim.booth@lancashire.gov.uk

Blackburn with Darwen, Blackpool and Lancashire Children's Safeguarding Association Partnership (CSAPs)
Tel: 01772 536954 children.cypsafeguarding@lancashire.gov.uk

The numbers below are to be contacted whenever there is a concern about a child or a child is in need of help.

Lancashire MASH (multi agency safeguarding hub)
(Children's Social Care Services)
Tel: 0300 1236720
Out of hours Emergency Duty Team: 0300 1236722
(5.00pm – 8.00am and weekends)

MASH (multi agency safeguarding hub) Education officer
Matt Chipchase
Tel: 01254 220989
Matt.chipchase@lancashire.gov.uk

Disclosure and Barring Service
www.gov.uk/government/organisations/disclosure-and-barring-service
PO Box 3961
Royal Wootton Bassett
SN4 4HF
Tel: 03000 200190

Teaching Regulation Authority
Email: misconduct.teacher@education.gov.uk
Tel: 02075 935393

Burnley Social Services Office Adults and Children's Services
Chaddesley House
Manchester Rd
Burnley
BB11 1HW
Tel: 01282 425961 (8.45am – 5.00pm)

Ofsted: enquiries@ofsted.gov.uk
Piccadilly Gate
Store St
Manchester M1 2WD Tel: 0300 123 1231

OFSTED Safeguarding Children 08456 404046

Lancashire Early Year's Safeguarding Officer; Catherine Isherwood
catherine.isherwood@lancashire.gov.uk Tel: 07909001430

School's Safeguarding Team:

Victoria Wallace

victoria.wallace@lancashire.gov.uk
01772 531196

National Childline 0800 1111

NSPCC Child Protection Helpline 0800 800 5000
help@nspcc.org.uk

Lancs Prevent Police team : 01772 413398

Prevent Co-ordinator: Medina Patel
prevent.team@blackburn.gov.uk
Tel: 01254 585263

Channel Supervisor: Maj Hussain
channel@blackburn.gov.uk
Tel: 01254 588946

counter.extremism@education.gov.uk

Engage (CSE) 01254 353525

The Local Police Force: 01772 614444

Non-emergency police number: 101

DfE dedicated telephone helpline and mailbox for non-emergency advice for staff and governors: 020 7340 7264

Operation Encompass advice and helpline Tel: 0204 513 9990 (Domestic abuse)

ANNEX B

St Joseph's Park Hill School



CHILD PROTECTION GUIDELINES FOR STAFF

YOU SHOULD

- Treat everyone with respect
- Respect a child's right to privacy
- Be available to talk to children
- Allow for special needs of children
- Be sensitive
- Respect all cultures and backgrounds

If you have concerns about a child you should

- Discuss your concerns with the DSL (Mrs. Whitehead)

If a child discloses to you abuse by someone you should

- Allow the child to speak without interruptions (accept what is said but DO NOT investigate)
- Do not ask leading questions
- Tell the child you will support them but that you MUST pass on the information to those who need to know
- Inform the DSL who will then ask you to record and date the information

If you receive an allegation about a member of staff or yourself or you are unhappy about the actions of another member of staff, you should

- Immediately inform the DSL
- If the DSL is not available inform the backup DSL
- Ensure no-one is in a position which could cause further compromise

REMEMBER: ALWAYS REFER! DO NOT INVESTIGATE!

DSL (Designated Safeguarding Lead) Mrs Maria Whitehead

DDSL (Deputy Designated Safeguarding Lead) Miss Charlotte Grillo

Backup DSLs: Miss C. Fidoe, Mrs P. Duncan

Mrs Maria Whitehead is the lead for Child Protection in the EYFS

ANNEX C



ANNEX D

INFORMATION for Staff regarding Categories and Forms of Child Abuse including child-on-child abuse

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

Abuse

Abuse is a form of maltreatment of a child.

Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

Types of Abuse

Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to the child.

Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes, ill health to a child whom they are looking after.

This situation is commonly known as 'Fabricated or induced illness (FII)'

Also included in physical abuse is Female Genital Mutilation and Breast Ironing

Emotional Abuse

Emotional abuse is the persistent ill treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to the child that they are worthless or unloved, inadequate or valued insofar as they meet the needs of the other person. It may feature age or developmentally inappropriate expectations being imposed on children. 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. They may include limiting exploration and learning, preventing the child participating in normal social interaction or being overprotective. It may involve serious bullying (including cyber bullying) causing the children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Sexual abuse

Sexual abuse involves forcing or enticing a child 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 penetrative, (rape,

oral sex or buggery) and non-penetrative acts (masturbation, rubbing, kissing and touching outside the clothing). They may include non-contact activities, such as involving children in looking at, or the production of, sexual images, pornography, watching sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food, clothing or shelter (Including exclusion from home or abandonment). They may fail to protect a child from physical and emotional harm or danger. They do not ensure adequate supervision including the use of inadequate care givers. They fail to ensure the child has access to appropriate medical care or treatment. It may also include neglect of, or being unresponsive to, a child's basic emotional needs.

Types of Child-on-child Abuse

There are many forms of abuse that may occur between peers and this list is not exhaustive.

- **BULLYING**: bullying is unwanted, aggressive behaviour among school aged children that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. Both young people who are bullied and who bully others may have serious, lasting problems. Refer to the Antbullying policy.
- **ONLINE BULLYING / CYBERBULLYING**: is the use of technology (social networks, messaging, text messages, e-mail, etc.) to harass, threaten or intimidate someone. Online bullying can take many forms. Refer to the Antbullying and Online Safety Policies.
- **PHYSICAL ABUSE** : this may include hitting, kicking, nipping/pinching, shaking, biting, hair pulling, or otherwise causing physical harm to another person. There may be many reasons why a child harms another and it is important to understand why a young person has engaged in such behaviour, including accidentally before considering the action or punishment to be undertaken.
- **SEXUAL VIOLENCE AND SEXUAL HARASSMENT**: this must always be referred immediately to the Designated Safeguarding Lead. Sexual violence and sexual harassment can occur between two children of any age and sex. They can occur online or face to face (both physically and verbally). Girls are more likely to be the victims of sexual violence and sexual harassment than boys, and boys are more likely to be the perpetrators of this type of child-on-

child abuse. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour and it may be just as distressing to the young person who instigates it as to the young person it is intended towards. Sexually harmful behaviour may include:

- inappropriate sexual language
- inappropriate role play
- causing someone to engage in sexual activity without their consent
- forcing someone to strip or touch themselves sexually
- forcing someone to engage in sexual activity with a third party
- sexual assault/abuse.

Children may find it particularly difficult to tell staff about this type of abuse. Staff may notice changes to the child's behaviour, or overhear a conversation that suggests that the child has been harmed. As with all safeguarding concerns, staff will act **immediately** and advise the DSL. It is important to understand the intra-familial harms caused by this type of abuse and consider support necessary for siblings following an incident.

SHARING NUDES AND SEMI-NUDE IMAGES

The term 'sharing nudes and semi-nude' means the sending or posting online of nude or semi-nude images, videos, or live streams by young people under the age of 18 years. This could be via social media, gaming platforms, chat apps or forums.

Creating and sharing nudes and semi-nudes of under 18s (including those created and shared with consent) is **ILLEGAL**.

Any instances which staff are made aware of must always be referred immediately to the DSL; a key consideration here is for staff **NOT to view or forward illegal images of a child**.

The DSL will hold an initial review meeting with appropriate school staff.

There will be subsequent interviews with the young people involved (if appropriate). Parents will be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm. At any point in the process if there is a concern a young person has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

Further advice and information is available Gov.uk guidance – Sharing nudes and semi-nudes: advice for education settings working with children and young people Dec 2020. Also refer to the Online Safety Policy.

- **INITIATION/ HAZING TYPE VIOLENCE AND RITUALS** : is a form of initiation ceremony which is used to induct newcomers into an organisation such as a gang, school, sports team etc. There are a number of different forms, from relatively mild rituals to severe and sometimes violent ceremonies. The ceremony welcomes newcomers by subjecting them to a series of trials which promote a bond between them. After the hazing is over, the newcomers also have something in common with older members of the organisation, because they all experienced it as part of a rite of passage. Many rituals involve humiliation, embarrassment, abuse, and harassment.
- **PREJUDICED BEHAVIOUR** :the term prejudice-related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society – for example disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life, (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity.
- **GENDER BASED VIOLENCE** - is the term used to denote harm inflicted upon individuals and groups that is connected to normative understandings of their gender.
- **UPSKIRTING** – The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12th 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.

These types of abuse must NEVER be written off as “banter”, “just having a laugh” or “growing up” or “boys being boys” as this can lead to a culture of unacceptable behaviours and an unsafe environment for children. Staff will reassure victims 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 abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Any incidences of child-on-child abuse will be reported and dealt with in line with safeguarding procedures, including reporting to the police where a criminal offence has been reported.

School has appointed a member of staff to be Pastoral Leader (C.Grillo) who has designated time within the school timetable to work with children who need emotional or behavioural support. Where there is a case of child-on-child abuse identified, CG will work with both victims and perpetrators (separately). If other children are affected they will also be given allotted time with the school mentor.

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Other forms of abuse and safeguarding issues:

Child Abduction and Community Safety Issues

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers. Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation. As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. We will do this as part of our PSHE curriculum and by inviting visitors to school such as the Police and Coram Education LifeBus.

Further information is available at:

www.actionagainstabduction.org and www.clevernevergoes.org.

Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds. The guides explain each step of the process, support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained. Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

Children Missing Education

Children missing education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than a school. Children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalization, and becoming NEET (not in education, employment or training) later in life.

Children with family members in prison

These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO (National Information Centre on Children of Offenders) provides information to support staff in helping to mitigate negative consequences for children of offenders.

Child Criminal Exploitation (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants and / or (b) for the financial or the increased status of the perpetrator or facilitator and / or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through

the use of technology. CCE can affect both male and female children, and can include children who have been moved (trafficked) for the purpose of exploitation. CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (see county lines below) forced to shoplift or pickpocket or commit vehicle crime, or threaten/commit serious violence to others.

Some of the following can be indicators of CCE:

- Children who appear with unexplained gifts or new possessions
- Children who associate with other young people involved in exploitation
- 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
- Children who regularly miss school or education or do not take part in education

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 – Modern Slavery and Human Trafficking*) 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.

Further information on the signs of a child’s involvement in county lines is available in guidance published by the Home Office.

Serious Violence

There are a number of indicators, which may signal children are at risk from, or are involved with, serious violent crime. These may include: increased absence from school • a change in friendships or relationships with older individuals or groups • a significant decline in performance • signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries • Unexplained gifts or new possessions could also indicate that children have been approached by, or are

involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

The likelihood of involvement in serious violence may be increased by factors such as:

- being male
- having been frequently absent or permanently excluded from school
- having experienced child maltreatment and having been involved in offending, such as theft or robbery.

Staff should also be aware that violence can often peak in the hours just before or just after school, when pupils are travelling to and from school. These times can be particularly risky for young people involved in serious violence.

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 – GOV.UK

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). Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. If staff have concerns about a child in this area, they should inform the DSL, who may 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.

Additional advice can be found at:

Cyber Choices, 'NPCC- When to call the Police' and National Cyber Security Centre - NCSC.GOV.UK Domestic abuse

Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse.

CSE occurs where an individual or group take advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity (a) in exchange for something the victim needs or wants, and / or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (eg: through others copying videos or images they have created and posted on social media)

CSE may involve forcing children to look at sexual images or watch sexual activities; encouraging children to behave in sexually inappropriate ways; or grooming a child in preparation for abuse including via the internet.

The above CCE indicators can also be indicators of CSE, as can:

- children who have older boyfriends or girlfriends
- children who suffer from sexually transmitted infections or become pregnant

The department provide: *Child sexual exploitation: guide for practitioners*

CSE Helpline: Engage – 01254 353525

CSE teams: 0845 1253545

Domestic Abuse

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn

In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

All staff and volunteers understand what domestic abuse is and the potential impact upon children and how this might be displayed.

The DSLs will: -

Ensure that the school has suitably trained Key Adult/s in order to fulfil its obligations under Operation Encompass

Ensure that the school's commitment to Operation Encompass is known throughout the school community via the means of staff training, parental letters, posters and the school website

School will provide an overview of Operation Encompass with the names of the Operation Encompass leads and a link to the Operation Encompass website (<https://www.operationencompass.org/>)

The Operation Encompass lead at St Joseph's Park Hill is the DSL.

If staff have a concern regarding a child that might be at risk of domestic violence they should activate the local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and social care.

Operation Encompass provides an advice and helpline for staff who may be concerned that a child has experience domestic abuse : 8am-1pm Mon-Fri Tel: 0204 513 9990

Gangs

Anyone worried about a child or young person involved in, or at risk from, gangs can call the NSPCC helpline on 0808 800 5000. Helpline practitioners have been trained as part of the Home Office Ending Gang and Youth Violence programme, and can offer advice, support and information on what action to take to help young people who are in, or at risk from, a gang.

Honour Based Abuse (HBA)

So called 'honour-based' violence encompasses crimes which have been committed to protect or defend the honour of the family and / or community. All forms of HBV regardless of motivation are abuse and should be escalated as such. If staff have a concern regarding a child that might be at risk of HBV they should activate the local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and social care.

Female Genital Mutilation (FGM)

Staff 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 practise 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.

Staff should speak to the DSL (or deputy) if they have any concerns about FGM (Female Genital Mutilation). If staff discover that an act of FGM has been carried out on a girl under the age of 18, **they** have a **legal duty** to report it to the police.

Diversity and Hate Crime including FGM : 01254 353540

Breast Ironing

Also known as breast flattening is the process whereby young prepubescent girls breasts are ironed or bonded down by the use of hard or heated objects in order for the breasts to disappear or delay the development of the breasts entirely. It is believed that young girls will be protected from harassment, rape, abduction and being forced into early marriage and therefore can remain in education. Much like FGM breast ironing is a harmful cultural practice and a form of child abuse. Breast ironing in certain cultural communities is a very well kept secret between mothers and daughters and often the father remains unaware. It is a practice associated with regions of Cameroon, although there is concern that these practices have been brought to Britain by African Immigrants. There is no specific law in the UK around breast ironing. However, any practitioners concerned for a child must refer the suspected abuse to the Local Safeguarding Board.

Reporting Diversity and Hate Crime inc. FGM / Breast Ironing – 01254 353540

Forced marriage

Forcing a person to marry is a crime in England. The legal age for marriage is 18 years in the UK. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (learning difficulties, for example) Nevertheless, some communities use religion and culture as a way to coerce a person into marriage.

Since February 2023, it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their 18th birthday, even if violence, threats or another form of coercion are not used. As with existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

Schools can play an important role in safeguarding children from forced marriage. School staff can contact the forced marriage unit if they need guidance on: 020 7008 0151 fmufco.gov.uk

Trafficking

Trafficking is the recruitment, transportation, transfer, harbouring, or receipt of persons by improper means (such as force, abduction, fraud, or coercion) for an improper purpose including forced labour or sexual exploitation.

It takes on many forms including:

- Domestic Servitude

Employees working in private homes are forced or coerced into serving and/or fraudulently convinced that they have no option to leave.

- Sex trafficking

Women, men or children that are forced into the commercial sex industry and held against their will by force, fraud or coercion.

- Forced Labour

Human beings are forced to work under the threat of violence and for no pay. These slaves are treated as property and exploited to create a product for commercial sale.

- Bonded Labour

Individuals that are compelled to work in order to repay a debt and unable to leave until the debt is repaid. It is the most common form of enslavement in the world

- Child Labour

Any enslavement — whether forced labour, domestic servitude, bonded labour or sex trafficking — of a child.

- Forced Marriage

Women and children who are forced to marry another without their consent or against their will.

- Child Labour

Any enslavement — whether forced labour, domestic servitude, bonded labour or sex trafficking — of a child.

Homelessness

Homelessness or being at risk of homelessness presents a real risk to a child's welfare. The DSL should raise concerns with the Local Housing Authority at the earliest opportunity.

Contact: 01282 425011

Radicalisation

Children are vulnerable to extremist ideology and radicalisation. Protecting children from this risk is part of our school's safeguarding approach.

There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. 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. Indicators of someone being radicalised could include:

- Disclosing their exposure to extremist actions
- Possession of or duplication of symbols or materials associated with an extremist cause
- Use of extremist or 'hate' terms to exclude others or incite violence
- Intolerance of difference whether secular or religious or views based on, but not exclusive to gender, disability, race or culture
- Attempts to impose extremist views on others

- Anti-British views

Staff should use their judgement in identifying children who may be at risk of radicalisation and act proportionately which may include the DSL making a Prevent referral. The DSL(s) are aware of how to make a Prevent referral.

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Possible Indicators of Abuse

Physical Abuse

There can never be a definitive list of indicators of physical abuse but the following are cause for concern. The indicators can be divided into physical and behavioural indicators.

Unexplained bruises, marks, welts, lacerations, abrasions

- On face, lips mouth
- On torso, back, buttocks, thighs
- In various stages of healing
- Clustering forming regular patterns
- Reflecting shape of an article used e.g. belt, buckle and electrical flex
- On several different surface areas
- Regularly appearing after absence, weekends or holiday
- Bite marks or fingernail marks
- Cigar, cigarette burns especially on the soles, buttocks, palms or back
- Immersion burns, where hands and feet or body have been forcibly immersed in very hot water
- Patterned like electrical burner, iron etc.
- Rope burns on arms, legs, back or torso
- Unexplained fractures to nose, skull and facial structure in various stages of healing
- Pain when sitting and walking, bleeding. (Female genital mutilation)

Behavioural/Emotional indicators

- Significant changes in the child's behaviour
- Difficult to comfort
- Apprehension when other children cry
- Above normal crying/irritability
- Frightened of parents or carers
- Afraid to go home
- Rebelliousness
- Behavioural extremes –aggressive – withdrawn – impulsiveness
- Regresses to child-like behaviour
- Apathy
- Depression/poor peer relations
- Panics in response to pain
- Refusal to discuss/improbable excuses given to explain injuries
 - Talking about punishment which seems excessive
- Fear of parents being contacted
- Self destructive tendencies
- Chronic running away
- Children's comments which give cause for concern

Emotional Abuse

Physical indicators

- Failure to thrive
- Not growing or putting on weight
- Delays in physical development or progress

Behavioural/Emotional indicators

- Physical, mental and emotional developmental progress
- Talk about being punished in a way that seems excessive
- Over react to mistakes
- Develop sudden speech disorders
- Show fear of new situations
- Show inappropriate emotional responses to painful situations
- Demonstrate neurotic behaviour – rocking, hair twisting, thumb sucking
- Self mutilation
- Fear of parents being contacted
- Show extremes of passivity or aggression
- Become involved in drink/drug abuse
- Chronic running away
- Compulsive stealing
- Scavenging for food
- Be seen to 'buy' affection
- Deterioration in general well-being

Emotional abuse causes damage to emotions and feelings and because it is difficult to measure it is the most difficult form of abuse to prove. Parents and carers can emotionally abuse a child by being cold and unloving and not giving or returning love and affection. They may show an active dislike of a child by being rude and unpleasant all or most of the time, being negative and always complaining instead of praising. Equally parents and carers can be inconsistent by being loving one day and very unpleasant the next. Often one child in the family becomes the 'scapegoat' or focus of family unpleasantness.

Neglect

Neglect is not always easy to recognise, but the following may cause concern when considered in relation to the age of the child.

- Constant hunger
- Poor hygiene
- Inappropriate dress
- Poor state of clothing
- Consistent lack of supervision
- Unattended physical problems or medical needs
- Abandonment
- Weight problems
- Stealing food
- Constant fatigue, listlessness

- Problems in relationship with carer
- Regularly not collected on time from school
- Frequent lateness, non attendance at school
- Destructive tendencies
- Low self esteem
- Neurotic behaviour – rocking, hair twisting, thumb sucking
- Begging

Sexual Abuse

Physical indicators

- Pregnancy
- Sickness
- Excessive crying
- Difficulty in walking and sitting down
- Stained or bloody underclothing
- Pain or itching in genital area

Behavioural/Emotional indicators

The possible emotional/behavioural signs of possible sexual abuse are likely to vary according to the extent of the abuse, the duration of the abuse and their age. Children of different ages have different levels of knowledge and understanding about sexual matters. This means that sexual abuse will impact differently on a young child compared to an adolescent.

Children aged 11+

- Hint about secrets they cannot tell
- Say that a friend has a problem
- Ask you if you will keep a secret if they tell you something
- Begin lying, stealing, blatantly cheating in the hope of being caught
- Have unexplained sources of money
- Start wetting/soiling
- Show sudden, inexplicable changes in behaviour, such as becoming aggressive or withdrawn
- Stop enjoying previously liked activities such as music, sport, gym
- Be reluctant to undress for PE
- Become fearful of, refuse to see certain adults for no apparent reason
- Act in a sexual way inappropriate for their age
- Draw sexually explicit pictures depicting some act of abuse
- Write about sexually explicit acts that is inappropriate to their age
- Seem old beyond their years
- Develop eating disorders
- Become depressed and even attempt suicide
- Have a poor self image, self mutilate
- Continually run away
- Regress to younger behaviour patterns
- Surround themselves in previously discarded cuddly toys
- Say they are no good, evil, dirty
- Engage in criminal behaviour

- Use drink or drugs
- Unable to concentrate
- Have low self esteem
- Become abusers themselves

This list is not exhaustive. Children who have been the victims of abuse or have witnessed violence or trauma may need additional support and care in order to develop their self esteem. Their behaviour may be challenging and St Joseph's Park Hill will endeavour to support the pupil in a number of ways:

- Ensuring an appropriate curriculum
- Maintaining an ethos promoting a positive, secure and supportive environment to build pupil self esteem
- Ensuring that our Behaviour Management Policy provides support for vulnerable pupils
- Liaison with other agencies and professional services e.g. East Lancashire Child and Adolescent Services. (ELCAS)
- Ensuring that any information about children on the Child Protection register who leave St Joseph's Park Hill is transferred to the new school and the child's social/case worker is informed. If their new school is not known then school will inform the LEA