

# LanCasterian Primary School

## Safeguarding and Child Protection Policy

*A Haringey Schools Policy*



Version No.	Date	Approved by	Review Frequency	Review Date
7	Sept 2024	Governors	+1 Year	Sept 2025

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## 1.

## KEY CONTACTS

SCHOOL STAFF		CONTACT DETAILS	TRAINING DATE
Designated Safeguarding Lead	Gemma Horgan	<a href="mailto:ghorgan3.309@lgfmail.org">ghorgan3.309@lgfmail.org</a> Tel: 07738946884 02088088088	06 <sup>th</sup> June 2023
Deputy Designated Safeguarding Lead and Head Teacher	Paul Murphy	<a href="mailto:head@lancs-pri.haringey.sch.uk">head@lancs-pri.haringey.sch.uk</a> Tel: 02088088088	15 <sup>th</sup> October 2024
Designated member of senior leadership team if DSL and deputy DSL off site	Charlotte Clinton	<a href="mailto:cclinton5.309@lgfmail.org">cclinton5.309@lgfmail.org</a> Tel: 02088088088	15 <sup>th</sup> October 2024
Nominated Safeguarding Governor	Raeesah Williams	Tel: 02088088088	15 <sup>th</sup> November 2022
Designated Teacher for Looked After Child	Zubeyde Aydemir	<a href="mailto:zaydemir1.309@lgfmail.org">zaydemir1.309@lgfmail.org</a> Tel: 02088088088	2 <sup>nd</sup> December 2022
Safer recruitment trained staff	Paul Murphy Eoin Robertson Charlotte Clinton	—	22 <sup>nd</sup> February 2021 15 <sup>th</sup> May 2022 29 <sup>th</sup> April 2020

## HARINGEY LOCAL AUTHORITY CONTACTS

Local Authority Designated Officer	Shauna McAllister	<a href="mailto:shauna.mcallister@haringey.gov.uk">shauna.mcallister@haringey.gov.uk</a> <a href="mailto:lado@haringey.gov.uk">lado@haringey.gov.uk</a> Tel: 0208489 2968 / 1186

Haringey Local Safeguarding Children Board		<p><a href="https://haringeyscp.org/uk">https://haringeyscp.org/uk</a>  8<sup>th</sup> Floor River Park House, 225 High Road,  London N22 8HQ  020 8489 1470 / 3145</p>
Haringey Council's Children's Services  Please only use the out of hours number if you are calling outside of normal working hours. Your call will be logged and the operator will take brief details. An out of hours social worker will ring you back.		<p>Monday to Thursday 8:45 am to 5:00pm;  Friday 8:45 am to 4:45 pm  020 8489 4470  <a href="mailto:mashreferral@haringey.gov.uk">mashreferral@haringey.gov.uk</a></p> <p>Out of office hours, including weekends:  020 8489 0000</p> <p>Do not use this number if a child needs immediate assistance from the Police or Ambulance Services. In these cases, call 999</p>
Multi Agency Safeguarding Hub	Making a MASH referral	<p><a href="mailto:mashreferral@haringey.gcsx.gov.uk">mashreferral@haringey.gcsx.gov.uk</a>  Mon to Fri 8:45am to 4:45pm, Tel: 02084894470  Out of hours, Tel: 02084890000</p> <p>During your phone call (above) if you are a professional working with children, you may be asked to complete a MASH referral form within 24 hours.</p>
NSPCC Helpline	-	<p><a href="https://forms.nspcc.org.uk/content/nspcc---report-abuse-form">https://forms.nspcc.org.uk/content/nspcc---report-abuse-form</a>  Tel: 08088005000</p>
Strategic Lead for Communities (Prevent Coordinator) at Haringey Council		<p>020 8489 4470 during office hours, or 020 8489 0000 out of hours</p> <p><a href="mailto:prevent@haringey.gov.uk">prevent@haringey.gov.uk</a></p>
Channel Helpline	-	<p>Tel: 02073407264</p>

## 2.

### INTRODUCTION AND ETHOS

- Lancasterian Primary school recognise our statutory responsibility to safeguard and promote the welfare of all children. Safeguarding is everybody's responsibility and all those directly connected (staff, volunteers, governors, leaders, parents, families and learners) are an important part of the wider safeguarding system for children and have an essential role to play in making this community safe and secure.
- Staff working with children at Lancasterian Primary School are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.
- Lancasterian Primary School believe that the best interests of children always come first. All children (defined as those up to the age of 18) have a right to be heard and to have their wishes and feelings taken into account and all children regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.
- Lancasterian Primary School recognises the importance of providing an ethos and environment within school that will help children to be safe and feel safe. In our school, children are respected and encouraged to talk openly. All our staff understand safe professional practice and adhere to our safeguarding policies.
- Our core safeguarding principles are:
  - **Promotion**
    - Making sure pupils, parents, staff and all adults that come into contact with children know the systems and the support in place to keep children safe and there is a culture of vigilance permeating across the school.
  - **Prevention**
    - Providing a positive, supportive, vigilant, open and safe culture, with pastoral opportunities for all children, including a well taught curriculum which includes relationships and online safety.
    - Ensuring robust safer recruitment procedures are in place.
  - **Protection**
    - following the agreed procedures, ensuring all staff are trained and supported to recognise and respond appropriately and sensitively to safeguarding concerns.
  - **Support**
    - for all learners, parents and staff, and where appropriate specific interventions are required for those who may be at risk of harm.
  - **Working with parents and other agencies**
    - to ensure timely, appropriate communications and actions are undertaken when safeguarding concerns arise.
- Lancasterian Primary School recognises our statutory responsibility to safeguard and promote the welfare of all children. Safeguarding is everyone's responsibility and all those directly connected (staff, volunteers, governors, leaders, parents, families and learners) are an important part of the wider safeguarding system for children and have an essential role to play in making this community safe and secure.

- Staff and other adults working with children at Lancasterian Primary School are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.
- Lancasterian Primary School believe that the best interests of children always come first. All children (defined as those up to the age of 18) have a right to be heard and to have their wishes and feelings taken into account and all children regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.
- Lancasterian Primary School always recognises the importance of safeguarding and the promotion of children's welfare. Safeguarding is embedded in all the school's processes and procedures and is at the heart of our school to provide an ethos and environment that will help children to be safe and feel safe. In our school children are respected and encouraged to talk openly. All our staff understand safe professional practice and adhere to our safeguarding policies.
- Lancasterian Primary School expects that if any member of our community has a safeguarding concern about any child or adult, they should act and act immediately. This includes out of hours when DSL may not be available to speak to, in which case a direct referral should be made to social services - see contact details at the start of this policy.
- This policy is implemented in accordance with our compliance with the statutory guidance from the Department for Education, Keeping Children Safe in Education 2024 (KCSIE), which requires individual schools and colleges to have an effective child protection policy.
- The procedures contained in this policy apply to all staff, including and governors, temporary or third-party agency staff and volunteers and are consistent with those outlined within KCSIE 2024.

### **3. LEGISLATION AND GUIDANCE**

- This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance. This includes:
  - DfE Keeping Children Safe in Education 2024 (KCSIE)
  - Working Together to Safeguard Children 2023 (WTSC)
  - Ofsted: Education Inspection Framework 2019 (last updated in 2023)
  - Framework for the Assessment of Children in Need and their Families 2000
  - Early Years and Foundation Stage Framework (EYFS) January 2024
  - The Education Act 2011
  - The Education (Independent School Standards) Regulations 2014
  - The Non-Maintained Special Schools (England) Regulations 2015
  - Multi-agency statutory guidance on female genital mutilation (July 2020)
  - Advice Sexual Violence and Sexual Harassment between children in schools and colleges (July 2021)
  - Relationships and Sex Education (RSE) statutory guidance (June 2019, last updated September 2021)
- Section 175 of the Education Act 2002 requires school governing bodies, local education authorities and further education institutions to make arrangements to safeguard and promote the welfare of all children who are pupils at a school, or who are students under 18 years of

age. Such arrangements will have to have regard to any guidance issued by the Secretary of State.

Other legislation this policy is based on:

Legislation	What is covers
School Staffing (England) Regulations 2009	<ul style="list-style-type: none"> <li>Lists what must be recorded on the single central record</li> <li>The requirement for at least one person conducting an interview to be trained in safer recruitment techniques.</li> </ul>
Children's Act 1989 (and 2019) amendment)	<ul style="list-style-type: none"> <li>Provides the framework for the care and protection of children.</li> </ul>
Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015 (Section 5B (11))	<ul style="list-style-type: none"> <li>Places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18.</li> </ul>
The Marriage and Civil Partnership (Minimum Age) Act 2022	<ul style="list-style-type: none"> <li>Officially came into force on 27 February</li> <li>This Act prohibits 16 and 17-year-olds from marrying or entering into a civil partnership, regardless of whether they have parental consent.</li> <li>Also an offence to cause a child to marry before 18th birthday, also applies to non-binding unofficial marriage</li> </ul>
Rehabilitation of Offenders Act 1974	<ul style="list-style-type: none"> <li>Sets out when people with criminal convictions can work with children.</li> </ul>
Schedule 4 of the Safeguarding Vulnerable Groups Acts 2006	<ul style="list-style-type: none"> <li>Defines what 'regulated activity' is in relation to children</li> </ul>

#### 4. Human Rights, Equalities and Public Sector Equality Duty

- Lancasterian is aware of its obligations under the Human Rights Act 1998 (HRA), Equality Act 2010 (including its Public Sector Equality Duty) and the local multi-agency safeguarding arrangements in Haringey and other local authorities that pupils may reside in.
- The governing body and senior leaders recognise that, under the HRA, it is unlawful for schools and colleges to act in a way that is incompatible with the Convention. The specific convention rights applying to schools and colleges are:
  - Article 3: the right to freedom from inhuman and degrading treatment (an absolute right)
  - Article 8: the right to respect for private and family life (a qualified right) includes a duty to protect individuals' physical and psychological integrity
  - Article 14: requires that all of the rights and freedoms set out in the Act must be protected and applied without discrimination, and

- Protocol 1, Article 2: protects the right to education.
- The governing body and senior leaders recognise being subjected to harassment, violence and or abuse, including that of a sexual nature, may breach any or all of these rights, depending on the nature of the conduct and the circumstances.
- The governing body and senior leaders will adhere to the Equality Act, will not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (protected characteristics).
- The governing body and senior leaders will pay due regard to the need to eliminate unlawful discrimination, harassment and victimisation (and any other conduct prohibited under the Equality Act), to advance equality of opportunity and foster good relations between those who share a relevant protected characteristic and those who do not. The duty applies to all protected characteristics and means that whenever significant decisions are being made or policies developed, the governing body and senior leaders will give specific consideration to the equality implications of these such as, for example, the need to eliminate unlawful behaviours that relate to them such as sexual violence and sexual harassment, misogyny/misandry and racism.

## 5. DEFINITION OF SAFEGUARDING

- In line with KCSIE 2024, safeguarding and promoting the welfare of children is defined for the purposes of this policy as:
  - providing help and support to meet the needs of children as soon as problems emerge.
  - Protecting children from maltreatment, whether that is within or outside the home, including online
  - preventing impairment of children's mental and physical health or development;
  - ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
  - taking action to enable all children to have the best outcomes.
- Safeguarding is what we do to prevent children suffering or coming to harm, whether that is within or outside the home, including online.
- Child protection refers to activities undertaken by the school to protect children suffering from harm or likely to suffer from harm. A child includes anyone under the age of 18.
- The safeguarding partners that the school works with to safeguard its pupils as set out in KCSIE are: the local authority; the local clinical commissioning group; and the chief officer of Police for the area that falls under the local authority.
- Abuse is a form of maltreatment of a child that covers inflicting harm or failing to prevent the infliction of harm. Neglect is a form of abuse and is the persistent failure to meet a child's basic physical and psychological needs. Exploitation is the deliberate manipulation or abuse of power used to have control over another person, usually for some form of gain - this can be for a range of reasons including personal, financial or sexual.

*Section 8 and Appendix 1 provides a more detailed explanation of the different types of abuse and signs and symptoms and specific safeguarding issues.*

- KCSIE 2024 notes the use of the following widely recognised and understood terms 'victim' and 'alleged perpetrator(s)' and where appropriate 'perpetrator(s)'.

- At Lancasterian we recognise that not everyone who has been subjected to abuse considers themselves a victim or would want to be described in this way. We also think carefully about the use of the term '**alleged perpetrator(s)**' and where appropriate '**perpetrator(s)**', especially when speaking in front of children, not least because in some cases the abusive behaviour will have been harmful to the perpetrator as well. In managing any incident we are prepared to use any term with which the individual child is most comfortable and on a case-by-case basis.
- The school acknowledges that safeguarding includes a wide range of specific issues including (but not limited to):
  - Abuse and neglect
  - Bullying (including cyberbullying)
  - Children with family members in prison
  - Children Missing Education (CME)
  - Child missing from home or care
  - Child Sexual Exploitation (CSE)
  - Child Criminal Exploitation
  - County Lines
  - Domestic abuse
  - Drugs and alcohol misuse
  - Extra Familial Harm
  - Fabricated or induced illness
  - Faith based abuse
  - Female Genital Mutilation (FGM)
  - Forced marriage
  - Gangs and youth violence
  - Gender based abuse and violence against women and girls
  - Hate
  - Homelessness
  - Honour based abuse
  - Human trafficking and modern slavery
  - Mental health
  - Missing children and adults
  - Online safety
  - Peer-on-peer abuse
  - Preventing radicalisation and extremism
  - Private fostering
  - Relationship abuse
  - Serious Violence
  - Sexual Violence and Sexual Harassment
  - Upskirting
  - Youth produced sexual imagery or "Sexting"

(Also see Annex A within 'Keeping children safe in education' 2024)

## 6.

### RELATED SAFEGUARDING POLICIES

- This policy is one of a series in the school integrated safeguarding portfolio, reflecting the whole school approach to safeguarding. It should be read and actioned in conjunction with the policies as listed below:
  - Behaviour including Anti-Bullying and the use of physical restraint
  - Searching, screening and confiscation
  - Online Safety including Acceptable Use of Technology Policies (AUP)
  - Data protection and Information sharing
  - Personal and intimate care
  - Personal, social and health education (PSHE)
  - Relationship and Sex Education (RSE)
  - Child-on-child abuse policy, including sexual violence and sexual harrassment
  - Health and safety, including use of premises by other organisations
  - Attendance and punctuality
  - Lettings Policy
  - Risk assessments (e.g. school trips, use of technology, Covid safety arrangements)
  - First aid and managing medical needs
  - Managing/dealing with allegations against staff
  - Staff behaviour policy or Code of Conduct
  - Safer recruitment
  - Whistleblowing

## **7. POLICY DISSEMINATION, COMPLIANCE, MONITORING AND REVIEW**

- All staff (including temporary staff and volunteers) will be provided with a copy of this policy. They will be asked to say they have read and understood its contents, are familiar with the school systems and will adhere to them.
- Visitors to the school site will be provided with safeguarding arrangements.
- Parents/carers will be signposted to the Safeguarding and Child Protection policy prior to children being enrolled.
- Parents/carers can obtain a copy of the school Safeguarding and Child Protection Policy and other related policies, including for online safety, safer recruitment, and child-on-child abuse via the school website [www.lancasterian primary.co.uk](http://www.lancasterian primary.co.uk). These and other policies are available from the school office on request.
- Pupils will be made aware of the school's systems in age-appropriate ways through displays around the school site, verbally through the curriculum and via the school website.
- Lancasterian Primary School will review this policy at least annually. It will be revised following any national or local policy updates, any local child protection concerns and/or any changes to our procedures.
- The policy will be reviewed annually by the senior leadership team and governing body, which has responsibility for oversight of safeguarding and child protection systems.
- The Designated Safeguarding Lead will ensure pupils have understood and are aware that they can raise concerns at any time, they will be listened to, taken seriously and their wishes respected (where possible), given the necessary support and kept informed of actions taken.

## **8. KEY RESPONSIBILITES**

- The senior leadership team and the governing body sub-committee have read and will follow KCSIE 2024.
- The school has a nominated governor for safeguarding. The nominated governor will support the DSL and have oversight in ensuring that the school has an effective policy which interlinks with other related policies; that locally agreed procedures are in place and being followed; and that the policies are reviewed at least annually and when required.
- The senior leadership team and the governing body sub-committee will ensure that the Designated Safeguarding Lead is supported in their role.

## **The Governing Body**

- The Governing Body takes responsibility for strategic leadership that is a ‘whole school approach’ for the school’s safeguarding arrangements and that these will comply with their duties under legislation and have full regard to KCSIE 2024. This includes ensuring the school’s policies, procedures and training are effective and comply with the law at all times.
- The Governing body will ensure the school’s systems enable pupils to report what is happening to them.
- The Governing body will ensure the appointed DSL is a senior member of staff. The role of the DSL (and deputies) set out in KCSIE Annex C will be made explicit in the postholder’s job description.
- Lancasterian has a nominated governor for safeguarding. The nominated governor will support the Designated Safeguarding Lead and have oversight in ensuring that Lancasterian has an effective policy which interlinks with other related policies; that locally agreed procedures are in place and being followed; and that the policies are reviewed at least annually and when required.
- All governors will undertake safeguarding training and additional training on specific issues, such as online safety and Prevent. This will be part of ongoing and regular programme of training to build knowledge and understanding of safeguarding across all members of the Governing Body.
- The governing body will take an active role in monitoring safeguarding arrangements and providing support to the Designated Safeguarding Lead in line with Part 2 KCSIE 2024. This will include visits to school, regular contact with the Designated Safeguarding Lead and other staff working to protect children and reviewing information provided to them concerning pupils’ welfare and safety, including for online safety. Governors will also seek the views of pupils and parents/carers as part of their monitoring arrangements to check on the effectiveness of safeguarding arrangements.
- The governing body and leadership team at Lancasterian recognises the significant level of responsibility of the Designated Safeguarding Lead role. They will ensure the postholder (and any deputies) are given the additional time, funding, training, resources, and support needed to carry out the role effectively. They will also ensure there is adequate cover if the Designated Safeguarding Lead is absent.

**Headteacher**

- The Headteacher will ensure that the suite of policies and procedures relating to safeguarding and child protection adopted by the school's Governing Body are understood and followed by all staff.

### **Designated Safeguarding Lead (DSL)**

- The school has appointed a member of the leadership team (Gemma Horgan) as the Designated Safeguarding Lead (DSL). Additionally, the school have appointed two Deputy DSLs (Paul Murphy and Charlotte Clinton) who will have delegated responsibilities and act in the DSLs absence.
- The DSL has overall responsibility for the day-to-day oversight of safeguarding and child protection systems in school. Whilst the activities of the DSL may be delegated to the deputies, the ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility will not be delegated. This is in line with full job description set out in KCSIE Annex C.
- The DSL will undergo appropriate and specific training to provide them with the knowledge and skills required to carry out their role. Deputy DSLs are trained to the same standard as the DSL. The DSL and any deputy DSLs training will be updated formally every two years, but their knowledge and skills will be updated through a variety of methods at regular intervals and at least annually.
- The Head Teacher will be kept informed of any significant issues by the DSL.
- The DSL will be given the additional time, funding, training, resources and support they need to carry out the role effectively. This may include handling of referrals to integrated social care and working with other agencies where appropriate.
- The DSL will provide advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and inter-agency meetings, and/or supporting other staff to do so, and contributing to the assessment of children.

#### **It is the role of the DSL and DDSLs to:**

- Hold the overall responsibility for child protection.
- Act as the central contact point for all staff to discuss any safeguarding concerns.
- Be available during term time (during school hours) for staff in the school to discuss any safeguarding concerns; have cover arrangements over school holidays in the event of an emergency.
- Understand the views of children and encourage a culture of listening to children and taking account of their wishes.
- Take the lead for promoting trauma-informed practice in relation to behaviour, attendance, engagement and achievement.
- Maintain and manage a confidential recording system for safeguarding and child protection concerns.
- Ensure child protection files are up to date, records are clear and comprehensive and details of the concern, follow up, actions, decisions and outcome.
- Coordinate safeguarding action for individual children.
- Liaise with other agencies and professionals in line with KCSIE 2024 and WTSC 2018.
- Ensure that locally established procedures as put in place by the three safeguarding partners (Children's social care, Police, Health), including referrals, are followed, as necessary.

- Represent, or ensure the school – and therefore the child’s lived experience - is appropriately represented at multi-agency safeguarding meetings (including Child Protection conferences).
- Manage and monitor the school role in any multi-agency plan for a child.
- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school leadership staff on a need-to-know basis.
- Work with all staff (for example: teachers, support staff, pastoral leaders, SENCo, mental health leads) on matters of safeguarding and welfare (including mental health and online/digital safety).
- Raise awareness of safeguarding and child protection systems with staff, pupils and parents.
- Ensure all staff access appropriate safeguarding training, including in online safety, mental health and other relevant specific issues and regular updates in line with the recommendations within KCSIE 2024.
- Provide support to staff as required.
- Manage referrals of suspected abuse to the Channel programme, disclosure & barring service and where a crime has been committed to the Police.

**All members of staff have a responsibility to:**

- Provide a safe environment in which children can learn.
- Be aware it can happen here, and safeguarding is everyone’s responsibility.
- Build trusted relationships with children and young people that facilitates communication.
- Actively promote welfare and safeguarding, including online safety of pupils.
- Know what to do if a child tells them that he or she is being abused or neglected and understand the impact abuse and neglect can have upon a child.
- Undertake appropriate safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) at induction and ongoing regular updates as required, and at least annually, so that have the relevant skills and knowledge to safeguard children effectively
- Understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships, which facilitate communication.
- Be aware of indicators of abuse and neglect and understand that children can be at risk of harm inside and outside of the school, inside and outside of home and online.
- Exercise professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect to identify cases of children who may be in need of help or protection.
- Reassure a child that they are being taken seriously and that they will be supported and kept safe; never give the child the impression that they are creating a problem by reporting **any** form of abuse and/or neglect; and never make a child feel ashamed for making a report.
- Be 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 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.

- Understand the early help process and their role in it.
- Understand their school safeguarding policies and systems.
- Undertake regular and appropriate training which is regularly updated
- Be aware of the process of making referrals to children's social care and statutory assessment under the Children Act 1989.
- Be able to identify and act upon indicators that children are, or at risk of developing mental health issues.
- Know how to maintain an appropriate level of confidentiality and the importance of recording and information sharing.
- Understand the wider definitions of child-on-child abuse and be aware of specific issues such as cyberbullying, sexual violence, sexual harassment and exploitation as set out in KCSIE Part 1 and Annex B.
- Be aware of the indicators of abuse and neglect so that they can identify cases of children who may need help or protection.
- Understand the signs and indicators that can signal that a child is experiencing unmet needs, harm or is at risk of harm.
- Have a trauma-informed understanding of the impact of childhood adverse events and experiences on behaviour, achievement and presentation.
- Be aware of the school's child-on-child abuse policy, anti-bullying strategy and the role they play in preventing and responding to child-on-child abuse.

**Children and young people (learners) have a right to:**

- Feel safe, be listened to, and have their wishes and feelings taken into account.
- Contribute to the development of school safeguarding policies.
- Receive help from a trusted adult.
- Learn how to keep themselves safe, including online.

**Parents/carers have a responsibility to:**

- Understand and adhere the relevant school policies and procedures.
- Talk to their children about safeguarding issues with their children and support the school in their safeguarding approaches.
- Identify behaviours, which could indicate that their child is at risk of harm including online and seek help and support from the school or other agencies.
- Speak to school staff if they have any concerns about the welfare, wellbeing and safety of their children.

**9.**

**RECOGNISING INDICTORS OF ABUSE AND NEGLECT**

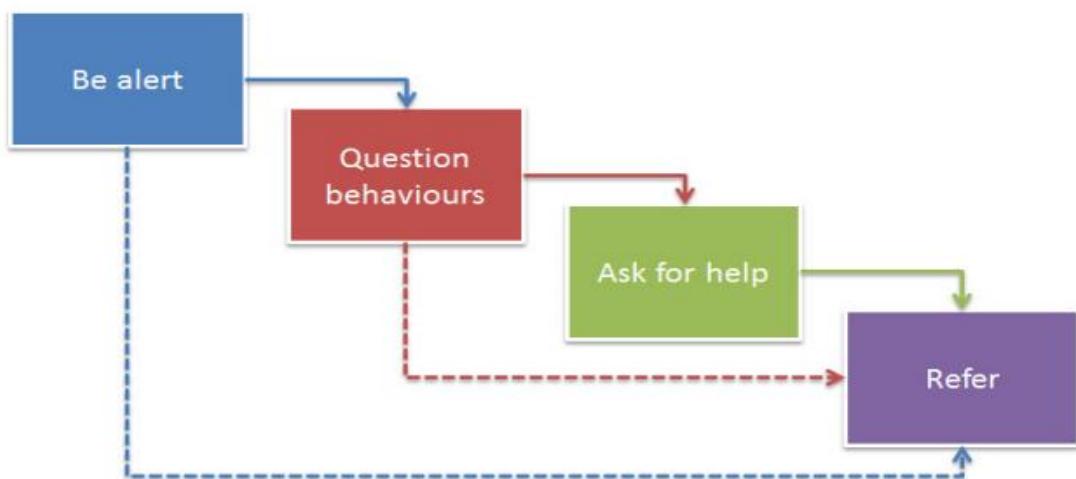
- All staff in school are made aware of the definitions and indicators of abuse and neglect as identified by Working Together to Safeguard Children (2023) and Keeping Children Safe in Education 2024.
- All staff understand that children can be at risk of harm inside and outside of the school/college, inside and outside of home and online.

- Harm can also 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.
- Lancasterian recognise that when assessing whether a child may be suffering actual or potential harm there are four categories of abuse:
  - Physical abuse
  - Sexual abuse
  - Emotional abuse
  - Neglect

The school recognises that abuse, neglect and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another.

For further information see Appendix 1 of this policy and Appendix 7 for links to advice and support.

- All members of staff are expected to be aware of and follow this approach if they are concerned about a child:



'What to do if you are worried a child is being abused' 2015

- All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and/or alcohol misuse, deliberately missing education, serious violence (including that linked to county lines), radicalisation and consensual and non-consensual sharing of nude and semi-nude images and/or videos can be signs that children are at risk. There are a wider range of specific issues including (but not limited to):
  - Child abduction and community safety incidents
  - Children with family members in prison
  - Children Missing Education (CME)

- Child missing from home or care
- Child Sexual Exploitation (CSE)
- Child Criminal Exploitation (CCE)
- County Lines
- Cybercrime
- Domestic Abuse
- Faith based abuse
- Female Genital Mutilation (FGM)
- Forced marriage
- Gangs and youth violence
- Gender based abuse and violence against woman and girls
- Homelessness
- Honour based abuse (so called)
- Mental health
- Modern slavery & the National Referral Mechanism
- Online Safety
- Peer-on-peer abuse (including cyberbullying, racial, prejudicial and discriminatory bullying)
- Preventing radicalisation and extremism
- Relationship abuse
- Serious Violence
- Sexual Violence and Sexual Harassment
- Upskirting
- Youth produced sexual imagery, nudes/semi-nudes (“sexting”)

- Additional information on these specific issues is given in the sections below, in Appendix 2 of this policy and also set out in KCSIE Part 1 and Annex B.
- Members of staff are aware that concerns may arise in many different contexts and can vary greatly in terms of their nature and seriousness. The indicators of child abuse and neglect can vary from child to child. Children develop and mature at different rates, so what appears to be worrying behaviour for a younger child might be normal for an older child.
- **All** staff, but especially the designated safeguarding lead (and deputies) 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 susceptible to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines, and radicalisation.
- **All** staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and other risks online as well as face to face. In many cases abuse and other risks will take place concurrently both online and offline. Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent

images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

- It is important to recognise that indicators of abuse and neglect do not automatically mean a child is being abused however all concerns should be taken seriously and explored by the DSL on a case-by-case basis.
- Parental behaviors' may also indicate child abuse or neglect, so staff should also be alert to parent-child interactions or concerning parental behaviours; this could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health.
- Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children offsite. Children can be 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 susceptible to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.
- By understanding the indicators of abuse and neglect, we can respond to problems as early as possible and provide the right support and services for the child and their family.
- **In all cases, if staff are unsure, they should always speak to the designated safeguarding lead or deputy.**

## **10. CHILD PROTECTION PROCEDURES – TAKING ACTION**

- Lancasterian Primary School adheres to the Haringey Safeguarding Children multi-agency partnership procedures (Haringey LA). The full Haringey LA procedures and additional guidance relating to specific safeguarding issues can be found on their website: <https://haringeyscp.org.uk/>
- Staff (volunteers, governors, contractors, agency and supply staff and visitors) must follow the school procedures set out in this and the following sections should they identify or have a worry about a child protection issue. The actions staff and other adults should take if there are any safeguarding concerns about a pupil are listed below. This will be covered in staff training, including new staff induction. Visitors will be provided with an information sheet on arrival, summarising the school systems and how they should pass on any child protection concerns. If anyone is unsure about reporting concerns, they must speak to the DSL and they can also refer to the DfE publication 'What to do if you're worried a child is being abused' (March 2015).
- All staff are aware of the process for making a request for support referrals for statutory assessments under the Children Act 1989, along with the role they might be expected to play in such assessments.
- Lancasterian Primary School recognises that some children have additional or complex needs and may require access to intensive or specialist services to support them.

### **Action if a child is in immediate danger or suffering harm or likely to suffer harm**

- As soon as a member of staff or adult working in the school becomes aware that a child is suffering or likely to suffer harm, or in immediate danger they must let the DSL know immediately.

- The member of staff must make a record of what the child (ideally contemporaneously) is telling them/has told them and also record this on CPOMs as soon as possible after the alert to the DSL.
- Any handwritten record should be scanned and added to the electronic record (see details under making a record of a concern).
- The DSL, along with the relevant Deputy DSL's will review the case and decided on the next steps. If a child is in immediate danger or is at risk of significant harm, a request for support should be made immediately to the Integrated Children's Services (Haringey's Safeguarding Team) and/or the police in line with Haringey LA procedures.
- If the DSL or deputy DSL is not available, for example out of school hours, then any staff member or other adults can make a referral.
  - The contact numbers for the MASH team are listed on Page 2 of this policy.
  - During this call you should seek the advice about notifying parents, remembering that in some situations this could be unsafe or cause the child more harm.
  - During your phone call if you are a professional working with children, you may be asked to complete a **MASH referral form** within 24 hours.
  - This should be emailed securely to [mashreferral@Haringey.gcsx.gov.uk](mailto:mashreferral@Haringey.gcsx.gov.uk).
- Any member of staff/adult making a direct referral to the MASH team must inform the DSL as soon as possible, verbally and provide a written record of the concerns and actions taken.

#### **Action if a concern about a child is not in immediate danger or risk**

- Staff must be vigilant all times, in doing this staff may notice safeguarding concerns that do not place a child at immediate risk of harm. Staff must be mindful that no concern is too small not to share and that they are vital in helping the DSL to build a picture of the child's well-being, welfare, mental health and safety and take the necessary action. Examples of concerns could be a child looking unkempt, saying or making a comment that arouses your suspicions or a change in character/behaviour.
- Staff must follow school procedures and record the concern on CPOMs.
- The DSL will ensure that there is continuous monitoring of the CPOMs throughout the day so no concerns are missed, and any necessary actions are taken.
- The member of staff should not hesitate in also discussing their concern with the DSL or deputy DSL. The DSL will review this information, with any other safeguarding concerns they have on record, and take any necessary actions.

#### **Guidance on receiving a disclosure from a child**

##### **DO:**

- Listen to what the child has to say and allow them time to talk freely
- Reassure the child that they are doing the right thing in telling you.
- Let them know they are being taken seriously and that nothing they say is or will cause a problem.

- Tell them what you are going to do and if you don't know, tell them you will update them when you do.
- Stay calm and do not show that you are shocked or upset.
- Make a handwritten record as the child speaks, or if it interrupts their flow, make a handwritten record as soon as possible afterwards. Follow the school procedure to also make a report on CPOMs.
- Explain you will pass the information on and what will happen next.
- Speak to the DSL or deputy DSL immediately if the child is in immediate risk or has been harmed as noted above.
- Report allegations about staff directly to the headteacher, or in their absence, a deputy headteacher (unless the allegation is against the headteacher in which case the chair of governors should be informed). See later section.

**DO NOT:**

- Ask leading questions.
- In any circumstances promise to keep what they have told you a secret.
- Undertake any investigation into the concern.

**Action if a concern about a child has been identified**

- The DSL may seek advice or guidance from their Area Education Safeguarding Advisor from the Education Safeguarding Service before deciding next steps. They may also seek advice or guidance from a social worker at the Haringey's Safeguarding Team service who are the first point of contact for Integrated Children's Services (ICS).

**Making a record of a concern or disclosure**

- Any child protection concerns should be entered on CPOMs.
- If the concern is a direct disclosure from a child, this should be recorded in writing by the receiving professional so there is a contemporaneous record of the disclosure, which can be used as evidence should a case go to court.
  - The start, end time, location and date should be added to the report.
  - A summary of the report should be made on CPOMs and the DSL or deputy DSL informed immediately.
- The DSL will work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.
- Staff are trained to be alert to the potential for early help, identify children that may benefit from early help and raise their concerns with the DSL.
- If the DSL views that early help is appropriate, they or the deputy DSL will lead on liaising with other agencies and in setting up inter-agency assessment, as required. Staff may be

required to contribute and/or provide support in the early help assessment. They will ensure the appropriate early help support is put in place to support the child.

- The DSL will keep all early help cases under constant review and consideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves. If, after the request for support or any other planned external intervention, a child's situation does not appear to be improving, the DSL will take further actions. This may include a request for advice and support to Haringey's Safeguarding Team.

### **Early Help Assessments**

- The school will work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. Staff are trained to be alert to the potential for early help, identify children that may benefit from early help and raise their concerns with the DSL.
- Lancasterian, in line with Working together to safeguard children (2023), recognises the importance of early recognition and intervention in safeguarding children. The school follows the guidance in paragraph 131 of Working Together to safeguard children in conducting effective early help assessments.
- Staff are trained to be alert to the potential for early help, identify children that may benefit from early help and raise their concerns with the DSL. Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:
  - is disabled or has certain health conditions and has specific additional needs
  - has special educational needs (whether or not they have a statutory Education, Health and Care plan)
  - has a mental health need or is a young carer or is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
  - is frequently missing/goes missing from education, home or care, has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit.
  - is at risk of being radicalised or exploited Safeguarding and Child Protection Policy & Procedures 17
  - has a parent or carer in custody, or is affected by parental offending
  - is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
  - is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
  - is a privately fostered child
  - If the DSL views that an early help assessment is appropriate they or the deputy DSL will lead on liaising with other agencies and in setting up inter-agency assessment, as required. Staff may be required to contribute and/or provide support in the early help assessment. They will ensure the appropriate early help support is put in place to support the child.

- The DSL will keep all early help cases under constant review and consideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves. If, after the request for support or any other planned external intervention, a child's situation does not appear to be improving, the DSL will take further actions. This may include a request for advice and support to Haringey's

### **Notifying parents and carers of child protection concerns**

- Parents/carers will be informed of child protection concerns unless there is a valid reason not to do so, for example, if to do so would put a child at risk of harm or would undermine a criminal investigation. Such discussions will be undertaken by the DSL or deputy DSL, although this may be delegated to another member of staff who is part of the safeguarding team, and maybe already working with the family.
- The DSL will liaise with Haringey safeguarding team, before making a decision not to inform parents/carers of a child protection concern.
- In the event of a request for support to the Haringey's Safeguarding Team being necessary, parents/carers will be informed and consent to this will be sought by the DSL in line with guidance provided by Haringey LA.
- Parents/carers will normally be notified in the case of allegations of abuse made against other pupils, unless it is unsafe to do so. The same applies to the person(s) the allegation is made against if they are a child.

## **11. CONFIDENTIALITY, INFORMATION SHARING AND RECORD KEEPING**

### **Confidentiality**

- All members of staff must be aware that whilst they have duties to keep any information confidential, they also have a professional responsibility to share information with other agencies to safeguard children.
- All staff must be aware that they cannot promise confidentiality in situations, which might compromise a child's safety or wellbeing.
- The Headteacher, DSL or deputy DSL will share information about a child on a 'need to know' basis to help maintain confidentiality.

### **Information Sharing**

- Lancasterian Primary School recognises our duty to share relevant information with appropriate agencies in matters relating to child protection at the earliest opportunity as per statutory guidance outlined within KCSIE 2024 and the DfE Guidance on Information Sharing (May 2024). This is important because information sharing is vital in identifying and tackling all forms of abuse, neglect and exploitation and in promoting children's welfare, including in relation to educational outcomes.
- The safety of the child is always paramount, any concerns about sharing information must not be allowed to stand in the way of ensuring the welfare and safety of pupils.
- Staff should never promise a child that they will not pass on child protection concerns to the relevant staff and agencies. However, the child should be reassured that:
  - Their disclosure will be taken seriously, and it is **not** creating a problem.

- Their disclosure will only be shared with relevant staff.
  - Staff will be sensitive to their feelings and concerns.
  - Their wishes will be heard.
  - They will be kept informed of actions and support.
- The Data Protection Act 2018 and 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 safeguard, promote the welfare and protect the safety of children (KCSIE 2024). The school may legitimately share information without consent where: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; and, if to gain consent would place a child at risk.
- The school has an appropriately trained Data Protection Officer (DPO) as required by the General Data Protection Regulations (GDPR) to ensure that our school is complaint with all matters relating to confidentiality and information sharing requirements.
- DfE Guidance on Information Sharing (May 2024) provides further detail. The seven 'golden rules' for sharing information and can support staff who have to make decisions about sharing information [Information sharing: advice for practitioners \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)
- If members of staff are in any doubt about recording requirements, they should discuss their concerns with the DSL.

## Record Keeping

- All safeguarding concerns, discussions and decisions, and reasons for those decisions, will be recorded in writing contemporaneously (this may be used as evidence if the disclosure becomes a Police matter) on the school safeguarding system and passed without delay to the DSL. This should include speaking to the DSL. This should include speaking to the DSL.
- A body map will be completed if injuries have been observed using CPOMS.
- Records must be completed at the time using the child's words and shared as soon as possible after the incident/event. The record must be dated correctly and logged on CPOMs by the member of staff. If there is an immediate concern the member of staff should consult with a DSL before completing the form as reporting urgent concerns takes priority. Records will include:
  - a clear and comprehensive summary of the concern
  - details of how the concern was followed up and resolved
  - a note of any action taken, decisions reached and the outcome
  - the rationale for decisions, including referrals and when referrals were not made.
- If members of staff are in any doubt about recording requirements, they should discuss their concerns with the DSL.
- Safeguarding records are kept for individual children and are maintained separately from all other records relating to the child in the school. Safeguarding records are kept in accordance with data protection legislation and are retained centrally and securely by the DSL. Safeguarding records are shared with staff on a 'need to know' basis only.
- Records will also be kept of any relevant communications for each child to build a full and detailed chronology. This may include other school's records, such as first aid, medical treatment if the child is unwell, attendance and punctuality and behaviour.

- All safeguarding records will be transferred in accordance with data protection legislation to the child's subsequent school, under confidential and separate cover. These will be given to the new DSL and a receipt of delivery will be obtained.
- In addition to the child protection file, the DSL will also consider if it would be appropriate to share any information with the DSL at the new school in advance of a child leaving. For example, information that would allow the new school to continue to provide support.

## **12. MULTI-AGENCY WORKING**

- Lancasterian Primary School recognises and is committed to its responsibility to work within the Haringey LA multi-agency safeguarding arrangements. The leadership team and DSL and DDSLs will work to establish strong and co-operative local relationships with professionals in other agencies in line with statutory guidance.
- Lancasterian Primary School recognises the importance of multi-agency working and is committed to working alongside partner agencies to provide a coordinated response to promote children's welfare and protect them from harm. This includes contributing to Haringey LA processes as required. Such as, participation in relevant safeguarding multi-agency plans and meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings or other early help multi-agency meetings.
- Where a child is placed in an alternative provision, the school will carry out the necessary checks to ensure that the provision has suitable safeguarding arrangements in place.

## **13. COMPLAINTS**

- The school has a Complaints Procedure available to parents, learners and members of staff and visitors who wish to report concerns. This can be found in the staff policy folder and on the school website etc.
- All reported concerns would be, taken seriously and considered within the relevant and appropriate process. Anything that constitutes an allegation against a member of staff or volunteer will be dealt with under the specific Procedures for Managing Allegations against Staff policy. This can be found in the staff policy folder and on the school website etc.

## **14. STAFF INDUCTION, AWARENESS AND TRAINING**

- All members of staff have been, provided with a copy of part one of 'Keeping Children Safe in Education' 2024, which covers safeguarding information for all staff.
  - School senior leaders, including the DSL, will read the entire KCSIE document.
  - School leaders and all members of staff who work directly with children will also be expected to read Annex B within Keeping Children Safe in Education 2024.
  - All members of staff have signed to confirm that they have read and understood KCSIE 2024. Records of these to be kept on the schools single central record.
- All staff are expected to be aware of systems within their school which support safeguarding. This will be explained to them as part of staff induction and updated on a regular basis to ensure they are fully aware of current practice. This includes:
  - Safeguarding and child protection policy, which should amongst other things also include the policy and procedures to deal with peer-on-peer abuse.

- Behaviour policy (which should include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying).
  - Safeguarding response to children who go missing from education.
  - Role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).
  - School leaders and all members of staff who work directly with children will access annex A within KCSIE 2024.
- All staff members (including agency and third-party staff) will receive appropriate child protection training to ensure they are aware of a range of safeguarding issues. Basic child protection taking will take place annually including online safety training which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring
- In addition to specific child protection training, all staff will receive regular safeguarding and child protection updates during weekly all staff briefings, staff CPD sessions and via, to provide them with relevant skills and knowledge to safeguard children effectively. This includes Prevent, mental health, child-on-child abuse and domestic violence.
- All staff members (including agency and third-party staff) will be, made aware of the school expectations regarding safe and professional practice via the staff code of conduct and Acceptable Use Policy (AUP).
- The DSL will ensure that all new staff and volunteers (including agency and third-party staff) receive child protection training including in online safety, behaviour management and the staff code of conduct to ensure they are aware of the school internal safeguarding processes as part of their induction.
- The DSL and Headteacher will provide regular reports to the governing body committee detailing safeguarding training undertaken by all staff and will maintain up to date register of who has received training.
- Although the school has a nominated lead for the governing body, all members of the governing body committee will access appropriate safeguarding training, which covers their specific strategic responsibilities on a regular basis.

## **15. SAFER WORKING PRACTICE**

- All members of staff are required to work within our clear guidelines on safer working practice as outlined in the code of conduct.
- Staff will be made aware of the school behaviour management and physical intervention policies, and any physical interventions/use of reasonable force must be in line with agreed policy and procedures and national guidance.
- All staff will be made aware of the professional risks associated with the use of social media and electronic communication (such as email, mobile phones, texting, social networking). Staff will adhere to relevant school policies including staff code of conduct and Acceptable Use Policies.

## **16. STAFF SUPERVISION AND SUPPORT**

- Any member of staff affected by issues arising from concerns for children's welfare or safety can seek support from the DSL.

- The induction process will include familiarisation with child protection responsibilities and procedures to be, followed if members of staff have any concerns about a child's safety or welfare.
- The school will provide appropriate supervision and support for all members of staff to ensure that:
  - All staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children
  - All staff are supported by the DSL in their safeguarding role.
  - All members of staff have regular reviews of their own practice to ensure they improve over time.
- The DSL will also put staff in touch with outside agencies for professional support if they so wish. Staff can also approach organisations such as their Union, the Education Support Partnership or other similar organisations directly.
- The school will ensure that members of staff who are working within the foundation stage are, provided with appropriate supervision in accordance with the statutory requirements of Early Years Foundation Stage (EYFS).

## 17. SAFER RECRUITMENT

- Lancasterian Primary School is committed to ensuring we develop a safe culture and that all steps are taken to recruit staff and volunteers who are safe to work with our learners and staff.
- Lancasterian Primary School will follow relevant guidance in Keeping Children Safe in Education 2024 (Section 3 'Safer Recruitment') and from The Disclosure and Barring Service (DBS).
- The governing body and senior leadership team are responsible for ensuring that the school follows safe recruitment processes outlined within guidance.
- The school maintains an accurate Single Central Record (SCR) in line with statutory guidance.
- The governing body and senior leadership team will ensure that there is at least one of the persons who conducts an interview has completed safer recruitment training.
- Lancasterian Primary School are committed to supporting the statutory guidance from the Department for Education on the application of the Childcare (Disqualification) Regulations 2009 and related obligations under the Childcare Act 2006 in schools.
- We expect all staff to disclose any reason that may affect their suitability to work with children including convictions, cautions, court orders, cautions, reprimands and warnings.
- We will ensure that all staff and volunteers have read the staff behaviour policy/code of conduct and understand that their behaviour and practice must be in line with it.

## Allegations against staff and volunteers (ASV)

- All members of staff (aged 16+) working on behalf of the school, including volunteers, governors, contractors, agency and third-party staff, including supply staff, visitors and contractors, are required to treat children and young people with respect, integrity, and consideration.
- The LADO must be notified if any member of staff is suspected of behaving in a way that:

- has or may have harmed a child;
  - has or may have committed a criminal offence against or related to a child;
  - behaved towards a child or children in a way that indicates that they may pose a risk of harm to children; or
  - behaved or may have behaved in a way that indicates they may not be suitable to work with children.
- LADO thresholds relate to simple harm (not significant harm) and LADO outcomes are determined on the balance of probabilities.
- Allegations should be referred immediately to the Headteacher.
- The Headteacher or Designated Safeguarding Lead must contact the Local Authority Designated Officer (ADO) within 24 hours of being notified, to agree further action to be taken in respect of the child and staff member.
- Although information should be gathered by the case manager / Headteacher in order to make a LADO referral, care must be taken not to investigate prior to LADO ensuring that Police do not intend to investigate the case.
- In the event of allegations of abuse being made against the Headteacher, allegations should be reported to the chair of governors who will case manage the allegation. If in doubt, any member of staff can discuss their concerns with the LADO.
- All staff and volunteers are required to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding systems.
- The leadership team takes all concerns or allegations received seriously. If a member of staff, volunteer or other adult is concerned at the lack of response or feels their concerns will not be taken seriously then they should consider Whistleblowing - see section below.
- The school's procedures are consistent with local safeguarding procedures and practice guidance. In line with KCSIE 2024, we have policy and procedures in place for:
  - Allegations that may meet the harm threshold
  - Concerns that do not meet the harm threshold
  - There is a legal requirement to refer to the Disclosure and Barring Service (DBS) where school removes an individual from regulated activity (or where the individual would likely have been removed had they not left), and where the individual has:
    - engaged in relevant conduct in relation to children and/or adults,
    - satisfied the harm test in relation to children and/or vulnerable adults; or
    - has been cautioned or convicted of a relevant offence (automatic barring either with or without the right to make representations).
- Referrals will be made as soon as possible, when an individual has been removed from regulated activity. This could include when an individual is suspended, redeployed into work in an activity that is not regulated, dismissed or resigned. The school will provide the DBS with full information.
- When an allegation is made, an investigation will be carried out to gather evidence to establish if it has foundation, and the school will ensure they have sufficient information to meet the referral duty criteria in the DBS referral guidance.

- The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or Schools Personnel Service.
- If the school or teacher's employer, including an agency, dismisses or ceases to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first, consideration will **be** given to referring the case to the Secretary of State, as required by sections 141D and 141E of the Education Act 2002.
- The Secretary of State may investigate the case, and if s/he finds there is a case to answer, must then decide whether to make a prohibition order in respect of the person.

## **Whistleblowing**

- All staff and volunteers should feel able to raise concerns about poor or unsafe practice or other wrong-doing and be secure that such concerns will always be taken seriously by the leadership team.
- Wrong-doing covered by this 'public interest disclosure' includes:
  - someone's health and safety is in danger;
  - damage to the environment;
  - a criminal offence (eg fraud);
  - not obeying the law;
  - covering up wrong-doing;
  - misusing public funds;
  - actions that negatively affect the welfare of children.

All members of staff are made aware of the school whistleblowing procedure. It is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk. . "If an allegation is shown to be deliberately invented or malicious, the school or college, should consider whether any disciplinary action is appropriate against the individual who made it as per their own behaviour policy"

- The DfE provides advice to staff who feel they need to raise concerns: Whistleblowing procedure for maintained schools [Whistleblowing procedure for maintained schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/whistleblowing-procedure-for-maintained-schools) and Whistleblowing [Whistleblowing for employees - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/whistleblowing-for-employees).
- Staff should raise concerns with
  - Line Manager
  - Specified person (or governor) in school such as the headteacher/principal or DSL
  - Local Authority
  - Union or Professional Association

- Staff can also access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

### **The use of premises by other organisations**

- Where services or activities are provided under the direct supervision/management of staff the school arrangements for child protection will apply.
- Where services or activities are provided separately by another body using the school premises, the leadership team will:
  - o seek written assurance that the organisation concerned has appropriate policies and procedures in place with regard to safeguarding children and child protection, and that relevant safeguarding checks have been made in respect of staff and volunteers.
  - o put in place arrangements for the organisation to liaise with the school on safeguarding matters
  - o include safeguarding requirements in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement. If this assurance is not achieved, an application to use premises will be refused.
- Should allegations be made on site, in relation to another organisation, it is a requirement that school will be notified alongside the LADO referral by that organisation. Both would attend the initial LADO ASV meeting. School will follow our own safeguarding policies and procedures including independent contacting the LADO should an incident be reported to school about organisations using school spaces.
- These arrangements apply regardless of whether or not the children who attend any of these services or activities are children on the school roll or attend the college.

### **Site security and arrangements for visitors**

- All members of staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light. Any individual who is not known or identifiable on site should be challenged for clarification and reassurance.
- Appropriate checks will be undertaken in respect of visitors and volunteers coming into school as outlined within in paragraphs 305-310 of KCSIE 2024.
- Those visiting school in a professional capacity (social workers, educational psychologists, school improvement officers) should provide their professional ID. The school should ensure that the professional visitor's agency/employer has confirmed that staff with organisational ID have the appropriate DBS checks.
- It is never acceptable to hinder access to a social worker undertaking statutory duties in school if school has confirmed the social worker's identity (organisational ID; in the event of concerns, an email from the social worker's manager).
- The Headteacher should always apply their own professional judgement about the need to escort or supervise any visitors.

- Visitors will be expected to sign in and out via the office visitors log and to display a visitor's badge whilst on site. Visitors will be provided with a leaflet outlining the school's safeguarding and child protection arrangements. All visitors are expected to follow these school arrangements.
- The school will give careful consideration to the suitability of any external organisations who may provide information, resources & speakers to pupils. The arrangements for the individuals providing these services on the school's premises may include an assessment of their education value, the age appropriateness of what is going to be delivered and whether relevant checks will be required (eg for multiple sessions).
- The school will not accept the behaviour of any individual (parent or other) that threatens school security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the school site.

## **Complaints**

- The school has a Complaints Procedure available to parents, learners and members of staff and visitors who wish to report concerns.
- All reported concerns will be taken seriously and considered within the relevant and appropriate process. Anything that constitutes an allegation against a member of staff or volunteer will be dealt with under the specific Procedures for Managing Allegations against Staff policy or Appendix 5 or this policy.

A separate policy is advisable. This can be found in the staff room/office/website etc. Adjust for school.

## **18. SAFEGUARDING CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES OR HEALTH ISSUES**

- Lancasterian Primary School acknowledges that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges both online and offline. These children may have an impaired capacity to resist or avoid abuse both offline and online and face additional barriers in recognising abuse and neglect. These can include:
  - assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
  - these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
  - the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs, and
  - communication barriers and difficulties in managing or reporting these challenges.
  - cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

- Lancasterian Primary School will ensure that children with SEN and disabilities, specifically those with communication difficulties, will be supported to ensure that their voice is heard and acted upon.
- Members of staff are encouraged to be aware that children with SEN and disabilities can be, disproportionately impacted by safeguarding concerns, such as bullying and exploitation.
- Children with communication difficulties will be supported to ensure that their voice is heard and acted upon.
- All members of staff will be encouraged to appropriately explore possible indicators of abuse such as behaviour/mood change or injuries and not to assume that they are related to the child's disability and be aware that children with SEN and disabilities may not always outwardly display indicators of abuse. To address these additional challenges, our school will always consider extra pastoral support for children with SEN and disabilities. Details of support and provision can be found in the school's SEND policy and annual report.
- The DSL will work closely with the SENCo to share information and plan support and monitor as required.

## 19. CHILD-ON-CHILD ABUSE

- All members of staff at Lancasterian Primary School recognise that children are capable of abusing their peers. This can happen both in and out of school and online. We believe that no form of abuse can be tolerated. All victims will be taken seriously, offered reassurance and appropriate support, regardless of when and/or where the abuse has taken place and assured that they are not creating a problem. Staff must be mindful that their response could impact on another child coming forward in future.
- All staff should understand the following aspects of child-on-child abuse and be clear about the school's approach:
  - that even if there are no reports in their schools it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have **any** concerns regarding child-on-child abuse they should speak to their designated safeguarding lead (or deputy).
  - the importance of challenging inappropriate behaviour between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.
  - that some child-on-child abuse issues may be affected by gender, age, ability and culture of those involved.
  - that children may not find it easy to tell staff and a reminder that children can show signs in ways they hope adults will notice and react.
- In line with KCSIE 2024 the school recognises that child-on-child abuse is likely to include, but may not be limited to:
  - bullying (including cyberbullying, prejudice-based and discriminatory bullying)
  - sexual violence

- sexual harassment
- upskirting
- consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery);
- Paragraph 35 fully details the types and forms of child-on-child abuse can take that staff should be aware of can be found the school's child-on-child abuse policy.
- When responding to concerns relating to child on child sexual violence or harassment, school will follow the procedures set out in the school's child-on-child abuse policy. This follows the guidance outlined in KCSIE 2024 Part 5. The school recognises consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery) as a safeguarding issue; all concerns must be reported to and dealt with by the DSL (or deputy). The school will follow its protocol which follows the following advice [DfE Searching Screening and Confiscation Advice](#) (updated July 2023) and [UKCIS Education Group Sharing nudes and semi-nudes advice for education settings](#).

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

- A child or a young person within Lancasterian may be LGBT. The school acknowledges that this in itself is not an inherent risk factor for harm. However, the school recognises that children who are lesbian, gay or gender questioning can be targeted by other children. In some cases, a child who is perceived by other children to be lesbian, gay or gender questioning (whether they are or not) can be just as vulnerable as children who are.
- However, Lancasterian Primary School is aware that the Cass review identified that caution is necessary for children questioning their gender as there remain many unknowns about the impact of social transition and children may well have wider vulnerabilities, including having complex mental health and psychosocial needs, and in some cases additional diagnoses of autism spectrum disorder and/or attention deficit hyperactivity disorder
- Lancasterian Primary School, therefore recommends that when families/carers are making decisions about support for gender questioning children, they should be encouraged to seek clinical help and advice. When parents are supporting pre-pubertal children, clinical services should ensure that they can be seen as early as possible by a clinical professional with relevant experience.
- 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.
- Lesbian, gay, bisexual or gender questioning is part of the school's [Relationships Education, Relationship and Sex Education and Health Education](#) curriculum.

## **20. GANGS, COUNTY LINES, SERIOUS VIOLENCE, CRIME AND EXPLOITATION**

- Lancasterian Primary School recognises the impact of gangs, county lines, serious violence, crime and sexual exploitation.
- It is recognised that the initial response to child victims is important and that staff will take any allegation seriously and work in ways that support children and keep them safe.

- All staff have been trained and recognise the need to be vigilant for the signs that may include, but not exclusively (see further information in Appendix 2):
  - The particular vulnerabilities of certain children (those who have experienced prior childhood trauma/abuse, children with disabilities and additional needs, children excluded from school, children in care)
  - Unexplained gifts/new possessions – these can indicate children have been approached by/involved with individuals associated with criminal networks/gangs.
  - 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
  - Change in friendships/relationships with others/groups
  - Children who associate with other young people involved in exploitation
  - Children who suffer from changes in emotional well-being
  - Significant decline in performance
  - Signs of self-harm/significant change in wellbeing
  - Signs of assault/unexplained injuries

## **21. MENTAL HEALTH AND CHILDREN REQUIRING MENTAL HEALTH SUPPORT**

- All staff are made 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. Staff are aware of how children's experiences, can impact on their mental health, behaviour and education. Staff will be given regular training in mental health issues and how to recognise when child's mental health may be at risk.
- The school has appointed a lead for mental health, who has been trained to have the knowledge and skills to promote and lead on wellbeing and mental health across the school.
- Staff 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.
- If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the DSL or a deputy.
- The school is proactive in promoting the mental health and well-being of pupils. This includes links to the school's approach for preventing and tackling bullying.
- The school has in place a range of ways to support children's mental health both within and beyond school. This includes routes to escalate and clear referral and accountability systems.

## **22. CHILDREN IN NEED OF A SOCIAL WORKER (CHILD IN NEED AND CHILD PROTECTION)**

- The school recognises that pupils may need a social worker due to safeguarding or welfare needs and that children may have due to abuse. We recognise that a child's experiences of adversity and trauma can leave them susceptible to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.
- The DSL and all members of staff will work with and support social workers to help protect these and all vulnerable pupils.

- The DSL will always consider the support of the social worker to ensure any decisions are made in the best interests of the child' safety, well-being, welfare and educational outcomes.

## **23. LOOKED AFTER CHILDREN (LAC), PREVIOUSLY LOOKED AFTER CHILDREN AND CARE LEAVERS**

- Lancasterian Primary School will ensure that our staff have the skills, knowledge and understanding to keep looked-after and previously looked-after children safe.
- The DSL has details of students' social worker and relevant virtual school heads. Appropriate staff are provided with relevant information about each looked after child's legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements.
- The school has appointed a designated teacher who is responsible for promoting the educational achievement of looked-after and previously looked-after children in line with statutory guidance. The designated teacher will have the relevant qualifications and experience and receive appropriate training to perform the role. The designated teacher will:
  - Work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to.
  - Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium funding can be best used to ensure each child's well-being and progress. This includes (from June 2022) a non-statutory responsibility for the strategic oversight of the educational attendance, attainment, and progress of children with a social worker. [Promoting the education pf lookked-after children and previously looked-after children.](#)
- The DSL and designated lead for looked after children will work with the local authority to ensure suitable arrangements are in place for care leavers, including with the appoint Personal Adviser, and will liaise with them should any issues occur.

## **24. CHILDREN THAT GO MISSING FROM EDUCATION (CME)**

- All staff should be aware that children being absent from school, particularly unexplainable, prolonged, repeat and/or persistent absences from education can act as a vital warning sign of a range of safeguarding possibilities. These might include:
  - neglect
  - child sexual abuse or exploitation and child criminal exploitation – particularly county lines
  - mental health problems
  - substance abuse

- radicalisation
- FGM or forced marriage.
- The school has in place robust systems for recording and monitoring daily attendance and punctuality of pupils. This includes 'first day' calls, follow up calls, letters home and home visits.
- Lancasterian Primary School accepts the importance of its responsibility to pupils with unexplained and prolonged periods of absence keeping them safe and in reducing the risk of them becoming a child missing from education in the future. This includes pupils where problems are first emerging and also those already known to local authority children's social care and need a social worker (such as a child who is a child in need or who has a child protection plan, or is a looked after child), or where being absent from education may increase known safeguarding risks within the family or in the community.
- The school has in place robust systems for recording and monitoring daily attendance and punctuality of pupils. This includes 'first day' calling, follow up calls, letters home and home visits. The school has procedures to monitor the whereabouts, wellbeing and safety of pupils who are absent from education, particularly on repeat occasions and/or prolonged periods. Any concerns will be acted on as safeguarding and following the school safeguarding procedures.
- The school recognises the importance of keeping in touch with parents and carers to promote and ensure the welfare, well-being and safety of pupils. The school will hold more than one emergency number for each child to ensure that a parent/carer can be contacted urgently or for the DSL to check on the well-being of a pupil.
- The school is aware of its duty to report any missing children to the local authority. Full details of these systems for monitoring and supporting children with poor attendance and how the school follows statutory advice in removing pupils from the school roll can be found in the school's attendance policy.

### **Alternative provision**

Lancasterian Primary School may sometimes need to place pupils in alternative provision either on a full or part time basis.

- The school recognises the additional vulnerabilities of any pupil placed in an alternative provision and that the responsibility for that safeguarding of that pupil remains with the school.
- The school has put in place checks to ensure the provider meets the needs of each pupil and there is regular communication on their welfare, well-being and safety.
- This also applies to children who cannot attend school for health reasons and will be considered on a case-by-case basis.

## **25. ONLINE SAFETY**

- It is recognised by Lancasterian Primary School that the use of technology presents challenges and risks to children and adults both inside and outside of school. Lancasterian Primary School will empower, protect and educate the community in their use of technology

and establish mechanisms to identify, intervene in, and escalate any incident where appropriate.

- Lancasterian Primary School identifies that the breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk as set out in KCSIE:
  - **Content:** being exposed to illegal, inappropriate or harmful material; for example, pornography, fake news, racist or radical and extremist views;
  - **Contact:** being subjected to harmful online interaction with other users; for example, commercial advertising as well as adults posing as children or young adults; and
  - **Conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, or online bullying.
  - **Commerce:** risk such as outline gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group.
- The DSL has overall responsibility for online safeguarding within the school but will liaise as necessary with other members of staff. The remote learning policy, e-safety policy and relevant sections of this document highlight the responsibility of staff members.
- Lancasterian Primary School uses a wide range of technology. This includes computers, laptops, tablets and other digital devices, the internet, learning platforms, intranet and email systems.
  - All School owned devices and systems will be used in accordance with our acceptable use policies and with appropriate safety and security measures in place.
- Lancasterian Primary School recognises the specific risks that can be posed by mobile technology, including mobile phones and cameras. In accordance with KCSIE 2024 and EYFS 2017 has appropriate policies in place that are shared and understood by all members of the community.
  - Further information reading the specific approaches relating to this can be found in our acceptable use policy.
- Lancasterian Primary School will do all we reasonably can to limit children's exposure to online risks through our school IT systems and will ensure that appropriate filtering and monitoring systems are in place.
  - If learners or staff discover unsuitable sites or material, they are required to: turn off monitor/screen, report the concern immediately to a member of staff, the ICT lead will report the URL of the site to technical staff
  - All users will be informed that use of our systems can be monitored, and that monitoring will be in line with data protection, human rights and privacy legislation.
  - Filtering breaches or concerns identified through our monitoring approaches will be recorded and reported to the DSL as appropriate.
  - Any access to material believed to be illegal will be reported immediately to the appropriate agencies, such as the [Internet Watch Foundation](#) and the police.
  - When implementing appropriate filtering and monitoring, Lancasterian Primary School will ensure that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.

- Filtering and monitoring provisions will be reviewed at least annually in line with KCSIE 2024
  - Block harmful and inappropriate content without unreasonably impacting the teaching and learning
- Lancasterian Primary School acknowledges that whilst filtering and monitoring is an important part of school online safety responsibilities, it is only one part of our approach to online safety.
  - Learners will use appropriate search tools, apps and online resources as identified following an informed risk assessment.
  - Learners internet use will be supervised by staff according to their age and ability.
  - Learners will be directed to use age-appropriate online resources and tools by staff.
- Lancasterian Primary School will ensure a comprehensive whole school curriculum response is in place to enable all learners to learn about and manage online risks effectively as part of providing a broad and balanced curriculum.
- Lancasterian Primary School will build a partnership approach to online safety and will support parents/carers to become aware and alert by:
  - providing information on our school website and other communication channels such as newsletters
  - offering specific online safety events for parents/carers
  - highlighting online safety at existing parent events
- Lancasterian Primary School will ensure that online safety training for all staff is integrated, aligned and considered as part of our overarching safeguarding approach.
- The DSL will respond to online safety concerns in line with the child protection and other associated policies such as child-on-child, anti-bullying and behaviour.
  - Internal sanctions and/or support will be implemented as appropriate.
  - Where necessary, concerns will be escalated and reported to relevant partner agencies in line with local policies and procedures.
- Staff should understand the implications of private social media accounts being accessed by pupils, parents and the wider community, and that these may have an impact on their professional standing and could result in a referral to the LADO if they indicate suitability issues or transferrable risk.

**Where children are asked to learn online at home in response to a full or partial closure:**

- Lancasterian Primary School will ensure any remote sharing of information, communication and use of online learning tools and systems will be in line with privacy and data protection requirements.
- All communication with learners and parents/carers will take place using school provided or approved communication channels; for example, school provided email accounts and phone numbers and/or agreed systems e.g. Google Classroom, Microsoft 365 or equivalent.

- o Any pre-existing relationships or situations which mean this cannot be complied with will be discussed with the DSL.
- Staff and learners will engage with remote teaching and learning in line with existing behaviour principles as set out in our school code of conduct and Acceptable Use Policies.
- Staff and learners will be encouraged to report issues experienced at home and concerns will be responded to in line with our child protection and other relevant policies.
- When delivering remote learning, staff will follow our Remote Learning Acceptable Use Policy (AUP)
- Parents/carers will be made aware of what their children are being asked to do online, including the sites they will be asked to access. Lancasterian Primary School will continue to be clear who from the school their child is going to be interacting with online.
- Parents/carers will be encouraged to ensure children are appropriately supervised online and that appropriate parent controls are implemented at home.

## 26. CURRICULUM – OPPORTUNITIES TO TEACH SAFEGUARDING

- Lancasterian Primary School will ensure that children are taught about safeguarding, including online safety, as part of providing a broad and balanced curriculum.
- We recognise that schools play an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour; what is ‘safe’; to recognise when they and others close to them are not safe; and how to seek advice and support when they are concerned. This is a crucial part of preventative education.
- Lancasterian Primary has put in place a whole school approach to helping pupils understand how to keep themselves safe. This aims to prepare pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment.
- The school’s approach to teaching pupils about safeguarding, including online safety, is part of providing a broad and balanced curriculum. The detail of this is set out in detail at <https://www.lancasterianprimary.co.uk/teaching-and-learning/curriculum-introduction> The school makes use of published guidance to develop and deliver this provision, including for RSE, PSHE, and teaching online safety.
- Our curriculum provides opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that learners have a range of age-appropriate contacts and strategies to ensure their own protection and that of others.
- The school recognises that one size does not fit all and takes a personalised and contextualised approach for more vulnerable children, victims of abuse and some SEND children, so they know how to assess risk and adopt safe practices.
- The school has implemented the mandatory DfE Relationships Education, Relationships and Sex and Health Education curriculum. The school is embedding this into all aspects of the

curriculum to ensure equality, age-appropriate and full experiences for all pupils. Further details are given in our SMSC, RSE and PSHE curriculum policies.

- Our school systems support children to talk to about their concerns and worries with confidence in the knowledge they will be listened to and heard, and their concerns will be taken seriously and acted upon as appropriate.

### **Elective home education**

- If a parent/carer wishes to educate their child at home the school will provide advice and support to aid them in their decision making to help parents make the right decision in the best interests of their child. This will include discussion with parents (and other professionals), awareness of additional needs of child with SEND and/or social worker, transition support, and informing the LA (*requirement to notify LA on removal from roll*). This is particularly important where a child has special educational needs or a disability, and/or has a social worker, and/or is otherwise vulnerable. Where a child has an Education, Health and Care plan local authorities will need to review the plan, working closely with parents and carers.
- In line with KCSE paragraph 179, Lancasterian Primary School recognises that elective home education may not be an overwhelmingly positive experience and can mean for some children that they are not in receipt of suitable education. Also, that a child is less visible to the services that are there to keep them safe.

### **Private fostering and host families**

- Private fostering is defined as when someone who is not a parent or a 'close relative' (e.g. great aunt, cousin, mum's friend or a neighbour) is looking after a child or young person under the age of 16 (under 18 if they are disabled) for 28 days or more in their own home. A close relative is defined in the Children Act 1989 as a grandparent, uncle or aunt (whether by full-blood, half-blood or by marriage or civil partnership), sibling or step-parent. The school is aware of its duty to report to LA of any such arrangements the school learns about.
- If the school make arrangements for pupils to have learning experiences where, for short periods, the children may be provided with care and accommodation by a host family to whom they are not related. for example, as part of a foreign exchange visit or sports tour. This is often described as 'homestay' arrangements. The school will follow the guidance set out in Annex D of KCSIE paragraphs 343-346.

## **27. SECURITY**

- All members of staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light. Any individual who is not known or identifiable on site should be challenged for clarification and reassurance.

- Appropriate checks will be undertaken in respect of visitors and volunteers coming into school as outlined within guidance. Visitors will be expected to, sign in and out via the office visitors log and to display a visitor's badge whilst on site.
- The headteacher will use their professional judgement to decide on access arrangements and if a visitor should be supervised and/or escorted.
- The school will give careful consideration to the suitability of any external organisations who may provide information, resources & speakers to pupils. The arrangements for the individuals providing these services on the school's premises may include an assessment of their education value, the age appropriateness of what is going to be delivered and whether relevant checks will be required (e.g. for multiple sessions).
- The school will not accept the behaviour of any individual (parent or other) that threatens school security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the school site.

### **Policy Monitoring and Review**

- This policy will be reviewed at least annually. The policy will be revised following any national or local policy updates, any local child protection concerns and/or any changes to our procedures. Staff will be informed of any changes made.
- The DSL and Pastoral Team meet weekly to review all safeguarding cases and check on the actions taken and what further actions are needed. This includes pupils with early help and child protection plans.
- The Pastoral Team meet weekly to check and review any emerging patterns which may suggest a safeguarding concern, issues may include attendance, behaviour, peer relationships and concerns raised by staff.
- The Designated Safeguarding Lead will provide regular reporting on safeguarding activity and systems to the PDBA governing body.
- The governing body will not receive details of individual children's situations or identifying features of families as part of their oversight responsibility.
- The governing body understands its responsibilities and duties as set out in KCSIE 2024 to ensure the effectiveness of the school's safeguarding arrangements. In addition to the regular reports on safeguarding provided by the DSL, governors will take a proactive varied approach to checking the school's safeguarding arrangements. This will include meetings with the DSL, visits to school, ascertaining the views of staff, pupils and parents through discussions and/or surveys, use of an audit tool, asking all governors to ask a safeguarding question during meetings with leaders/staff on other aspects of school life (such as subject meetings or SENCo meeting), termly checks of the SCR, review of school data and use of an external consultant.

- All members of staff in Lancasterian Primary School are made aware of local support available.

**Haringey's Multi-Agency Safeguarding Hub (MASH).**

- Monday to Thursday 8:45 am to 5:00pm;  
Friday 8:45 am to 4:45 pm  
**020 8489 4470**
- Out of office hours, including weekends:  
**020 8489 0000**

**Do not use this number if a child needs immediate assistance from the Police or Ambulance Services. In these cases, call 999**

- **Contact details for Online Safety in the Education Safeguarding Service**
- **Contact details for the LADO**  
Shauna McAllister shauna.mcallister@haringey.gov.uk
- **Integrated Children's Services**
  - Haringey's Safeguarding Team
- **Met Police**
  - 101 or 999 if there is an immediate risk of harm
- **Haringey Safeguarding Children Multi-Agency Partnership (Haringey LA)**
- **Adult Safeguarding**
  - Adult Social Care

**Appendix 1: Categories of Abuse**

**All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another.**

**Abuse:** 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.

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

#### **Signs that MAY INDICATE physical abuse**

- Bruises and abrasions around the face
- Damage or injury around the mouth
- Bi-lateral injuries such as two bruised eyes
- Bruising to soft area of the face such as the cheeks
- Fingertip bruising to the front or back of torso
- Bite marks
- Burns or scalds (unusual patterns and spread of injuries)
- Deep contact burns such as cigarette burns
- Injuries suggesting beatings (strap marks, welts)
- Covering arms and legs even when hot
- Aggressive behaviour or severe temper outbursts.
- Injuries need to be accounted for. Inadequate, inconsistent or excessively plausible explanations or a delay in seeking treatment should signal concern.

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

#### **Signs that MAY INDICATE emotional abuse**

- Over reaction to mistakes
- Lack of self-confidence/esteem
- Sudden speech disorders
- Self-harming
- Eating Disorders
- Extremes of passivity and/or aggression
- Compulsive stealing
- Drug, alcohol, solvent abuse
- Fear of parents being contacted

- Unwillingness or inability to play
- Excessive need for approval, attention and affection

**Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and **all** staff should be aware of it and of their school or college's policy and procedures for dealing with it.

#### **Signs that MAY INDICATE Sexual Abuse**

- Sudden changes in behaviour and performance
- Displays of affection which are sexual and age inappropriate
- Self-harm, self-mutilation or attempts at suicide
- Alluding to secrets which they cannot reveal
- Tendency to cling or need constant reassurance
- Regression to younger behaviour for example thumb sucking, playing with discarded toys, acting like a baby
- Distrust of familiar adults e.g. anxiety of being left with relatives, a childminder or lodger
- Unexplained gifts or money
- Depression and withdrawal
- Fear of undressing for PE
- Sexually transmitted disease
- Fire setting

**Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

#### **Signs that MAY INDICATE neglect.**

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Inadequate clothing
- Frequent lateness or non-attendance
- Untreated medical problems

- Poor relationship with peers
- Compulsive stealing and scavenging
- Rocking, hair twisting and thumb sucking
- Running away
- Loss of weight or being constantly underweight
- Low self esteem

## Appendix 2: Specific safeguarding issues (KCSIE Annex B)

This text is taken from Annex B of KCSIE (updated for KCSIE 2024) which contains further important additional information about specific forms of abuse and safeguarding issues.

### **Child abduction and community safety incidents**

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.

Many schools provide outdoor-safety lessons run by teachers or by local police staff. It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers.

Further information is available at: [www.actionagainstabduction.org](http://www.actionagainstabduction.org) and [www.clevernevergoes.org](http://www.clevernevergoes.org).

### **Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)**

We know that different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation. In some cases the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator.

Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim. Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more susceptible to exploitation, including, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources.

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

- appear with unexplained gifts, money or new possessions 143
- associate with other children involved in exploitation
- suffer from changes in emotional well-being
- misuse alcohol and other drugs

- go missing for periods of time or regularly come home late, and
- regularly miss school or education or do not take part in education.

Children who have been exploited will need additional support to help keep them in education. Child Sexual Exploitation (CSE) can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

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

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

Further information on signs of a child's involvement in sexual exploitation is available in Home Office guidance: Child sexual exploitation: [Guide for practitioners](#)

### County lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of "deal line". This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell 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 any type of schools (including special schools), further and higher educational institutions, pupil referral units, children's homes and care homes.

Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

A number of the indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- go missing and are subsequently found in areas away from their home
- have been the victim or perpetrator of serious violence (e.g. knife crime)
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs
- are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection
- are found in accommodation that they have no connection with, often called a 'trap house or cuckooing' or hotel room where there is drug activity

- owe a 'debt bond' to their exploiters
- have their bank accounts used to facilitate drug dealing.

Further information on the signs of a child's involvement in county lines is available in guidance published by the [Home Office and The Children's Society County Lines Toolkit For Professionals](#)

### **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 from education**

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, 'honour'-based abuse or risk of forced marriage. Early intervention is essential to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. It is important that staff are aware of their school's or college's unauthorised absence and children missing from education procedures.

### **Children with family members in prison**

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The National Information Centre on Children of Offenders, [NICCO](#) provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

### **Cybercrime**

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

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

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

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

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

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

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

### **Domestic abuse**

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Under the statutory definition, both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be “personally connected” (as defined in section 2 of the 2021 Act).

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child to parent abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home. The government will issue statutory guidance to provide further information for those working with domestic abuse victims and perpetrators, including the impact on children.

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

Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support.

### **Operation Encompass**

[Operation Encompass](#) operates in all police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when the police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead (or deputy)) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable immediate support to be put in place, according to the child's needs. Operation Encompass does not replace statutory safeguarding procedures. Where appropriate, the police and/or schools should make a referral to local authority children's social care if they are concerned about a child's welfare. More information about the scheme and how schools can become involved is available on the Operation Encompass website.

Operation Encompass provides an advice and helpline service for all staff members from educational settings who may be concerned about children who have experienced domestic abuse. The helpline is available 8AM to 1PM, Monday to Friday on 0204 513 9990 (charged at local rate).

### **National Domestic Abuse Helpline**

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

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

- [NSPCC- UK domestic-abuse Signs Symptoms Effects](#)
- [Refuge what is domestic violence/effects of domestic violence on children](#)
- [Safe Young Lives: Young people and domestic abuse | Safelives](#)
- [Domestic abuse: specialist sources of support](#) (includes information for adult victims, young people facing abuse in their own relationships and parents experiencing child to parent violence/abuse)
- [Home : Operation Encompass](#) (includes information for schools on the impact of domestic abuse on children)

### **Homelessness**

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest

opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into local authority children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: [Homeless Reduction Act Factsheets](#). The new duties shift the focus to early intervention and encourages those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Local authority children's social care will be the lead agency for these children and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The Department for Levelling Up, Housing and Communities have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/or require accommodation: [here](#).

### **Mental health**

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

More information can be found in the [Mental health and behaviour in schools guidance](#), colleges may also wish to follow this guidance as best practice. Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among children. See

[Every Mind Matters](#) for links to all materials and lesson plans.

### **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 Statutory Guidance. [Modern slavery: how to identify and support victims - GOV.UK](#)

## Preventing radicalisation

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools or colleges safeguarding approach.

**Extremism**<sup>145</sup> is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

**Radicalisation**<sup>146</sup> refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

**Terrorism**<sup>147</sup> is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat **must** be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Although there is no single way of identifying whether a child is likely to be susceptible to an extremist ideology, there are **possible indicators** that should be taken into consideration alongside other factors and contexts. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability.

Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral.

Although not a cause for concern on their own, possible indicators when taken into consideration alongside other factors or context may be a sign of being radicalised. Further information and a list of such indicators can be found at [Radicalisation and Extremism - Examples and Behavioural Traits \(educateagainsthate.com\)](https://www.educateagainsthate.com)

## The Prevent duty

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard<sup>148</sup> to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.

The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Designated safeguarding leads (and deputies) and other senior leaders in schools should familiarise themselves with the revised [Prevent duty guidance: for England and Wales](https://www.gov.uk/government/publications/prevent-duty-guidance-for-england-and-wales), especially paragraphs 141-210, which are specifically concerned with schools (and also covers childcare). Designated safeguarding leads (and deputies) and other senior leaders in colleges should familiarise themselves

with the [Prevent duty guidance: for further education institutions in England and Wales](#). The guidance is set out in terms of four general themes: risk assessment, working in partnership, staff training, and IT policies.

The school's or college's designated safeguarding lead (and any deputies) should be aware of local procedures for making a Prevent referral.

### **Channel**

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being susceptible to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are susceptible to being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages.

The designated safeguarding lead (or deputy) should consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse or those who are currently receiving support through the 'Channel' programme, and have that support in place for when the child arrives.

Statutory guidance on Channel is available at: [Channel guidance](#).

### **Additional support**

The Department has published further advice for schools on the [Prevent duty](#). The advice is intended to complement the Prevent guidance and signposts to other sources of advice and support.

The Home Office has developed three e-learning modules:

- [Prevent awareness e-learning](#) offers an introduction to the Prevent duty.
- [Prevent referrals e-learning](#) supports staff to make Prevent referrals that are robust, informed and with good intention.
- [Channel awareness e-learning](#) is aimed at staff who may be asked to contribute to or sit on a multi-agency Channel panel.

[Educate Against Hate](#), is a government website designed to support school teachers and leaders to help them safeguard their students from radicalisation and extremism. The platform provides free information and resources to help school staff identify and address the risks, as well as build resilience to radicalisation.

For advice specific to further education, the Education and Training Foundation (ETF) hosts the [Prevent for FE and Training](#). This hosts a range of free, sector specific resources to support further education settings comply with the Prevent duty. This includes the Prevent Awareness e-learning, which offers an introduction to the duty, and the Prevent Referral e-learning, which is designed to support staff to make robust, informed and proportionate referrals.

The [ETF Online Learning environment](#) provides online training modules for practitioners, leaders and managers, support staff and governors/Board members outlining their roles and responsibilities under the duty.

London Grid for Learning have also produced useful resources on Prevent ([Online Safety Resource Centre - London Grid for Learning \(lgfl.net\)](#)).

### **Sexual violence and sexual harassment between children in schools and colleges**

Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into colleges. It can also occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable.

It is essential that **all** victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. Detailed advice is available in Part five of this guidance.

### **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.

A fuller list of risk factors can be found in the Home Office's [Serious Violence Strategy](#).

Professionals 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.

Advice for schools and colleges is provided in the Home Office's [Criminal exploitation of children and vulnerable adults: county lines](#) guidance. The [Youth Endowment Fund \(YEF\) Toolkit](#) sets out the evidence for what works in preventing young people from becoming involved in violence.

Home Office funded Violence Reduction Units (VRU) operate in the 20 police force areas across England and Wales that have the highest volumes of serious violence, as measured by hospital admissions for injury with a sharp object. A list of these locations can be found [here](#). As the strategic co-ordinators for local violence prevention, each VRU is mandated to include at least one local education representative within their Core Membership group, which is responsible for setting the direction for VRU activity. Schools and educational partners within these areas are encouraged to reach out to their local VRU, either directly or via their education Core Member, to better ingrain partnership working to tackle serious violence across local areas and ensure a joined up approach to young people across the risk spectrum.

Police, Crime, Sentencing and Courts Act 2022 introduced a new duty on a range of specified authorities, such as the police, local government, youth offending teams, health and probation services, to work collaboratively, share data and information, and put in place plans to prevent and reduce serious violence within their local communities. Educational authorities and prisons/youth custody authorities will be under a separate duty to co-operate with core duty holders when asked, and there will be a requirement for the partnership to consult with all such institutions in their area.

The Duty is not intended to replace or duplicate existing safeguarding duties. Local partners may choose to meet the requirements of the Duty through existing multi-agency structures, such as multi-agency safeguarding arrangements, providing the correct set of partners are involved.

### **So-called 'honour'-based abuse (including Female Genital Mutilation and Forced Marriage)**

So-called 'honour'-based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

**Actions:** If staff have a concern regarding a child who might be at risk of HBA or who has suffered from HBA, they should speak to the designated safeguarding lead (or deputy). As appropriate, the designated safeguarding lead (or deputy) will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with the police and local authority children's

social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on **teachers** that requires a different approach (see below).

## **FGM**

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

### **FGM mandatory reporting duty for teachers**

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers**, along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases may face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should **not** be examining pupils or students, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. [FGM Fact Sheet](#). 151 Unless the teacher has good reason not to, they should still consider and discuss any such case with the school’s or college’s designated safeguarding lead (or deputy) and involve local authority children’s social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty:

Further information can be found in the [Multi-agency statutory guidance on female genital mutilation](#) and the [FGM resource pack](#) particularly section 13.

## **Forced marriage**

Forcing a person into a marriage is a crime in England and Wales. 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 (if they have learning disabilities, for example).

Nevertheless, some perpetrators use perceived cultural practices to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit (FMU) has created: Multi-agency practice guidelines: handling cases of forced marriage (pages 75-80 of which focus on the role of schools and colleges) and, Multi-agency statutory guidance for dealing with forced marriage, which can both be found at [The right to choose: government guidance on forced marriage - GOV.UK \(www.gov.uk\)](#) School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email [fmu@fcdo.gov.uk](mailto:fmu@fcdo.gov.uk).

### **Additional advice and support**

There is a wealth of information available to support schools and colleges. See Appendix 7 and KCSIE Pages 156-162 as starting points.

### **Appendix 3: National Support Organisations**

The following links are sources of further advice and support for school staff, volunteers, governors and parents/carers. Additional links can be found throughout KCSIE 2024, and in Annexes B (specific issues) and D (online safety).

#### **Support for staff**

- Education Support Partnership: [www.educationsupportpartnership.org.uk](http://www.educationsupportpartnership.org.uk)
- Professional Online Safety Helpline: [www.saferinternet.org.uk/helpline](http://www.saferinternet.org.uk/helpline)
- DfE: [Whistleblowing for employees - GOV.UK \(www.gov.uk\)](http://Whistleblowing%20for%20employees%20-%20GOV.UK%20(www.gov.uk))
- DfE: The online tool Report Child Abuse to Your Local Council directs to the relevant local children's social care contact number: <https://www.gov.uk/report-child-abuse-to-local-council>
- NSPCC: [Safeguarding children and child protection | NSPCC Learning](http://Safeguarding%20children%20and%20child%20protection%20-%20NSPCC%20Learning)
- DfE advice: [What to do if you are worried a child is being abused.](http://What%20to%20do%20if%20you%20are%20worried%20a%20child%20is%20being%20abused.)

#### **Support for Learners**

- ChildLine: [www.childline.org.uk](http://www.childline.org.uk)
- Papyrus: [www.papyrus-uk.org](http://www.papyrus-uk.org)
- The Mix: [www.themix.org.uk](http://www.themix.org.uk)
- Shout: [www.giveusashout.org](http://www.giveusashout.org)
- Fearless: [www.fearless.org](http://www.fearless.org)

#### **Support for adults**

- Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- Crime Stoppers: [www.crimestoppers-uk.org](http://www.crimestoppers-uk.org)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- The Samaritans: [www.samaritans.org](http://www.samaritans.org)
- NAPAC (National Association for People Abused in Childhood): [www.napac.org.uk](http://www.napac.org.uk)
- MOSAC: [www.mosac.org.uk](http://www.mosac.org.uk)
- Action Fraud: [www.actionfraud.police.uk](http://www.actionfraud.police.uk)
- Shout: [www.giveusashout.org](http://www.giveusashout.org)

#### **Support for Learning Disabilities**

- Respond: [www.respond.org.uk](http://www.respond.org.uk)
- Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)

#### **Personal, social and health education and Relationships and sex education**

- DfE: [Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](http://Relationships%20and%20sex%20education%20(RSE)%20and%20health%20education%20-%20GOV.UK%20(www.gov.uk))
- DfE: [Plan your relationships, sex and health curriculum - GOV.UK \(www.gov.uk\)](http://Plan%20your%20relationships,%20sex%20and%20health%20curriculum%20-%20GOV.UK%20(www.gov.uk))

- DfE: [Engaging parents with relationships education policy - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/policies/engaging-parents-with-relationships-education)
- PSHE Association: [Home | www.pshe-association.org.uk](https://www.pshe-association.org.uk)

## Covid and remote learning

- DfE safeguarding and remote learning is available: [Safeguarding and remote education during coronavirus \(COVID-19\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/policies/safeguarding-and-remote-education-during-coronavirus-covid-19)
- The Education People: [Safer Remote Learning during COVID-19: Information for School Leaders and DSLs | The Education People](https://www.educationpeople.org.uk/our-work/safer-remote-learning-during-covid-19-information-for-school-leaders-and-dsles)
- DfE: [Education recovery support - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/policies/education-recovery-support)

## Domestic Abuse

- Domestic abuse services: [www.domesticabuseservices.org.uk](https://www.domesticabuseservices.org.uk)
- Refuge: [www.refuge.org.uk](https://www.refuge.org.uk)
- Women's Aid: [www.womensaid.org.uk](https://www.womensaid.org.uk)
- Men's Advice Line: [www.mensadviceline.org.uk](https://www.mensadviceline.org.uk)
- Mankind: [www.mankindcounselling.org.uk](https://www.mankindcounselling.org.uk)
- National Domestic Abuse Helpline: [www.nationaldahelpline.org.uk](https://www.nationaldahelpline.org.uk)
- Respect Phoneline: <https://respectphoneline.org.uk>

## Honour Based Abuse and FGM

- Forced Marriage Unit: [www.gov.uk/guidance/forced-marriage](https://www.gov.uk/guidance/forced-marriage)
- FGM Factsheet: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/496415/6\\_1639\\_HO\\_SP\\_FGM\\_mandatory\\_reporting\\_Fact\\_sheet\\_Web.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/6_1639_HO_SP_FGM_mandatory_reporting_Fact_sheet_Web.pdf)
- Mandatory reporting of female genital mutilation: procedural information: [www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information](https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information)

## Contextual Safeguarding, Peer-on-Peer abuse, Sexual Exploitation and Criminal Exploitation

- Contextual Safeguarding Network: <https://contextualsafeguarding.org.uk>
- National Crime Agency: [www.nationalcrimeagency.gov.uk/who-we-are](https://www.nationalcrimeagency.gov.uk/who-we-are)
- Rape Crisis: <https://rapecrisis.org.uk>
- Lucy Faithfull Foundation: [www.lucyfaithfull.org.uk](https://lucyfaithfull.org.uk)
- Brook: [www.brook.org.uk](https://www.brook.org.uk)
- Victim Support: [www.victimsupport.org.uk](https://www.victimsupport.org.uk)
- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](https://www.anti-bullyingalliance.org.uk)
- Disrespect Nobody: [www.disrespectnobody.co.uk](https://www.disrespectnobody.co.uk)
- Upskirting – know your rights: [www.gov.uk/government/news/upskirting-know-your-rights](https://www.gov.uk/government/news/upskirting-know-your-rights)

## Serious violence, gangs, county lines child exploitation

- Home Office: [Advice to schools and colleges on gangs and youth violence - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence)
- DfE: [Criminal exploitation of children and vulnerable adults: county lines - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines)
- Home Office: [Serious Violence Strategy - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/serious-violence-strategy)

## Substance Misuse

- We are with you (formerly Addaction): [www.wearewithyou.org.uk/services/kent-for-young-people/](https://www.wearewithyou.org.uk/services/kent-for-young-people/)
- Talk to Frank: [www.talktofrank.com](https://www.talktofrank.com)

## Mental Health

- Mind: [www.mind.org.uk](https://www.mind.org.uk)
- Moodspark: <https://moodspark.org.uk>
- Young Minds: [www.youngminds.org.uk](https://www.youngminds.org.uk)
- PHSE Rise above resources and lesson plans: [Mental wellbeing | Overview | PHE School Zone](https://www.gov.uk/government/publications/mental-wellbeing-overview-phe-school-zone)
- DfE: [Mental health and behaviour in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools)

## Online Safety

- CEOP: [www.ceop.police.uk](https://www.ceop.police.uk)
- Internet Watch Foundation (IWF): [www.iwf.org.uk](https://www.iwf.org.uk)
- Think U Know: [www.thinkuknow.co.uk](https://www.thinkuknow.co.uk)
- Childnet: [www.childnet.com](https://www.childnet.com)
- UK Safer Internet Centre: [www.saferinternet.org.uk](https://www.saferinternet.org.uk)
- Report Harmful Content: <https://reportharmfulcontent.com>
- Parents Info: [www.parentinfo.org](https://www.parentinfo.org)
- Marie Collins Foundation: [www.mariecollinsfoundation.org.uk](https://www.mariecollinsfoundation.org.uk)
- Internet Matters: [www.internetmatters.org](https://www.internetmatters.org)
- NSPCC/ Net Aware: [www.nspcc.org.uk/onlinesafety](https://www.nspcc.org.uk/onlinesafety) and [www.net-aware.org.uk](https://www.net-aware.org.uk)
- Get safe Online: [www.getsafeonline.org](https://www.getsafeonline.org)
- Stop it Now!: [www.stopitnow.org.uk](https://www.stopitnow.org.uk)
- Parents Protect: [www.parentsprotect.co.uk](https://www.parentsprotect.co.uk)
- UK Council for Internet Safety (UKCIS) '*Education for a Connected World Framework*' [Education for a Connected World - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/education-for-a-connected-world)
- DfE '*Teaching online safety in school*' guidance. [Teaching online safety in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/teaching-online-safety-in-school)
- UK Council for Internet Safety (UKCIS): [Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people)

## **Radicalisation and hate**

- Educate against Hate: [www.educateagainsthate.com](http://www.educateagainsthate.com)
- Counter Terrorism Internet Referral Unit: [www.gov.uk/report-terrorism](http://www.gov.uk/report-terrorism)
- True Vision: [www.report-it.org.uk](http://www.report-it.org.uk)

## Appendix 3 – Note of concern

### Lancasterian Primary School

#### **SAFEGUARDING CHILDREN – CAUSE FOR CONCERN**

**If you have concerns about a child, complete this form and discuss the concerns with the Designated Safeguarding Lead (DSL) as soon as possible (within one working day)**

If you are concerned about an injury e.g. a bruise, use a body map overleaf to highlight the position and be specific about the size, and colour of the bruise on the body.

If a child has made a disclosure, do not promise to keep it a secret. Tell the Designated Safeguarding Lead (DSL) immediately and write down everything the child has told you.

***N.B. At all stages confidentiality is crucial.***

<b>Child's Name:</b>	<b>Date of birth:</b>
<b>Nature of Concern / Incident:</b> (Please give <u>full details</u> of the nature of the concern, ensuring that you record <u>dates</u> , <u>times</u> , <u>frequencies</u> , as appropriate and any relevant conversations with the child.)	
<b>Date concern noted:</b>	
<b>Any additional information incl. previous events:</b>	
<b>Staff member's name and Role:</b>	
<b>Date passed on to DSL:</b>	
<b>Initial action taken:</b> (this section might include details of initial enquiries of the child, consultation with the DSL, contact with Safeguarding Advisory Service, any contact with or explanations from mother/ father/carers etc.)	
<b>Date:</b>	<b>Time:</b>
<b>Staff Signature:</b>	
<b>Date:</b>	<b>Mother/Father/Carers Signature:</b>

**Print names**

**Recommended follow up action:**

**Date and time of notification of DSL .....**

**Name and signature of DSL .....**

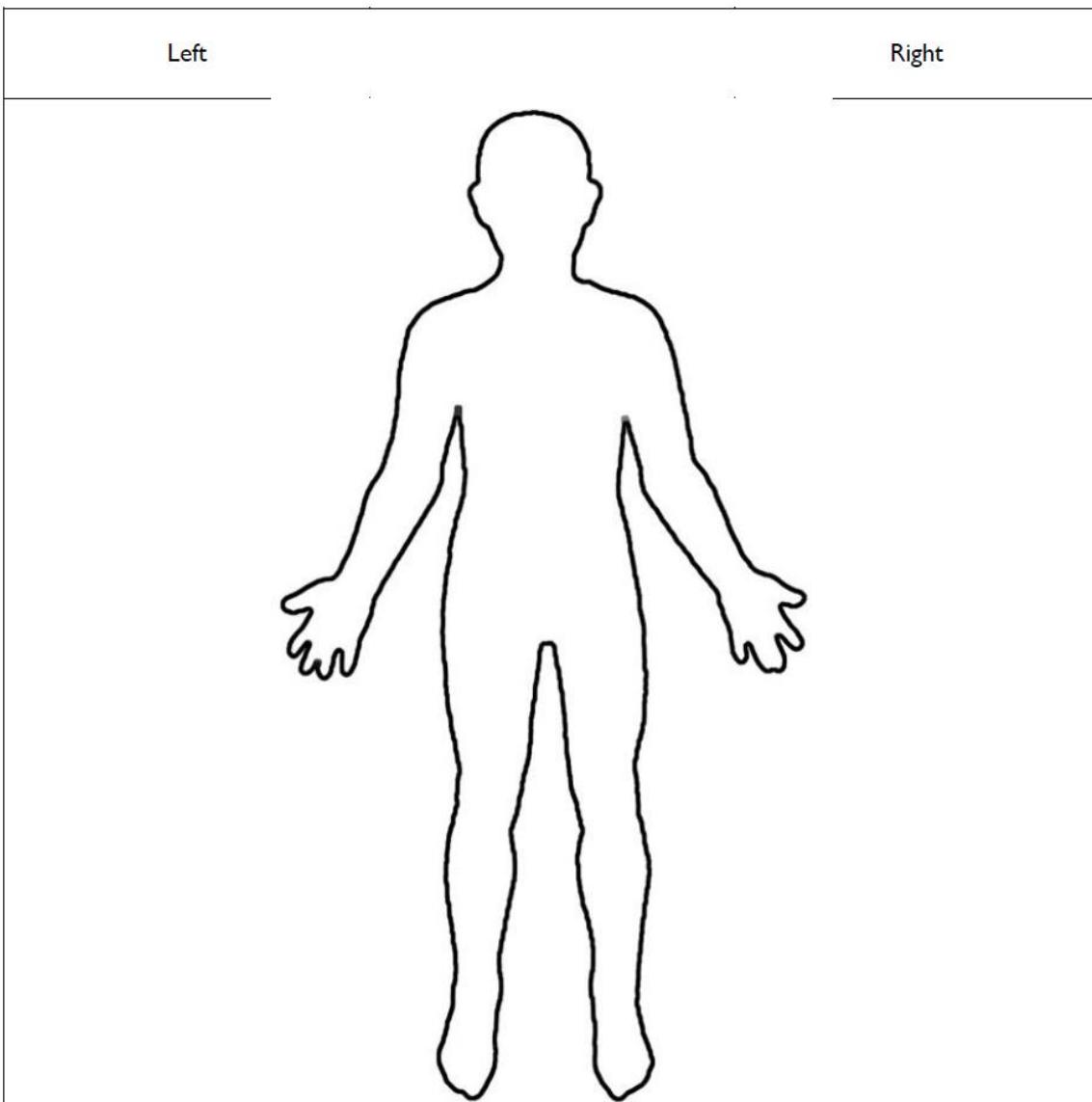
**Date of report.....**

**\*This report to be filed separate from the child's learning and development records by the DSL.**

Skin map – used by non-medical staff to assist you in reporting your concerns.  
Please highlight:

Front view

Back view



Action: To be completed by the designated person for child protection

THIS IS A DOUBLE-SIDED SHEET

Any discussion to be recorded separately on a note of discussion sheet.