



*Burscough Priory
Science College*

**SAFEGUARDING
AND CHILD
PROTECTION
POLICY**

Child Protection/Safeguarding Policy

SCHOOL: Burscough Priory Science College

A. Named staff/personnel with specific responsibility for Child Protection

Academic Year	Designated Senior Person & 'Back-Up' or Deputy DSP	Nominated Governor
2016 – 2017	Mrs K Walton Mrs A Mawdsley	Mrs R Sutherland

B. Training for Designated Staff in School (DSPs should refresh their training every 2 years KCSIE 2014)

Name of Staff Member / Governor	Date when last attended CP Training	Provided by Whom (e.g. LCC, Governor Services)
Mrs K Walton	24 th March 2016	LCC
Mrs Sutherland	March 2016	LCC
Mrs Mawdsley	11 th July 2017	LCC

C. Whole School Child Protection Training (all staff should receive induction and "regular" updated training KCSIE 2014)

Who attended (e.g. all teaching and welfare / support staff, Governors, volunteers)	Date	Training Delivered by
See attached list of staff members	Sept 14 th st 2017 YH Record keeper September 2017	KW, AMM
Safer recruitment training in the last 5 years		Dr Clarke Mrs Denise Moorecroft Mr A Brocken Anne Pannell-Johnson David Lewis

D. Review dates for this policy

Annual review required . This policy was reviewed and ratified by the governing body in November 2016. The following persons are authorised to approve minor changes between reviews, Chair of Governors Mr A Brocken, Safeguarding governor Mrs Sutherthland , safeguarding leads Mrs K Walton, Mrs A Mawdsley.

Since ratification by the governing body the following changes have been made:
Inclusion of new guidance documentation, sexting in schools and colleges, responding to incidents, safeguarding young people (UKCCIS, 2016)

Burscough Priory Science College will fulfil their local and national responsibility as laid out in the following documents:

Working Together to Safeguard Children DFE

Keeping Children Safe in Education, DFE September 2016

The Procedures of Lancashire Safeguarding Children's Board

The Education Act 2002 s 175

Mental Health and Behaviour in Schools: Department advice DFE, March 2016

Review Date	Changes made	By whom
16/11/2016	Review policy	KW
12/5/2015	Or ongoing Meeting 25 th Nov 2016	Meeting–KW and Mrs Sutherland Audit
09.03.17	Governors review and update	KW
5.9.17	Sent to VL for full gov	KW

There are three main elements to our Child Protection Policy'.

- (a) **Prevention:**
(Positive school atmosphere, teaching and pastoral support to pupils).
- (b) **Protection:**
(By following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to Child Protection concerns).
- (c) **Support:**

(To pupils and school staff and to children who may have been abused or those who are failing to thrive).

This policy applies to all pupils, staff and volunteers in school.

School will notify the local authority of any student who fails to attend school regularly after making reasonable enquires or has been absent without the schools permission for a continuous period. See attendance policy.

DRAFT

RATIONALE

The school recognises that because of its day-to-day contact with individual students it has a crucial role to play in noticing signs of possible abuse, changes in behaviour or failure to thrive. The school also recognises the need to work within a framework of multi-agency collaboration. 'Our school fully recognises the contribution it can make to protect children and support pupils in school'

AIM

- To ensure the health, safety, care and protection of all students.

OBJECTIVES

- To provide a positive school ethos based on trust and support with clear lines of communication between students and staff.
- To provide clear direction to staff and others about expected codes of behaviour in dealing with child protection issues.
- To ensure that concerns about child protection issues and referrals are handled sensitively in ways which give priority to the needs of the child.

SCHOOL COMMITMENT

- 'We recognise that high self- esteem, confidence, peer support and clear lines of communication with trusted adults help all children, and especially those at risk of or suffering abuse.'
- Our school will therefore:
 - Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to. All staff are trained in listening and recording safeguarding information. The ECM has trained staff who specialise in support.
 - (b) Ensure that children know that there are adults in the school who they can approach if they are worried or are in difficulty.
 - The pastoral system encourages a range of support systems that give student voice and support. Students are encouraged to seek advice and guidance.
 - (c) Included in the curriculum are activities and opportunities for SMSC which equip children with the skills they need to stay safe and / or communicate their fears or concerns about abuse.

Further advice and guidance is delivered through a whole school approach, ICT regularly delivers lessons within the curriculum. Briefings and tutor slides weekly disseminate well-being and support.
 - (d) Included in the curriculum there are materials which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills. The curriculum is designed to address aspects of adult life this is

delivered in Child Care, Science, Prep for Working Life, Religious Education, Drama, SMSC, Science. External agencies who deliver aspects of life skills i.e. Nurse, YPS, Adaction, Aimee Winehouse foundation, Fire service, Early intervention.

- (e) The school ensures that every effort will be made to establish effective working relationships with parents and colleagues from other agencies.

FRAMEWORK

'Effective safeguarding systems are those where:

- The child's needs are paramount, and the needs and wishes of a child, be they be a baby or infant, or an older child, should be put first, so that every child receives the support they need before a problem escalates;
- All professionals who come into contact with children and families are alert to their needs and any risks of harm that individual abusers, or potential abusers, may pose to those children;
- All professionals share appropriate information in a timely way and can discuss concerns about an individual child with colleagues (in school this would be the DSL/backup DSL) and local authority children's social care.
- High quality professionals are able to use their expert judgement to put the child's needs at the heart of the safeguarding system so that the right solutions can be found for each individual child;
- All professionals contribute to whatever actions are needed to safeguard and promote the child's welfare and take part in regularly reviewing the outcomes for the child against specific and outcomes. (Working Together to Safeguard Children DFE) most recent version.

Child protection is the responsibility of *all* adults and especially those working with children. The development of appropriate procedures and the monitoring of good practice are the responsibilities of the Lancashire Safeguarding Children Board (LSCB).

Below is a link to the safeguarding children's board where its functions are fully explained in relation to safeguarding.

www.lancashire.gov.uk/safeguardingchildrenboard/ will provide you with all of the information you need about the LSCB

ROLES AND RESPONSIBILITIES

All adults working with or on behalf of children have a responsibility to protect children. There are, however, key people within schools and the Local Authority who have specific responsibilities under Child Protection procedures. The names of those carrying these responsibilities in school for the current year are listed on the cover sheet of this document.

What is the role of the Designated Senior Person

1. The DSL is Mrs Kerri Walton or in her absence Mrs Mawdsley.

2. Procedures for dealing with physical abuse, sexual abuse, emotional abuse and neglect/failure to thrive are outlined in the Lancashire Child Protection Guidelines, Keeping Children Safe in Education. These procedures must be referred to before taking action. Hard copies of the guidelines are in the ECM Centre and on the shared area for all staff and on the school website.
3. The DSL is the contact point for all staff on any child protection issue. In the absence of the DSL, guidance is given by the back up DSL .
4. The LA School's Safeguarding Co-ordinator (Child Protection Co-ordinator) is **Andrea Glynn - Schools Safeguarding Officer**

Address: Lancashire County Council
Schools Safeguarding Service
Lancashire House
3 Enterprise Way
The Globe Centre
Accrington
BB5 0FL

Phone: 01772 531196

Email: andrea.glynn@lancashire.gov.uk

Ben Gibson - Business Support Officer

Address: Lancashire County Council
Schools Safeguarding Officer
1st Floor, Christ Church Precinct
County Hall
Preston
PR1 8XJ

Phone: 01772 532723

Email: ben.gibson@lancashire.gov.uk

6. Mrs Walton/Mrs Mawdsley will attend Child Protection Conferences *and report back to the Headteacher.*
7. Any teacher or any other adult in the school who has a reasonable suspicion that a child suffering from abuse by any care giver or any other person known to the child or family, which includes any teacher, must report the facts immediately to the DSL.
8. Any adult or teacher aware of safeguarding issues that can manifest themselves via peer on peer abuse which is defined as:(see also bullying policy)
 - **Domestic Abuse:** relates to young people who experience physical, emotional, sexual and / or financial abuse, and coercive control in their intimate relationships;
 - **Child Sexual Exploitation:** captures young people aged under-18 who are sexually abused in the context of exploitative relationships, contexts and situations by a person of any age - including another young person;
 - **Harmful Sexual Behaviour:** refers to any young person, under the age of 18, who demonstrates behaviour outside of their normative parameters of development (this includes, but is not exclusive to abusive behaviours);
 - **Serious Youth Crime / Violence:** reference to offences (as opposed to relationships / contexts) and captures all those of the most serious in nature including murder, rape and GBH between young people under-18.
 - **Sexting** sending sexually explicit photographs or messages via mobile phone.(see also bullying policy)
 - **Gender issues** refers to unequal treatment or perceptions of individuals wholly or partly due to their gender.
 - **Inappropriate sexualised touch or assault**
 - Should report to the DSL in the usual way, who will act in the best interest of the child immediately. Abuse is abuse and never be tolerated. Peers and parents will be supported via the ECM and pastoral team. Staff must be aware and ensure that additional barriers can exist for SEND students. These can include, possible indicators of abuse such as behaviour, mood, and injury that could relate to the child's disability as described in the staff room as NAI. Communication maybe difficult in terms of disclosure by the student. In this case they may not outwardly show any signs and have difficulty in communicating. Use of pictures and diagrams advised. Seek the support of the SEND and DSL.
9. The teacher or any other adult should tell the child who has disclosed abuse that it will be necessary to pass the information on to others who may have to act on it and therefore should not offer confidentiality.
10. The teacher or any other adult can listen to a student who is reporting information, but they should **not question or interview the child**, other than ask him/her to repeat information given, if necessary.
11. If it is considered there are grounds for concern the DSL and after discussion with the Headteacher, must immediately inform the local Social Services Department, or the Police in the case of sexual abuse, FMG,dependent upon the circumstances of the case.
12. These agencies will accept responsibility for the conduct of the case from then on.
13. After informing the Social Services Department or designated teacher the Area/Senior Education Welfare Officer should be informed by telephone of the case. The school Health Service should also be informed.

14. The DSL should keep a written record of all circumstances pertaining to the case. These documents and subsequent reports are to be kept confidential in a secure place away from ordinary student files.
15. The Headteacher and staff are reminded that information is to be kept entirely confidential on a need-to-know basis at all times. Parents have no right to information contained in school records relating to child abuse (DES circular 7/89).
16. When a child on the Child Protection Register changes schools the information should be transferred between schools immediately and the custodian of the Child Protection Register informed.

The role of the named governor responsible for child protection is to hold the school and the DSL accountable for safeguarding and child protection. However, the governors should not be involved in the day to day management of child protection and safeguarding of the school. Governors are not involved in deciding the appropriate actions to protect individual students, therefore are not permitted to hold information for data protection reasons.

See Keeping Children Safe in Education (DfE 2016)

<https://www.gov.uk/government/publications/keeping-children-safe-in-education>

PROCEDURES

Where it is believed that a child is suffering from, or is at risk of significant harm, we will follow the procedures set out in the document produced by Lancashire Safeguarding Children Board and Document A1 in the CP Information Pack - 'Handling Concerns About the Welfare or Safety of A Child in School.'

The policy will be implemented, monitored and evaluated in the following ways:

Published to governing body and reviewed annually, regular updates of the policy and procedure within briefings weekly. Annual safeguarding training delivered in house, daily information disseminated to all staff on a need to know basis.

- New staff and temporary staff receive training via ECM. (See training material) All staff new to school are trained within the policy and Keeping Children Safe in education legislation.
- Governors receive termly training and updates via the safeguarding committee.
Parents receive information via website and a hard copy of both policy and "Keeping Children Safe" legislation is kept in the school office for those parents who do not have access to a computer. A statement of safeguarding is in the school prospectus and information pack.

TRAINING AND SUPPORT

'Our school will ensure that the Designated Senior Leader, back up Designated Senior Leader and the nominated governor for Child Protection attend training relevant to their role' at intervals of no longer than 2 years. The Designated Senior Leader/back up DSL will also attend Multi Agency Child Protection training within this timescale.'

- Who will receive basic child protection training (all new staff should receive induction and all staff receive an update every three years) and the DSL will deliver along with the back-up DSL.

All staff within school, whether in a paid or voluntary capacity and irrespective of their role that come into contact with children will receive basic level 1 child protection training – *The DSL and Back up DSL deliver this training*

- Networks are available to staff if there are concerns or queries? (e.g. LCC Employee Welfare and Counselling Service 08000 214 154 www.youreap.co.uk or use the link <http://lccintranet2/corporate/web/?siteid=5193&pageid=27239>

CONFIDENTIALITY

‘Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection’.

Professionals can only work together to safeguard children if there is an exchange of relevant information between them. This has been recognised in principle by the courts. Any disclosure of personal information to others, [including Children’s Social Care Services], must always have regard to both common and statute law.

Normally, personal information should only be disclosed to third parties (including other agencies) with the consent of the subject of that information (*Data Protection Act 1998, European Convention on Human Rights, Article 8*). Wherever possible, consent should be obtained before sharing personal information with third parties. In some circumstances, consent may not be possible or desirable but the safety and welfare of a child dictate that the information should be shared. The law permits the disclosure of confidential information necessary to safeguard a child or children. Disclosure should be justifiable in each case, according to the particular facts of the case, and legal advice should be sought if in doubt.

See also Document A10(ii) in the Child Protection Information Pack held by DSL in the ECM

CONCLUSION

The policy and procedures follow the LA’s guidance on handling concerns below, and will be reviewed annually.

Next review Nov 2017

TALKING AND LISTENING TO CHILDREN

If a child wants to confide in you, you *SHOULD*

- Be accessible and receptive;
- Listen carefully and uncritically, at the child’s pace;

- Take what is said seriously;
- Reassure children that they are right to tell;
- Tell the child that you must pass this information on;
- Make sure that the child is ok ;
- Make a careful record of what was said (see *Recording*).

You should NEVER

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

Children with communication difficulties, or who use alternative/augmentative communication systems

- While extra care may be needed to ensure that signs of abuse and neglect are interpreted correctly, any suspicions should be reported in exactly the same manner as for other children;
- Opinion and interpretation will be crucial (be prepared to be asked about the basis for it and to possibly have its validity questioned if the matter goes to court).

The LA's Child Protection Information Pack provides guidance on these issues insofar as children with disabilities/complex needs are concerned.

Recordings should

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

What information do you need to obtain?

- Schools have **no investigative role** in child protection (Police and Children's Social Care will investigate possible abuse very thoroughly and in great detail, they will gather evidence and test hypotheses.
- Never prompt or probe for information.
- Ideally, you should be clear about what is being said in terms of **who, what, where and when;**
- The question which you should be able to answer at the end of the listening process is 'might this be a child protection matter?';

- If the answer is yes, or if you're not sure, record and pass on immediately to the Designated Senior Leader /Head Teacher.

If you do need to ask questions, what is and isn't OK?

- **Never** asked closed questions i.e. ones which children can answer yes or no to e.g. Did he touch you?
- **Never** make suggestions about who, how or where someone is alleged to have touched, hit etc. e.g. top or bottom, front or back?
- If we must, use only '**minimal prompts**' such as 'go on ... tell me more about that ... tell me everything that you remember about that '
- Timescales are very important: '**When was the last time this happened?**' is an important question.

What else should we think about in relation to disclosure?

- Is there a place in school which is particularly suitable for listening to children e.g. not too isolated, easily supervised, quiet etc.
- We need to think carefully about our own body language – how we present will dictate how comfortable a child feels in telling us about something which may be extremely frightening, difficult and personal;
- Be prepared to answer the 'what happens next' question;
- We should never make face-value judgements or assumptions about individual children. For example, we 'know that [child.....] tells lies';
- Think about how you might react if a child DID approach you in school. We need to be prepared to offer a child in this position exactly what they need in terms of protection, reassurance, calmness and objectivity;
- Think about what support **you** could access if faced with this kind of situation in school.

RECORDS AND MONITORING

Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concerns held about a child or children within our school, the status of such records and when these records, or parts thereof, should be shared with other agencies.

All records are secure and held within a dual locking environment. These files are only read by DSL/and Backup and will be shared on a need to know basis. All information is hand written with extensive monitoring on a weekly basis.

Blank pro forma are held and stored in an agreed and accessible area in the staff room.

Information regarding indicators of abuse /neglect is also available in this area.

Radar students are monitored during weekly reviews and records kept highlighting agencies involved.

All guidance on safeguarding matters are to date.

All records are updated when external agencies become involved.

Staff are trained in understanding the constraints of information sharing

Transition programmes ensure transition for students gives the safeguarding for students priority and appropriate monitoring

The DSL and Back up DSL and Headteacher are aware of the monitoring system and staff can request information if they are taking students offsite. If deemed appropriate the lead named teacher can be informed that a student/students can be monitored.

The DSL and Back up DSL collate information.

If a student reaches RED on the monitoring system then a referral will be made if not already.

10. CHILD PROTECTION CONFERENCES

Child protection conferences are attended by the lead DSL and/or the back up DSL. Training is undertaken to develop the skills required to attend and produce relevant, concise and professional reports for the Child Protection Conferences

Go to www.lancashire.gov.uk/safeguardingchilreboard/ and access Chapter of the Safeguarding Children Procedures; Managing Individual Cases where there are Concerns about a Child's Safety and Welfare – Procedures

11. SUPPORTING PUPILS AT RISK

‘Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. This school may be the only stable, secure and predictable element in the lives of children at risk. Whilst at school, their behaviour may still be challenging and defiant and there may even be moves to consider suspension or exclusion from school.

It is also recognised that some children who have experienced abuse may in turn abuse others. This requires a considered, sensitive approach in order that the child can receive appropriate help and support¹.’

11.2 This school will endeavour to support pupils through:

- (a) The curriculum, to encourage self-esteem and self-motivation;
- (b) The school ethos, which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued;
- (c) The implementation of school behaviour management policies (required under the Code of Practice, 1993 Education Act)²;
- (d) A consistent approach, which recognises and separates the cause of behaviour from that which the child displays. This is vital to ensure that all children are supported within the school setting;
- (e) Regular liaison with other professionals and agencies who support the pupils and their families, in-line with appropriate confidentiality parameters;
- (f) A commitment to develop productive, supportive relationships with parents, whenever possible and so long as it is in the child’s best interests to do so;
- (g) The development and support of a responsive and knowledgeable staff group trained to respond appropriately in child protection situations.
- (h) The specialism of the staff in the ECM. Meetings that take place weekly/daily with the Headteacher, DSL and DSL back up.

¹ Guidance for schools on the management and support of young people who display problematic or sexually harmful behaviour, for example is available via 01772 531196 Andrea Glynn

² See also Education & Inspections Bill + ‘Advice and Guidance to Schools and Local Authorities on Managing Behaviour and Attendance: the legal framework for school discipline’, 2006.

Relevant issues will be addressed through the PSHE curriculum, for example, self-esteem, emotional literacy, assertiveness, power, healthy relationships education, (previously known as healthy relationship education SRE), online safety (formally known as e-safety) sexting and bullying (including cyber bullying).

11.3 This policy should be considered alongside other related policies in school. These are

- Supporting Pupils with Medical Needs
- Staff Codes of Conduct
- Behaviour Management Policy
- Anti-bullying
- Special Education Needs
- Health and Safety
- On Line Safety
- Handling Allegations of Abuse Against Staff

11.4 We recognise that, statistically, children with behavioural difficulties and disabilities are particularly vulnerable to abuse. School staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behaviour problems will need to be particularly sensitive to signs of abuse.

It must also be stressed that in a home environment where there is domestic violence, drug or alcohol misuse, children may also be particularly vulnerable and in need of support or protection.

Go to www.lancashire.gov.uk/safeguardingchildrenboard/ and click on contents and go to **CHILDREN IN SPECIAL CIRCUMSTANCES**

12. SAFER SCHOOLS, SAFER STAFF

The school recognises that it is vital and important that no Organisation or personal/professional difficulties stand as a barrier to protecting children. Systems are in place to safeguard members of staff through whistleblowing policy.

- Guidance is given to school staff about : physical contact with pupils, Working in a one-to-one situation with a pupil, and school staff are advised to avoid situations where allegations maybe made against them, through induction and briefings.

- What information is made available to school staff about 'counselling' and/or giving advice to children/young people about sexual matters? Information is available below, however sex education delivered through the curriculum and passed by governors.

Go to:

www.Lancashire.gov.uk/safeguardingchildrenboard/, **'Working with Sexually Active Young People under the Age of 18 which is in Chapter 5 Children in Special Circumstances (accessed through contents)**

What are the implications of this policy in terms of working with all parents in school?

We endeavour to work in collaboration with parents to support, unless as stated through the continuum of need it is restricted.

What opportunities are there to share perspectives and experiences with practitioners from other agencies?

School strives to work collaboratively whenever and wherever possible for the benefit of the child.

What steps are taken by the school to recruit and select safe staff?

Governors and staff selection are safeguarded by safer recruitment procedures.

How staff are made aware of the current procedures for dealing with allegations of abuse against staff?

Whistle blowing policy is shared and disseminated through inset yearly.

What steps has the school taken to reduce the possibility of abuse by school staff and anyone else working within the school setting?

Stringent safeguarding for all staff, no person allowed on site unless CRB/DP1 checks have been completed. Stringent monitoring of visitors and identification in terms of coding.

All governors undergo training in keeping with current legislation.

How are staff made aware of what to do if they have concerns about the behaviour/conduct of the Head Teacher or other members of staff?

Yearly training which includes information on "Whistle Blowing"

NB. If the allegation is against a member of staff/volunteer then the Head Teacher is the Case Manager who deals with this and liaises with the Local Authority. If the allegation is against the Head Teacher then the Case Manager who deals with this is the Chair of Governors.

KCSIE details that part of the DSL role where an allegation has been made and it relates to a child, that the DSL is the person who refers it to the LADO, CSC and the police. That where threshold for barring is met then the DSL refers it to DBS (disclosure and barring service).

In all instances, the Case Manager has no role of investigation at the onset of the allegation and advice should be sort from the LADO (Local Authority Designated Officer for Allegations)01772 533953 or Safeguarding in Education Team 01772 531196.

Parents or carers of a child or children involved should be told about the allegation as soon as possible if they do not already know. However, there will be some cases that require a strategy discussion with CSC and/or the police and it will be within the strategy discussion that decisions are made as to what information can be disclosed to parents or carers. (KCSIE para116, p33)

Confidentiality in relation to allegations.

In the event of an allegation being made, our school/college will make every effort to maintain confidentiality and guard against unwanted publicity. Parents and carers will be made aware that under s141F of the Education Act 2011, there is a prohibition on reporting or publishing allegations about teachers, this includes Facebook, Twitter, all social media and if breached this could lead to prosecution. If parents or carers wish to apply to the court

to have reporting restrictions removed, they will be advised to seek legal advice. (KCSIE para117, p33).

See also Documents A6(i) and (ii), A8 and A7(i) in the Child Protection Information Pack.

Also, go to : www.lancashire.gov.uk/safeguardingchildrenboard/, click on contents and go to Chapter 6 – Safe Workforce

13. USE OF MOBILE PHONES AND CAMERAS

See Mobile phone and camera policy

The school recognises the importance of emerging technologies present in modern mobile phones e.g. camera and video recording, internet access, MP3 and MP4 playback, blogging etc. In the future teachers may wish to utilise these functions to aid teaching and learning and pupils may have the opportunity to use their mobile phones in the classroom. On these occasions pupils may use their mobile phones in the classroom when express permission has been given by the teacher and permission has been sort from Dr Clarke head teacher.

- Under the Data Protection Act 1998, the school must seek parental consent to take photographs and use video recorders. Photographs will be stored on network locked area. Which is this password protected Photographs are deleted upon transition.
- The schools digital camera/s or memory cards must not leave the school setting unless on an official school trip. Photos are printed, uploaded in the setting by staff and once done images are then immediately removed from the cameras memory.

This policy acknowledge that often photographs may contain other children in the background however all photographs are screened before publishing.

SEE MOBILE PHOTOGRAPHS/ PHONE POLICY

Cameras and mobile phones are prohibited in all toilet areas

Children's Social Care

Integrated Assessment and Support Teams

The Customer Service Centre

0300 1236720

email address for referrals

cypreferrals@lancashire.gov.uk

SCHOOL CHILD PROTECTION PROCEDURES

The DSL will ensure that the school Child Protection policy is made publically available and that parents are aware of the fact that suspected abuse or neglect may be made and the school/colleges role within this. That staff know the policy and use it appropriately; it is reviewed and updated regularly along with the governing body/management committee.

HANDLING CONCERNS ABOUT THE WELFARE AND SAFETY OF CHILDREN AND YOUNG PEOPLE

What Should Staff/Volunteers in Schools and Education Settings Do If They Have Concerns About A Child or Young Person?

Education professionals who are concerned about a child's welfare or who believe that a child is or may be at risk of abuse should pass any information to the Child Protection Officer (**DSL**) in school; this should *always* occur as soon as possible and certainly within 24 hours (see Flowchart at Appendix 1):

The Child Protection Officer DSL is: Kerri Walton

The Back Up Deputy DSL is: Mrs Anne Mawdsley

It is these senior colleagues who are responsible for taking action where the welfare or safety of children or young people is concerned. If staff are uncertain about whether their concerns are indeed 'child protection' then a discussion with their DSL/Backup will assist in determining the most appropriate next course of action:

1 Detailed information on possible signs and symptoms of abuse can be found in Document C1 of the CP Information Pack (2004). Lancashire's Safeguarding Children Procedures' (ie, the County Child Protection Procedures) can be accessed at:

www.lancashire.gov.uk/safeguardingchildrenboard/

2 See Appendix 4 – CAF

Staff should never:

- Do nothing/assume that another agency or professional will act or is acting.
- Attempt to resolve the matter themselves.

What should the DSL consider right at the outset?

- Am I dealing with 'risk' or 'need'? (By definition, a child at risk is also a child in need. However, what is the *priority / level and immediacy* of risk / need?)
- Can the level of need identified be met:
 - In or by the school or by accessing universal services/ undertaking a level 2 or 3 CAF/TAF without referral to Children's Social Care (formerly Social Services) or other targeted services

- By working with the child, parents and colleagues?
- What resources are available to me / the school and what are their limitations?
- Is the level of need such that a referral needs to be made to Children's Social Care which requests that an assessment of need be undertaken? **(Level 4 on the current CON)**
- Is the level and/or likelihood of risk such that a child protection referral needs to be made (i.e. a child is suffering or is likely to suffer significant harm? **(Level 4 on the current CON)**)
- What information is available to me: Child, Parents, Family & Environment?
- What information is inaccessible and, potentially, how significant might this be?
- Who do I/don't I need to speak to now and what do they need to know?
- Where can I access appropriate advice and/or support? (Safeguarding in Education Team 01772 532723)
- If I am not going to refer, then what action am I going to take? (e.g. time-limited monitoring plan, discussion with parents or other professionals, recording.)

Feedback to Staff Who Report Concerns to the Child Protection Officer

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

3. Thresholds for Referral to Children's Integrated Services (CSC)

Where a Child Protection Officer or line manager considers that a referral to CSC may be required, there are two thresholds for (and their criteria) and types of referral that need to be carefully considered:

Is this a Child In Need?

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

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

(i) Is this a Child Protection Matter?

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

- (a) is the subject of an Emergency Protection Order;
- (b) is in Police Protection; or where they have
- (c) **Reasonable cause to suspect that a child is suffering or is likely to suffer significant harm.**

Therefore, it is the 'significant harm' threshold' that justifies statutory intervention into family life. A professional making a child protection referral under s.47 must therefore provide information which clearly outlines that a child is suffering or is likely to suffer significant harm.

The Designated Senior Person will make judgements around 'significant harm', levels of 'need' and when to refer.

Making Referrals to CSC (Guidance for the Designated Senior Person)

As of 31st October 2013, the thresholds and documentation for referrals to CSC changed

The Lancashire CON provides 4 levels to described family circumstances

- **LEVEL 1** Universal – thriving
- **LEVEL 2** Additional Support Needs – Just coping
- **LEVEL 3** Complex Support Needs – Struggling to Cope
- **LEVEL 4** Intensive Needs – Not Coping



The link below enables you to access the documents to enable a referral to CSC and also the CAF/TAF forms as well as relevant guidance documents

<http://www.lancashirechildrenstrust.org.uk/resources/?siteid=6274&pageid=40180>

CSC Responses to Referrals and Timescales

In response to a referral, Children's Social Care may decide to:

- Provide advice to the referrer and/or child/family;
- Refer on to another agency who can provide services;
- Convene a Strategy Meeting (within five working days);
- Provide support services under Section 17;
- Undertake a Statutory Assessment (completed within 45 working days);
- Convene an Initial Child Protection Conference (within 15 working days of a Strategy Meeting)
(see www.lancashire.gov.uk/safeguardingchildrenboard - click on contents and go to Chapter 3; Managing Individual Cases where there are Concerns about a Child's Safety and Welfare - Procedures
- Accommodate the child under Section 20 (with parental consent);
- Make an application to court for an Order;
- Take no further action.

1. Feedback from Children's Social Care

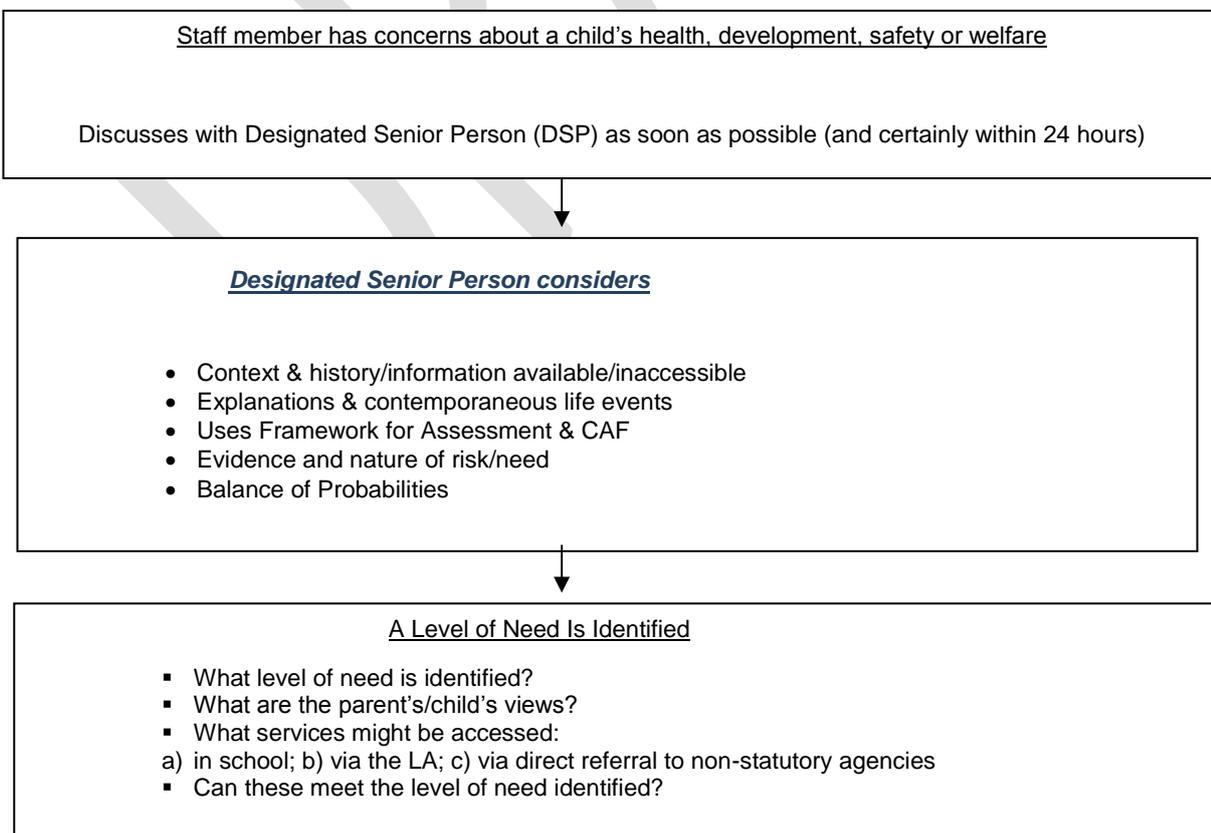
Upon receiving referral, Children's Social Care will decide on a course of action. They should acknowledge receipt of a written referral within **ONE** working day. If the referrer has not received an acknowledgement within **THREE** working days they should make contact with the relevant manager in the Children's Social Care Team. The Children's Social Care manager is responsible for ensuring that the referrer and the family (provided this does not increase any risk to the child) are informed of the outcome of the referral and reasons for supporting the decision. This will be done as soon as possible and, in all cases, within a **maximum of 7 working days**.

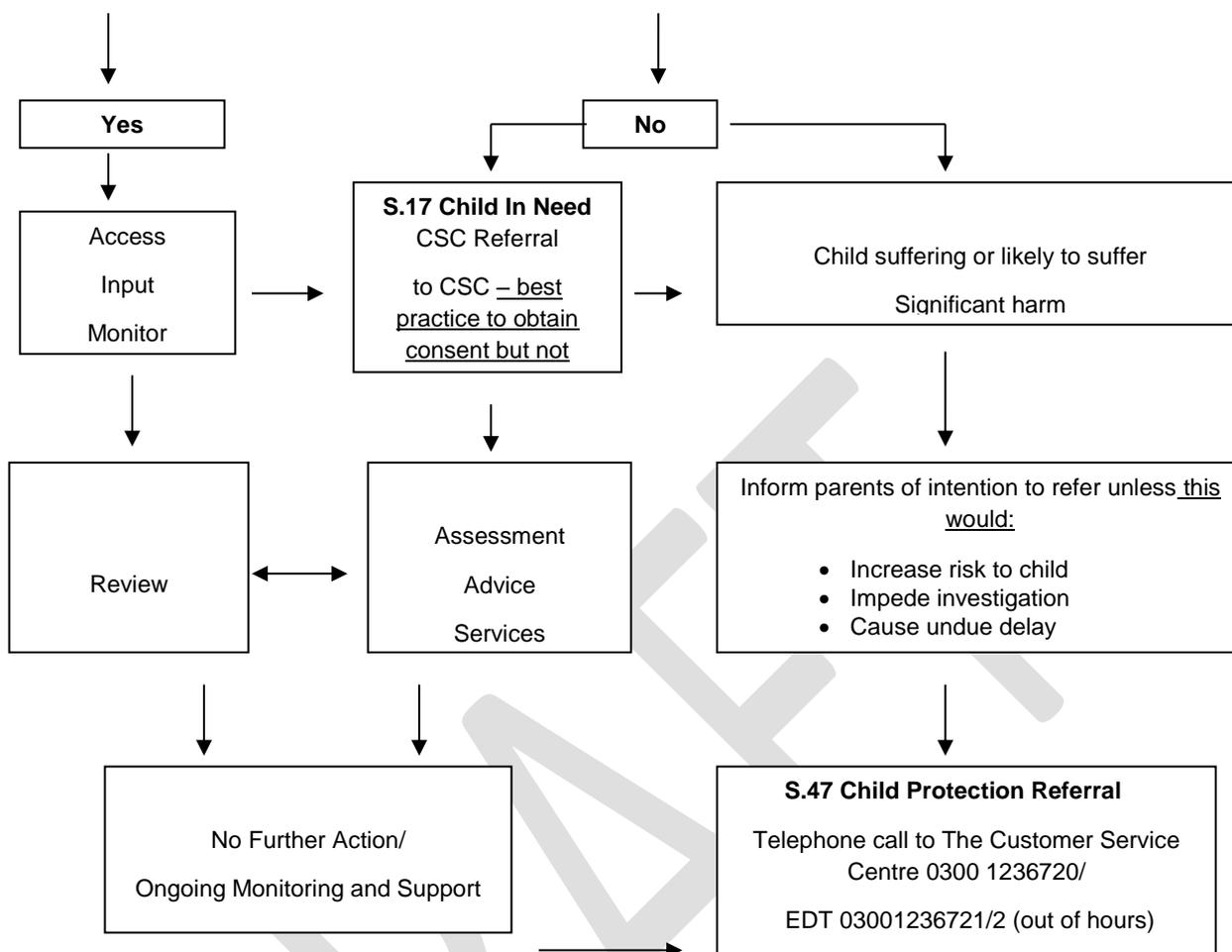
7. Risk Assessment 'Checklist'

- Does/could the suspected harm meet the LSCB definitions of abuse?
- Are there cultural, linguistic or disability issues?
- I am wrongly attributing something to impairment?
- Does the chronology indicate any possible patterns which could/do impact upon the level of risk?
- Are any injuries or incidents acute, cumulative, episodic?

- Did any injuries result from spontaneous action, neglect, or intent?
- Explanations consistent with injuries/behaviour?
- Severity and duration of any harm?
- Effects upon the child's health/development?
- Immediate/longer term effects?
- Likelihood of recurrence?
- Child's reaction?
- Child's perception of the harm?
- Child's needs, wishes and feelings?
- Parent's/carer's attitudes/response to concerns?
- How willing are they to cooperate?
- What does the child mean to the family?
- What role does the child play?
- Possible effects of intervention?
- Protective factors and strengths of/for child (i.e. resilience/vulnerability)
- Familial strengths and weaknesses?
- Possibilities?
- Probabilities?
- When and how is the child at risk?
- How imminent is any likely risk?
- How grave are the possible consequences?
- How safe is this child?
- What are the risk assessment options?
- What are the risk management options?
- What is the interim plan?

TAKING ACTION ON CHILD WELFARE/PROTECTION CONCERNS IN SCHOOL





The Designated Senior Person in School is: Mrs K Walton Tel/Room 01704893259/ECM

The 'Back Up' DSP is Mrs A Mawdsley Tel / Room 01704893259 /ECM

Education Safeguarding Officers
Safeguarding Unit
Room B16
County Hall
Preston PR1 8RJ
Fax: 01772 531 451
Paul McIntyre (Schools Safeguarding Co-ordinator)
 01772 532634/07766 367 597
Paul.mcintyre@lancashire.gov.uk
Andrea Glynn - Schools Safeguarding Officer
 01772 531196

Safeguarding Unit Admin

01772 532723 / 534443

- If I am not going to refer, then what action am I going to take? (CAF to other agency, time-limited monitoring plan, discussion with parents or other professionals, recording).

Other agencies

LADO, Legal, Schools HR, School Advisor, CAF officer.

DRAFT

The Prevent strategy: (linked to the Extremism and Anti-Radicalisation Policy)

- Responds to the ideological challenge we face from terrorism and aspects of extremism, and the threat we face from those who promote these views.
- Provides practical **help** to prevent people from being drawn into terrorism and ensure they are given appropriate advice and support.
- Works with a wide range of sectors (including education, criminal justice, faith, charities, online and health) where there are risks of radicalisation that we need to deal with.

Burscough Priory Science College Prevent Strategy has been written in response to and in line with government guidance and forms part of the government's counter terrorism strategy which seeks to:

- Respond to the ideological challenge of terrorism and aspects of extremism, and the threat faced from those who promote these views
- Provide practical help to prevent people from being drawn into terrorism and ensure they are given appropriate advice and support
- Work with a wide range of sectors where there are risks of radicalisation which need to be addressed, including education, criminal justice, faith, charities, the internet and health

All schools are required by law to teach a broad and balanced curriculum which promotes the spiritual, moral and cultural development of students and prepares them for the opportunities, responsibilities and experiences of life.

The purpose of the School Prevent Strategy is to protect students from harm and to ensure that they are taught in a way that is consistent with the law and British values. To this end it acts to;

- Raise awareness
- Provide information
- Enable learners to make a positive contribution
- Safeguard young people

School students participate in a curriculum that promotes active learning and develops critical personal thinking skills. The school's focus on active learning and questioning enables students to explore social and emotional aspects of learning throughout the curriculum. The School actively promotes diversity and shared values between the school community, the local community, the national and global community. We do this by celebrating our own school values of Community. These School Values form the basis of our students understanding of wider communities and there are numerous academic and pastoral opportunities that embed this ethos. The school challenges all prejudices including Islam phobia and anti-Semitism recognising students who are at risk of isolation. The emphasis on pastoral care through the tutor system, Rewards and Consequences, assemblies, tutor slides, PSHE, citizenship and enrichment activities ensure that the school is a safe place to learn and that anti bullying

strategies minimise hate and prejudice based bullying. The school seeks justice for incidences of such bullying and uses restorative approaches to repair harm when caused.

FGM Mandatory reporting duty

When a report must be made.

It is the duty of individual staff members to forward all concerns and disclosures immediately to Police DSL/Back up DSL

The FGM mandatory reporting duty is a legal duty provided for in the FGM Act 2003 (as amended by the Serious Crime Act 2015). The legislation requires regulated health and social care professionals and teachers in England and Wales to make a report to the police where, in the course of their professional duties, they either:

- are informed by a girl under 18 that an act of FGM has been carried out on her; or
- observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth (see section 2.1a for further information is held on the staff shared area under safeguarding.).

For the purposes of the duty, the relevant age is the girl's age at the time of the disclosure/identification of FGM (i.e. it does not apply where a woman aged 18 or over discloses she had FGM when she was under 18).

Complying with the duty does not breach any confidentiality requirement or other restriction on disclosure which might otherwise apply.

The duty is a personal duty which requires the individual professional who becomes aware of the case to make a report; the responsibility cannot be transferred.

The only exception to this is if you know that another individual from your profession has already made a report; there is no requirement to make a second.

The duty does not apply in relation to at risk or suspected cases or in cases where the woman is over 18. In these cases, you should follow local safeguarding procedures. For more information, please see the English or Welsh version of Working Together to Safeguard Children as appropriate, and/or the multi-agency guidance on FGM.

Where there is a risk to life or likelihood of serious immediate harm, professionals should report the case immediately to police, including dialling 999 if appropriate.