

**WHOLE SCHOOL POLICY FOR SAFEGUARDING
& CHILD PROTECTION**

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Approved by the Governing Body	
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**St Georges CE/ Mossy Lea CE/ Mossy
Lea Primary School
Safeguarding & Child Protection
Policy and Procedures**

Executive Summary

What does Safeguarding mean?

Safeguarding and promoting the welfare of children is a really important part of our school's work and we have certain legal duties that we must fulfil; it is the responsibility of Focus Trust and our governors to make sure that we have the right things in place. When we are inspected, Ofsted checks to make sure that this is the case and we are meeting our safeguarding responsibilities. When we talk about safeguarding we mean helping children to keep safe. This means protecting them from child abuse and neglect, but safeguarding is about much more than that. Schools are particularly important because staff see children every day. This means that they are in a good position to pick-up on problems and concerns and that schools can provide or get some early help which might stop things from getting worse.

What WE do to Safeguard Children

Some examples of the ways that we safeguard children in school include:

- Teaching them to understand the risks around them and what to do when they feel unsafe. We do this as part of the curriculum but also use assemblies and speakers / organisations from outside school e.g. the NSPCC;
- Listening carefully to what children tell us and regularly ask them what they think;
- Consulting and working in partnership with parents, carers and, where necessary, external agencies and professionals;
- Recruiting and checking staff and volunteers who work in our school safely, in-line with national guidance and best practice;
- Keeping our site as secure as possible, so that we know where children are and who comes into school;
- Promoting good attendance and positive behaviour. This helps us to prevent and protect children from different types of bullying, among other things;
- Helping children to understand and keep safe from risks and dangers which they may encounter online or via the use of phones and other technologies;
- Promoting healthy eating;
- Promoting children's spiritual, moral, social and cultural wellbeing and development, including British Values, so that they understand and are protected from all forms of radicalisation and extremism;
- Dealing properly with sensitive and confidential information. This includes keeping records safely and securely, seeking appropriate consent and sharing information only with people who need to know;
- Ensuring that contractors and other people who come into school or use our facilities are checked and trained in safeguarding and child protection;
- Making sure that all governors, staff and volunteers know how to conduct themselves and that they are well trained and up-to-date on safeguarding issues so that they all know what to look for and exactly what to do if they are worried;
- Having staff trained to lead on particular issues in school so that they are in a position to advise and support other staff, parents and pupils e.g. for example COMPUTING CHAMPION IT LEADER, SENCO, designated teacher for Looked After Children];
- Having senior staff who act as Designated Safeguarding Leads (DSLs) in school. They receive more in-depth training and take the lead on safeguarding and child protection. The DSLs work closely with other professionals as part of their safeguarding role.

Things that YOU can Do to Help us Safeguard Children

We ask all parents and carers to do all that they can to help us to keep children safe. Some especially important things that you can do include:

- Delivering, reinforcing and supporting keeping safe messages such as the importance of good time-keeping, regular school attendance and high standards of behaviour;
- Respecting school policies on things like parking on and around the site;
- Sticking to Acceptable Use Policies on the use of mobile phones, cameras / videos / images, including online and at school events etc;
- Modelling responsible use of social media and helping to reinforce key messages to your children about keeping safe when using technology and the internet;
- Treating one another, all staff and pupils with dignity and respect at all times;
- Sharing good ideas and / or practice as well as bringing any issues, problems or concerns to our attention as soon as possible and in good faith. This includes concerns about an adult's conduct or about the behaviour of or concerns about a child's welfare.

Confidentiality and Information Sharing

Information about children's welfare may be shared with others outside the school to help keep them safe from harm. We always aim to discuss this with parents or carers before we do so, but this may not always be possible. The law does allow us to share information without asking first under circumstances where we are acting to protect children from harm.

Useful Contacts in School

School website	https://www.mossylea.lancs.sch.uk /
School Office	01257 423107
School email	bursar@mossylea.lancs.sch.uk
Headteacher	Andy Purcell head@mossylea.lancs.sch.uk
Chair of Governors	Councillor Alan Whitticker
Designated Safeguarding Lead (DSL)	Andy Purcell
Deputy DSL	Antonella Greenhalgh
Special Educational Needs Coordinator (SENCO)	Michelle Yates/Nicola Cook
Designated Teacher for Looked After and Previously Looked After Children	Antonella Greenhalgh

At St Georges CE/ Mossy Lea Primary School safeguarding permeates all aspects of school life and is everyone's responsibility. We recognise that schools and their staff are an important part of the wider safeguarding system for children. Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

The purpose of this safeguarding policy is to ensure every child who is a registered pupil at St Georges CE/ Mossy Lea is safe and protected from harm. The Department for Education (DfE) 'Keeping Children Safe in Education' (September 2020), states safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- Protecting children from maltreatment;
- 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.

This policy will give clear direction to all stakeholder about expectations and our legal responsibility to safeguard and promote the welfare of all children at our school.

St Georges CE/ Mossy Lea Primary fully recognises the contribution it can make to protect children from harm and to support and promote the welfare of all children who are registered pupils at our school. This policy applies to all stakeholders; pupils, staff, parents, governors, volunteers and visitors.

No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

The Children Acts 1989 and 2004, states a child is anyone who has not reached their 18th birthday. The commitment to safeguarding and promoting the welfare of children however will extend to all children who visit **St Georges CE/ Mossy Lea** as well as all pupils of school.

KEY AREA	
COVID – 19	Keeping Children Safe in Education (KCSIE) remains in force throughout the response to coronavirus (COVID-19). However, St Georges CE/ Mossy Lea recognises that further measures or adaptations to current policies and procedures may be required in response to the pandemic. Any such measures will be detailed and communicated through addendums to the policy, when necessary, and shared with all stakeholders. St Georges CE/ Mossy Lea will continue to follow up to date Government Guidance.
Statutory Guidance	<ul style="list-style-type: none"> • Education Act 2002: <i>Section 175 of the Education Act 2002 requires local education authorities and the governors of maintained schools and further education (FE) colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.</i> • <i>Section 157 of the same act and the Education (Independent Schools Standards) (England) Regulations 2003 require proprietors of independent schools (including academies and city technology colleges) to have arrangements to safeguard and promote the welfare of children who are pupils at the school.</i> • Working Together to Safeguard Children 2018 <i>sets out organisational responsibilities for schools and colleges and this applies to maintained, independent, academies, free schools and alternative non provision academies</i> • Keeping Children Safe in Education 2020: <i>Statutory guidance for schools and colleges 2020 was issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) Regulations 2014 and the Education (Non-Maintained Special Schools) (England) Regulations 2011. This contains information on what schools and colleges should do and sets out the legal duties with which schools must comply</i> • <u>What to do if you are worried a child is being abused</u> • <u>Guidance for Safer Working Practice (with Addendum April 2020)</u> • <u>The Children Act 1989</u> • <u>The Children Act 2004</u>
Ethos	<p>St Georges CE/ Mossy Lea recognises that high self-esteem, confidence, peer support and clear lines of communication with trusted adults helps all children, especially those at risk of, or suffering abuse. We therefore ensure that:</p> <ul style="list-style-type: none"> • <i>ALL staff, volunteers and governors contribute to an ethos where children feel secure and safe</i> • <i>ALL children have opportunities to communicate and know that they are listened to</i>

	<ul style="list-style-type: none"> • <i>ALL children's wishes, feelings and views will be taken into account when decisions are being made about how to keep them safe</i> • <i>ALL children know that they can communicate with any adult in school if they are worried or in difficulty</i> • <i>ALL staff and volunteers will contribute to providing a curriculum which will equip children with the skills they need to stay safe and be able to communicate when they do not feel safe</i> • <i>ALL staff and volunteers will contribute to providing a curriculum which will help children develop an attitude which will enable them to enter adulthood successfully and reach their full potential</i> • <i>ALL staff, volunteers and governors will establish effective, supportive and positive relationships with parents, carers, pupils and professionals.</i>
Roles & Responsibilities	<p>St Georges CE/ Mossy Lea is committed to providing the relevant personnel with clear and explicit roles and responsibilities to ensure accountability when safeguarding children. We therefore ensure that:</p> <p><i>All adults, including volunteers, working in or on behalf of the school will:</i></p> <ul style="list-style-type: none"> • <i>Demonstrate an understanding that safeguarding is everyone's responsibility</i> • <i>Maintain and demonstrate a mind set of "it could happen here"</i> • <i>Do all they can within the capacity of their role, to keep ensure that children are protected from harm</i> • <i>ALL staff are fully aware of the importance of mental health in relation to safeguarding and are aware of the addition of mental health in the definition of safeguarding. (Definition above.)</i> • <i>All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation</i> • <i>Do all they can within the capacity of their role, to ensure that children grow up in circumstances consistent with safe and effective care</i> • <i>Do all they can within the capacity of their role, to ensure that children have the best outcomes</i> • <i>Report cases of suspected abuse or concerns to the DSL. This will be done as soon as possible using the school's CPOMS (CHRONOLOGY FORMS AT MOSSY LEA) system.</i> • <i>Report lower level concerns to the DSL</i> • <i>Monitor all pupils, particularly those that are deemed vulnerable</i> • <i>Report any concerns regarding adults conduct to the DSL/ Deputy DSL/ Headteacher</i> • <i>All staff, if they have concerns, should be act immediately and should always speak to the DSL or Deputy, recognising that early information sharing is vital in keeping children safe. In exceptional circumstances staff will consider speaking to a member of SLT or Children's Social Care to discuss safeguarding concerns if the DSL is not immediately available as all staff are aware that ANYBODY can make a referral.</i> • <i>All</i> <i>staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.</i> <p><i>The Governing Body will:</i></p> <ul style="list-style-type: none"> • <i>Ensure that the policies, procedures and training in St Georges CE/ Mossy Lea are effective and comply with the law at all times</i> • <i>Ensure that safeguarding policies and procedures are followed by all staff</i>

- Put in place safeguarding responses in cases where children go missing from education
 - Appoint a DSL and back-ups and ensure that they are provided with appropriate support, funding, training, resources and time to carry out their role
 - Ensure the school or college contributes to inter-agency working in line with statutory guidance [Working together to safeguard children 2018](#)
 - Ensure that safeguarding procedures take into account local guidance including [Lancashire Continuum of Need and Thresholds Guidance](#)
 - Ensure that staff members undergo safeguarding training at induction
 - Ensure that DSLs and all staff, volunteers and Governors are trained and updated regarding safeguarding regularly in compliance with [Keeping Children Safe in Education 2020](#)
 - Ensure that children are safe online by ensuring that appropriate filters and monitoring systems are in
 - Ensure that safeguarding is embedded within the curriculum
 - Prevent people who pose a risk of harm from working with children
 - Ensure there are procedures in place to manage allegations against teachers, head teachers, principals, volunteers and other staff including supply staff
 - Ensure staff in school are aware of, and policies reflect, an understanding of specific issues such as peer on peer abuse and safeguarding children with disabilities and special educational needs
 - Ensure that all practice and procedures operate with the **best** interests of the child at their heart
 - Appoint a designated teacher to promote the education of CLA *Louise Darlington is the current CLA teacher.*
- 0Ensure that all staff are aware of safeguarding issues and vulnerabilities associated with CLA.

The DSL will:

Be fully familiar with the role of the DSL as detailed in Keeping Children Safe in Education 2020, Annex B and adhere to this role. This includes but is not conclusive to:-

- take **lead responsibility** for safeguarding and child protection
- act as a point of contact with the 3 safeguarding partners
- manage referrals to Children's Social Care, Police and other agencies including Channel
- work together with other agencies in order to improve outcomes for children
- attend DSL training every 2 years
- undertake Prevent awareness training
- update their skills and knowledge on a regular basis, but at least annually
- raise awareness of safeguarding throughout school and act as a point of support for all staff
- ensure that this policy is reviewed annually and is available publicly
- maintain, update and amend the school's safeguarding portfolio regularly
- ensure that parents are aware of schools responsibilities regarding safeguarding and child protection
- maintain accurate safeguarding records that are stored securely
- be available during school hours
- arrange cover of DSL role for any out of hours/out of term activities
- represent school in multi-agency meetings
- be provided with appropriate support and supervision in order to carry out the role safely and effectively
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation;
- take a holistic view to ensure wider environmental factors are considered which may be a threat to safety and welfare of children (Contextual Safeguarding).

	<ul style="list-style-type: none"> • <i>be responsible for the sharing of child protection files when a child moves to a new school or college</i> • <i>liaise with the Local Authority Personal Advisors for any Care Leavers.</i> <p><i>Note: Deputy DSLs should be trained to the equivalent standard as DSL's.</i></p>
Induction, Training & Updates	<p>St Georges CE/ Mossy Lea is committed to providing staff and volunteers with the skills and knowledge needed to safeguard children. We therefore ensure that:</p> <ul style="list-style-type: none"> • <i>ALL staff and volunteers will receive Safeguarding Training on induction using our Safeguarding Induction Pack which includes Keeping Children Safe in Education (Part One), Guidance for Safer Working Practice,</i> • <i>Staff induction will also include Child Protection Policy, Staff Behaviour Policy, Role of the DSL and Deputies, Pupil Behaviour Policy and Safeguarding response to children who go missing from education</i> • <i>ALL staff and volunteers will receive Safeguarding Training (at least) annually</i> • <i>The DSL/s will provide ALL staff, volunteers and governors with regular safeguarding updates</i> • <i>ALL staff, volunteers and governors will read and show an understanding of any updates that are provided</i> • <i>DSLs will attend DSL training every 2 years</i> • <i>DSLs will update their knowledge, skills and understanding of relevant safeguarding issues on a regular basis</i> • <i>The DSL will undertake Prevent awareness training</i> • <i>At least one member of staff and one governor will attend Safer Recruitment Training. This will be renewed at least every 5 years</i> • <i>ALL staff, volunteers and governors will undertake any additional specialised training on matters such as Child Sexual Exploitation, Prevent, Peer on Peer abuse, Online Safety, FGM etc as is deemed necessary by the SLT/DSL and that is particularly relevant to the context and needs of the setting</i> • <i>any staff member will discuss any specific training requirements or gaps in knowledge or understanding with the DSL/s</i> • <i>Detailed records will be held of staff safeguarding training.</i>
Child Protection	<p>St Georges CE/ Mossy Lea is committed to PREVENTING abuse, PROTECTING children from abuse and SUPPORTING those involved in cases of abuse. We therefore ensure that:</p> <ul style="list-style-type: none"> • <i>ALL staff and volunteers understand the importance of teaching children how to keep themselves safe from all types of abuse</i> • <i>ALL staff and volunteers seek out opportunities that are relevant to their role, to teach children the skills to keep themselves safe</i> • <i>ALL staff and volunteers make and maintain positive and supportive relationships with children which enable children to feel safe and valued</i> • <i>Safeguarding has a high status throughout school by being on the agenda at staff meetings/briefings, information being readily available on notice boards, regular updates</i> • <i>ALL staff feel confident in approaching DSLs to raise concerns</i> • <i>ALL staff and volunteers have an understanding of the four categories of abuse; NEGLECT, EMOTIONAL ABUSE, SEXUAL ABUSE, PHYSICAL ABUSE.</i> • <i>We will use Lancashire's Neglect Strategy 2019 and accompanying toolkit to identify and assess children whose developmental needs are being insufficiently met at an early stage, placing them at risk of achieving poor educational, emotional and social outcomes.</i> • Lancashire Multi-Agency Neglect Strategy, Neglect Toolkit • <i>ALL staff and volunteers understand that there are other ways in which children can be abused such as; Online, Child Sexual Exploitation, Female Genital Mutilation, Honour Based Abuse, Radicalisation, Trafficking, Slavery, Peer Abuse, Forced Marriage and others</i>

- *ALL staff and volunteers have the knowledge, skills and expertise to recognise the signs and symptoms of all types of abuse*
- *All staff, if they have concerns, these should be acted on immediately: early information sharing being vital in keeping children safe. In exceptional circumstances staff should consider speaking to a member of SLT or Children's Social Care to discuss safeguarding concerns if the DSL is not immediately available.*
- *DSLs keep up to date with emerging and specific safeguarding issues and update training accordingly*
- *DSLs update staff and volunteers knowledge and understanding of such issues in order for them to be able to identify children who are at risk of such specific safeguarding issues*
- *ALL staff and volunteers will maintain and demonstrate an attitude of "it can happen here"*
- *ALL staff and volunteers are child-centred in their practice and act in the best interests of the child at all times*
- *ALL staff recognise and understand that behaviour can be a child's way of communicating distress and changes to behaviour may be an indicator of abuse*
- *ALL staff and volunteers have the skills to respond appropriately and sensitively to disclosures or allegations of abuse*
- *ALL staff and volunteers report cases of suspected abuse to the DSL. This will be done as soon as possible via verbal communication, and CPOMS (CHRONOLOGY FORMS AT MOSSY LEA).*
- *Where a child is at risk of immediate harm, ALL staff understand that they must refer to the Police or Children's Social Care*
- *ALL staff and visitors know how to refer to Children's Social Care*
- *DSLs will make a Section 47 referral to Children's Social Care where a child is in need of protection, has been significantly harmed or is at risk of significant harm, using [Lancashire of Need and Thresholds Guidance](#) and [Risk Management Toolkit](#) to determine whether this threshold has been met*
- *This referral will be done by telephone and followed with a [CSC Referral Form](#) as soon as possible*
- *Consent from parents/carers and child (if age appropriate) will be sought prior to this referral, except where this will cause delay or place anyone at risk*
- *Where consent is not given, parents and carers are informed that a referral will still be made, except where this will cause delay or place anyone at risk*
- *DSLs adhere to policy, procedures and guidance from Lancashire Children's Safeguarding Assurance Partnership (Formally Lancashire Safeguarding Children's Board) with regard to sharing information*
- *DSLs contribute to Strategy Discussions, Strategy Meetings, Initial and Review Child Protection Conferences, Core Group Meetings and other CP meetings*
- *DSLs or another appropriate member of staff, will attend CP meetings, produce and present reports, liaise with staff, work with parents, work with other agencies and ensure the voice of the child is evidenced throughout these processes*
- *DSLs meet regularly to ensure that decisions made about children who are subjects of CP Plans are agreed and a clear rationale for the decision is documented*
- *A copy of the child's CP Plan is included in the child's individual safeguarding file*
- *ALL staff and volunteers will support victims of abuse in a capacity that is relevant to their role. This will be determined by the DSL*
- *DSLs will determine what information staff members need to know in order to safeguard and support children.*
- *Staff are offered appropriate support and/or supervision that is relevant to their role or involvement in particular cases*
- *Communication and work with parents and carers will always be undertaken in a supportive manner and in the best interests of the child*

	<ul style="list-style-type: none"> • <i>ALL staff understand that children who perpetrate abuse or display harmful behaviour should be treated as victims first and foremost and supported in the same way a victim of abuse would be supported</i> • <i>Specific programmes of intervention and support are offered to children and families who are vulnerable</i> • <i>Risk Assessments will be undertaken where a child's behaviour poses a risk to others, themselves or the environment.</i>
Child in Need	<p>St Georges CE/ Mossy Lea is committed to ensuring the appropriate level of support is offered to a "Child in Need" and their family. We therefore ensure that:</p> <ul style="list-style-type: none"> • <i>DSLs will make a Section 17 referral to Children's Social Care where Early Help has not been successful in reducing risk and meeting unmet needs using Lancashire Continuum of Need and Thresholds Guidance and CSC referral form</i> • <i>DSLs will make a Section 17 referral to Children's Social Care where there is evidence that the Level 3 threshold has been met on the Continuum of Need</i> • <i>this will be determined and assessed by the DSL using the Lancashire Continuum of Need and Thresholds Guidance and the Risk Management Toolkit</i> • <i>DSLs will obtain parental consent for the referral and for information to be shared, prior to contacting Children's Social Care</i> • <i>When consent is not given, DSLs will continue to offer Early Help with consent, gather evidence of engagement or lack thereof, disguised compliance, impact on the child, increase in risk or level of unmet need, improvements or deteriorations</i> • <i>DSLs will review such cases regularly and assess whether there is evidence that meets Level 4 threshold on the Continuum of Need. In such cases Child Protection Procedures will be followed</i> • <i>DSLs, or other appropriate members of staff, will contribute to Child in Need Meetings and Reviews</i> • <i>DSLs, or other appropriate member of staff, will attend CiN meetings, produce and present reports, liaise with staff, work with parents, work with other agencies and ensure the voice of the child is evidenced throughout these processes</i> • <i>DSLs will meet regularly to ensure that decisions made about children who are subjects of CiN Plans are agreed and a clear rationale for the decision is documented</i> • <i>A copy of the child's CiN Plan is included in the child's individual safeguarding file.</i>
Early Help	<p>St Georges CE/ Mossy Lea is committed to providing our families with the right help at the right time. 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:</p> <ul style="list-style-type: none"> • <i>is disabled and has specific additional needs;</i> • <i>has special educational needs (whether or not they have a statutory education, health and care plan);</i> • <i>is a young carer;</i> • <i>is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;</i> • <i>is frequently missing/goes missing from care or from home;</i> • <i>is misusing drugs or alcohol themselves;</i> • <i>Is at risk of modern slavery, trafficking or exploitation;</i> • <i>is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;</i> • <i>has returned home to their family from care;</i> • <i>is showing early signs of abuse and/or neglect;</i> • <i>is at risk of being radicalised or exploited;</i> • <i>is a privately fostered child</i>

	<ul style="list-style-type: none"> • any other identified reason not listed above that requires extra support or intervention to improve outcomes for families and children including mental health support. <p>We therefore ensure that:</p> <ul style="list-style-type: none"> • ALL staff and volunteers can identify the risk factors that indicate a family or pupil may benefit from Early Help • ALL staff and volunteers will use the school's agreed format for letting the DSL know about Early Help requirements • DSLs will undertake a CAF assessment, when appropriate, to identify what Early Help is required • DSLs will signpost and refer to appropriate support agencies • DSLs will lead on TAF meetings where is it appropriate for them to do so • DSLs will utilise Children and Family Wellbeing Service using the Request for Support form • DSLs will refer to CSC where Early Help has not been successful in reducing risk and meeting unmet needs using Lancashire Continuum of Need and Thresholds Guidance and CSC Referral Form • DSLs and other identified staff will identify and work with any organisations that are relevant in meeting the needs of pupils and their families • DSLs and other identified staff will initiate and maintain positive and supportive relationships with parents and carers of children who may benefit from Early Help • DSLs or appropriately trained school staff will generally be the lead for Early Help cases if this is in the best interests of the family.
<p>Specific Safeguarding</p>	<p>Any concerns should be reported and recorded without delay to the DSL and any appropriate, onward referral made. The child's social worker should be informed if the case is already open, children are subjects of CP Plans etc.</p>

Definitions of Child Abuse and Neglect		
	<p>Sexual abuse involves:</p> <ul style="list-style-type: none"> Forcing or enticing, a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve: Physical contact including assault by penetration (for example, rape or oral sex); 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; Grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. 	<p>Emotional abuse is :</p> <ul style="list-style-type: none"> The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. May involve: conveying to a child that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person; not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate; age or developmentally inappropriate expectations being imposed on children (These may include interactions that are beyond the child's developmental capability, as well as over-protection and limitation of exploration and learning, or preventing the child participating in normal social interaction); seeing or hearing the ill-treatment of another; serious bullying (including cyber-bullying), Causing children frequently to feel frightened or in danger; The exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.
	<p>Physical abuse may involve:</p> <ul style="list-style-type: none"> 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. <p>Fabricated Illness</p> <ul style="list-style-type: none"> The carer does not physically harm the child but reports a clinical story which is fabricated. This is frequently 'supported' by false specimens e.g. use of menstrual or animal blood; 	<p>Neglect is :</p> <ul style="list-style-type: none"> The persistent failure to meet a child's basic physical and/or psychological needs: Likely to result in the serious impairment of the child's health or development; Neglect may occur during pregnancy as a result of maternal substance misuse; Once a child is born, neglect may involve a parent or carer failing to: Provide adequate food, clothing and shelter (including exclusion from home or abandonment); Protect a child from physical and emotional harm or danger; Ensure adequate supervision (including the use of inadequate care-givers); Ensure access to appropriate medical care or treatment. It may also include neglect of, or being

	Induced Illness <ul style="list-style-type: none">The carer inflicts harm on the child e.g. poisoning, suffocation, tearing etc.	unresponsive to, a child's basic emotional needs.		
	Possible Indicators of Abuse and Neglect			
	Neglect	Emotional Abuse	Physical Abuse	Sexual Abuse
	Tired/listless	Failure to thrive	Unexplained injuries	Age inappropriate sexual behaviour/ knowledge/ promiscuity
	Unkempt	Attention seeking	Injuries on certain parts of the body	
	Poor hygiene	Over ready to relate to others	Injuries in various stages of healing	
	Untreated medical conditions	Low self esteem	Injuries that reflect an article used	Wary of adults/ running away from home
	Medical appointments missed	Apathy	Flinching when approached	Eating disorders/depression/ self harm
	Constantly hungry or stealing food	Depression/self harm Drink/drug/solvent abuse	Reluctant to change	Unexplained gifts/ money
	Over eats when food is available	Persistently being over protective	Crying/ instability	Stomach pains when walking or sitting
	Poor growth	Constantly shouting at, threatening or demeaning a child	Afraid of home	Bedwetting
	Poor/late attendance	Withholding love and affection	Behavioural extremes	Recurrent genital discharge / infections
	Being regularly left alone or unsupervised	Regularly humiliating a child	Apathy/depression	Sexually transmitted diseases
	Dressed inappropriately for the weather condition		Wanting arms and legs covered even in very hot weather	
	Having few friends and/or being withdrawn			
Ill equipped for school				

The 'Toxic Trio'

Introduction

The term 'Toxic Trio' is used to describe the issues of domestic abuse, mental ill health and substance misuse. **All staff should always be observant and mindful of the existence and potential impact on children of the toxic trio and any new information or concerns should be shared with the DSL in school without delay.**

An analysis of 139 serious case reviews between 2009-2011¹ showed that in 86% of cases where children were seriously harmed or died one or more of a 'toxic trio' consisting of mental illness, substance misuse and domestic abuse played a significant part. These are now widely recognised as common features in families where harm to [women and] children occurs.

These issues rarely exist in isolation and interaction between them can be complex, overt and / or subtle and wide-ranging. For example:

- Domestic abuse may be the result of women who use drugs being more likely to be in relationships with volatile men;
- Maternal drug misuse may be a consequence of their experience of domestic abuse;
- Maternal mental ill health may be a result of violence or abuse that they have experienced or depression may lead a parent to misuse drugs or alcohol.

The elements of the toxic trio are significant factors in IPV (Interpersonal Violence) and AFV (Adult Family Violence). Research focusing on Adverse Childhood Experiences (ACE) also indicates that there is a significant overlap between these parental risk factors and outcomes for children into adulthood.

The Children's Commissioner's report (August 2018) provides a really valuable and detailed insight into children's experiences of living with the toxic trio [Children's Commissioner August 2018 - Children's Voices and the Toxic Trio](#)

Domestic abuse is a safeguarding issue and statistics show that in 90% of cases children are present in a household during a domestic abuse incident. Often, the following day, they are ill- prepared to deal with the school day. The Adoption and Children Act 2002 makes clear and explicit the need for professionals to **always consider the need for a child protection referral** in cases where children and young people are believed to have witnessed domestic abuse as they are at increased risk of suffering significant harm.

Impact

There is no such thing as a hierarchy of domestic abuse, it is all serious, potentially very harmful and can be life-threatening. Every person will respond

¹Brandon et al 2012

differently and what is not particularly traumatic for one child and/or victim may be hugely so for another.

Prolonged and / or regular exposure to DVA can have a serious impact on a child's development and emotional wellbeing, despite the best efforts of the victim parent to protect the child. It can pose a threat to an unborn child, because assaults on pregnant women frequently involve punches or kicks directed at the abdomen, risking injury to both mother and foetus. It can also lead to other possible risks, such as i.e. foetal death, low birth weight, early birth, infection etc. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Assessing Risk

Most risk is fluid and dynamic which means that things can change very quickly. It is **not** for staff in schools to assess risk where domestic abuse occurs. Formal risk assessments will be undertaken by Children's Services, Police and / or specialist domestic abuse agencies and / or personnel; this is complex and potentially dangerous work. Anyone who is worried about domestic abuse must always seek advice and support as soon as they become aware of the possibility of it.

Research, serious case reviews and experience tell us that domestic abuse poses a particularly significant risk in some circumstances. Things to be mindful of include the following:

- Physical injuries being sustained, especially where they require hospital treatment (obviously, it is of great concern if treatment is delayed or not sought);
- During pregnancy;
- Babies or disabled children are implicated;
- People are locked-in or prevented from leaving;
- Accompanying issues pertaining to culture and / or 'honour';
- Where children and young people may be used as 'shields' and / or where their possessions are destroyed;
- Animals are harmed;
- The abuse is continuing / repeated or escalating;
- Control of finances;
- Sexual violence;
- Bizarre / ritualistic elements;
- Victim has left / plans to leave;
- Stalking / harassment;
- History of child protection / CP Plans previously or currently in place;
- Court Orders previously or currently in place, especially if there is breach.
- Research continues to remind us that suspected perpetrators of domestic abuse are not necessarily the individuals who pose the greatest risk of harm to a child in a relationship / household.

The following *might* indicate that some progress is being made and / or be potential signs of safety although they obviously offer no guarantees:

- Adults taking account of the impact or potential impact on children and taking appropriate steps to address behaviour;
- No evidence of children being directly involved (although they are still highly likely to know about, hear and / or see abusive behaviour);

- Evidence of protective / support networks.

It is important for assessments to consider and distinguish between immediate concerns for a child's safety and wellbeing and risks which can be mitigated with appropriate support.

Domestic Violence Disclosure Scheme (DVDS / 'Clare's Law')

Introduced following the death of Clare Woods in 2009, the aim of DVDS is to allow the person potentially at risk a formal mechanism to make enquiries about any individual who they are in a relationship with, so they can make a more informed decision regarding their continued relationship.

The scheme was rolled-out nationwide on March 8th 2014 and enhances previous arrangements whereby disclosure occurred in a reactive way when agencies received information about an offender with a violent history.

The legal framework allows the Police to share information, but this must be proportionate and relevant. [DVDS guidance 2016](#)

Domestic Violence & Abuse Useful Links and Resources

[Safe Lives knowledge hub](#)

[NSPCC Domestic Abuse Information](#)

[Direct Work Resources - social workers toolbox](#)

[Resources for teachers and professionals](#)

[Women's Aid Hideout website & resources for children & young people](#)

[Domestic abuse advice for children and young people - Young Minds](#)

[Disrespect Nobody - relationship abuse](#)

Substance and / or Alcohol Misuse

Most parents and carers who drink alcohol or use drugs do so in moderation and don't present an increased risk of harm to their children. However, parents and carers who misuse substances often have chaotic, unpredictable lifestyles and may struggle to provide their children with safe care and clear boundaries

Definitions

Alcohol misuse is harmful drinking and alcohol dependence. Harmful drinking is a pattern of alcohol use which causes alcohol-related health problems, including psychological problems such as depression, physical illnesses or alcohol-related accidents. Alcohol dependence is characterised by craving alcohol and continued drinking in spite of harmful consequences. It's associated with increased criminal activity, [domestic abuse](#) and an increased rate of significant mental and physical health problems (NICE, 2011).

Drug misuse is a dependence on, or regular excessive consumption of, psychoactive substances leading to social, psychological, physical or legal problems. Drug misuse is more prevalent in socially deprived areas. In England and Wales, the most commonly used psychoactive substance is cannabis, followed by cocaine and ecstasy. Opioids such as heroin are used less commonly but present the most significant health problems (NICE, 2012).

Not all parents who drink or take drugs harm their children, but children living with parents with alcohol or drug problems can be at more risk of harm and neglect. Getting parents the right help and support as early as possible is crucial in helping them to develop secure and healthy relationships with their children. Therefore, living in a household where a parent or carer misuses

substances doesn't mean a child will experience abuse, but it is a risk factor. An analysis of 175 serious case reviews (2011-14) found that 47% of cases featured parental substance misuse.

Impact

Research estimates that between 250,000 and 978,000 children have a parent who misuses drugs 920,000 to 3.5 million children in England are affected by parental alcohol problems (Source: How safe are our children? NSPCC).

Parental alcohol misuse (PAM) disrupts everyday routines and leads to inconsistent and unpredictable parenting meaning that children may feel isolated, stigmatised, and guilty; they may also have to take on caring responsibilities. PAM is also associated with neglect and domestic abuse and the prognosis for children is poorer in child protection cases involving PAM.

Problematic drug or alcohol misuse by parents can affect children differently, according to their age, developmental stage and personality. There may be some family factors which increase risk to children and others which reduce the impact of parents' problems. Women who misuse substances during pregnancy may put their babies at risk of impaired brain development, congenital malformations, premature delivery, low birth weight and withdrawal symptoms after birth.

Children most at risk of suffering significant harm live in families experiencing a number of different problems, such as substance misuse, [domestic abuse](#) and [parental mental health problems](#) or learning difficulties. The impact of substance misuse on parents and carers can lead to negative consequences for children.

In later stages, impacts to children can include:

- Physical and emotional abuse or neglect as a result of inadequate supervision, poor role models and inappropriate parenting;
- Behavioural, emotional or cognitive problems and relationship difficulties;
- Taking on the role of carer for parents and siblings;
- Preoccupation with, or blaming themselves for, their parents' substance misuse;
- Infrequent attendance at school and poor educational attainment;
- Experiencing poverty and inadequate and unsafe accommodation;
- Exposure to toxic substances and criminal activities;
- Separation from parents due to intervention from children's services, imprisonment or hospitalisation;
- Increased risk of developing drug or alcohol problems or offending behaviour themselves.

Assessing Risk

Some key things to consider in assessing risk where parents or carers misuse alcohol or drugs include:

- Whether the person is a main / sole carer;
- Whether use is stable and managed or chaotic;
- Associated health risks;
- How securely and where substances are stored;

- How things are procured and what this might involve;
- Impact on mood and behaviour;
- Impact on mood - can lead to unavailability and / or unpredictable parenting;
- Risk to unborn children;
- Impact on routines e.g. school, bed, meals;
- The possibility of children being corrupted and becoming involved in crime, gang-related activity, abused or exploited;
- Young carers;
- Levels of supervision.

It is important for assessments to consider and distinguish between immediate concerns for a child's safety and wellbeing and risks which can be mitigated with appropriate support.

Further Information & Resources

<https://www.talktofrank.com/>

[ADEPIS platform sharing information and resources for schools: covering drug \(& alcohol\) prevention](#)

[Drugs: advice for schools](#)

[Drug strategy 2017](#)

[Information and advice on drugs](#)

Parental Mental Ill Health

Living in a household where parents or carers have mental health problems doesn't mean a child will experience abuse or negative consequences. Most parents are able to give their children safe and loving care. Many children whose parents or carers have mental health problems go on to achieve their full potential in life, particularly if their parents receive the right support at the right time.

The term 'mental health problems' refers to diagnosable conditions such as depression, anxiety-related disorders, schizophrenia, bipolar and personality disorders. Mental health problems affecting mothers and fathers during the perinatal period, in pregnancy and after birth, can include anxiety, depression and postnatal psychotic disorders.

Parents and carers with mental health problems may experience stressful life events, like anyone else. For example, divorce or separation, unemployment, financial hardship, poor housing, discrimination and isolation and a lack of social support may be a consequence of their illness, or cause or make their condition worse. Together, these problems can make it very hard for parents to provide their children with safe and effective care.

Impact

Research estimates that between 50,000 and more than 2 million children are affected by parental mental ill-health (Source: How safe are our children? NSPCC). Parents' and carers' mental health problems may affect children differently according to their age, development and personality. There may be some family factors which increase the risks to children. There may also be other factors which protect children or reduce the impact of their parents' problems.

Assessing Risk

It is important to remember that most parents or carers who experience mental ill health will not abuse or neglect their children. However, mental health problems are frequently present in cases of child abuse or neglect. An analysis of 175 serious case reviews (2011-14) found that they featured in 53% of those cases.

The risks to children are greater when parental mental health problems exist alongside domestic abuse and parental substance misuse. Local authorities participating in a study by the Association of Directors of Children's Services (ADCS) estimated that all 3 of these factors were present in between 65-90% of their Children in Need cases ([ADCS, 2016](#)).

The risk of harm to children increases when they are exposed to a number of problems at the same time or over a period of time.

- A thorough assessment of potential risks should be conducted if a family is experiencing [domestic abuse](#) or [drug and alcohol problems](#) alongside mental health difficulties;
- Always consider the severity of a parent or carer's mental health symptoms. If they are making threats to harm themselves, their children or other family members, or if they appear to be suffering from psychotic delusions, this should always trigger a thorough assessment of risks to the children's safety;
- Related stresses such as poverty, poor housing, family separation and lack of social support can also increase the risk of children suffering harm;
- Young children rely on their parents and carers to give them the warm, nurturing care they need for healthy development. Children are most at risk of harm when their mother's mental health problems begin in pregnancy or the first year of life, especially if they are long-lasting or severe;
- Teenagers also need strong parental guidance and support as they transition to adulthood;
- The stresses of parenting can make it even more difficult for a parent or carer to cope and this may impact on a child's welfare;
- If a parent or carer isn't accepting support offered by mental health services, failing to take prescribed medication or 'self-medicating' or attend appointments, this may affect their functioning and ability to cope and impact on their children's wellbeing or safety;
- Children may be more at risk of harm if the parent or carer experiencing difficulties is living alone with them without the support of another adult;
- Consider if any of the children had to take on caring responsibilities for their parent, carers or siblings.

Further Information & Resources

<https://www.nspcc.org.uk/services-and-resources/childrens-services/family-smiles/>

<https://www.rethink.org/>

<https://www.mind.org.uk/>

<https://www.samaritans.org/>

<http://www.sane.org.uk/>

<https://www.nspcc.org.uk/services-and-resources/childrens-services/coping-with-crying/>
<https://www.nspcc.org.uk/services-and-resources/childrens-services/baby-steps/>

Radicalisation: refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology.

- *St Georges/ Mossy Lea recognises that protection from extremism & radicalisation is a vital element of safeguarding*
- *ALL staff and volunteers will have 'due regard to the need to prevent people from being drawn into terrorism', known as the 'Prevent Duty'*
- *Prevent Safeguarding Lead – Andy Purcell*
- *Prevent Governor Lead – David Arnold*
- *Prevent Curriculum Lead – Louise Darlington*
- *ALL staff and volunteers will have a general understanding of how to identify a child who may be at risk of radicalisation*
- *ALL staff and volunteers will use professional judgement in identifying children who might be at risk of radicalisation and act proportionately*
- *The school **Online Safety Policy** will ensure the safety of children by ensuring they cannot access terrorist and extremist material when using the internet and that suitable filtering software is in place*
- *DSLs understand when it is appropriate to make a referral to the Channel Panel and are aware of how to do so.*



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Child Sexual Exploitation (CSE) involves exploitative situations, contexts and relationships where young people may receive something (e.g. food, accommodation, drugs, alcohol, gifts or simply affection) as a result of engaging in sexual activities. The perpetrator will not only groom the victim (possibly over a long period of time) but will always hold some kind of power which increases as the exploitative relationship develops. Sexual exploitation involves a degree of coercion, intimidation or enticement, including unwanted pressures from peers to have sex, sexual bullying including on line bullying (cyberbullying) and grooming. It is important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse and do not recognise that they are a victim of abuse.

- *The school curriculum (whereby sexual relationships/PSHE is delivered) will include relevant information around the risks associated with CSE*
- *The school **Online Safety Policy** will ensure the safety of children by ensuring they cannot access inappropriate material when using the internet and that suitable filtering software is in place*

Child Criminal Exploitation - is a form of child abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18 into any criminal activity:-
 (a) in exchange for something the victim needs or wants, and/or
 (b) for the financial or other advantage of the perpetrator or facilitator and/or
 (c) through violence or the threat of violence. Child criminal exploitation does not always involve physical contact; it can also occur through the use of technology. CCE:-

- can affect any child or young person (male or female) under the age of 18 years
- can affect any vulnerable adult over the age of 18 years
- can still be exploitation even if the activity appears consensual
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Criminal exploitation of children can include **County Lines**. This is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns or move drugs from A to B. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked or the purpose of transporting drugs and a referral to the [National Referral Mechanism](#) should be considered in addition to normal safeguarding procedures.

Honour Based Abuse (HBA) Honour based abuse is a collection of practices used to control behaviour within families in order to protect perceived cultural and religious beliefs and/or **honour**. **Violence or abuse** can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their **honour** code.

Forced Marriage is one whereby one or both parties do not consent to marriage but are forced to do so through violence, threats or any form of coercion. Schools play an important role in safeguarding children from being forced to marry.

Female Genital Mutilation (FGM) is encompassed within the term Honour Based Abuse:

- ALL staff and volunteers are aware of the "one chance rule" and will report all cases of suspected Honour Based Abuse or FGM to the DSL immediately
- FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences
- ALL staff need to be alert to the possibility of when a female pupil may be at risk of FGM or when it may have been conducted on them
- Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific **legal** duty on **teachers**. If a **teacher**, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18 or there are concerns this may be about to happen, the teacher **must** report this to the police.

Modern Slavery The Modern Slavery Act 2015 places a new statutory duty on public authorities, including schools, to notify the National Crime Agency (NCA) (section 52 of the Act) on observing signs or receiving intelligence relating to modern slavery. The public authority (including schools) bears this obligation where it has 'reasonable grounds to believe that a person may be a victim of slavery or human trafficking':

- Staff must be aware of the above and contact the DSL should they suspect or receive information that either parents or their children may be victims of modern slavery. The DSL should then contact the NCA and follow their normal safeguarding procedures.

Peer on Peer Abuse (including sexual violence and harassment) occurs when a young person is exploited, bullied and / or harmed by their peers who are the same or

similar age; everyone directly involved in peer on peer abuse is under the age of 18. Please see [Peer on Peer abuse Pan Lancashire procedures](#).

St Georges/ Mossy Lea will refer to specific guidance in Keeping Children Safe in Education Part five: Child on Child Sexual Violence and Sexual Harassment.

This is most likely to include, but may not be limited to: *bullying (including cyberbullying)*; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexual violence and sexual harassment; sexting (also known as youth produced sexual imagery); and initiation/hazing type violence and rituals. This will also include **Upskirting**. *It typically involves taking a photograph under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks for sexual gratification or causing humiliation, distress or alarm.*

- ALL staff and volunteers understand that children can abuse other children
- ALL staff and volunteers will inform the DSL of suspected peer abuse and record in line with schools recording policy
- Peer on peer abuse will be taken as seriously as any other form of abuse
- All staff understand that abuse is abuse and should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up
- All staff will understand that pupils with SEND are more prone to peer group isolation and school will have extra pastoral support to address this.
- Physical abuse between peers will be managed under the school's [Behaviour Policy – please add link to your own schools Behaviour Policy](#)
- Emotional abuse between peers will be managed under the school's [Anti-Bullying Policy – please add link to your own schools Bullying Policy](#)
- Harmful sexual behaviour will be identified and managed using the [Brook Traffic Light Tool](#) and with support and guidance from LCC Schools Safeguarding Officers
- Sexting – (See specific guidance below in regards to Sexting)
- In cases of suspected or actual peer on peer abuse a risk assessment will be undertaken and appropriate and proportionate control measures put in place to manage and reduce risk.
- DSLs understand that regarding peer on peer abuse, the victim and the perpetrator are likely to have unmet needs and require support and assessment to determine these
- The DSL will assess on a case-by-case basis, supported by children's social care and the police if required to ensure the most appropriate response for the children / young people involved
- **The DSL will consider:**
 - the wishes of the victim in terms of how they want to proceed
 - the nature of the alleged incident
 - the ages of the children involved
 - the development stages of the children involved
 - any power imbalance between the children
 - is the incident a one-off or a sustained pattern of abuse
 - are there ongoing risks to the victim, other children, school or college staff
 - contextual safeguarding issues.
- **Following a report of sexual violence, the designated safeguarding lead (or deputy) will make an immediate risk and needs assessment, considering:**
 - the victim
 - the alleged perpetrator
 - all other children (and if appropriate adult students and staff).
 - Risk assessments will be recorded and kept under review as a minimum termly.

Examples of risk Assessments and Guidance below:



Lancashire Education Risk Management Plans



Lancashire Risk Management Plans

(Further detailed guidance on Child on Child Sexual Violence and Sexual Harassment is found in Keeping Children Safe in Education 2020, part 5).

Domestic abuse is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 and over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- Psychological
- Physical
- Sexual
- Financial
- Emotional

Exposure to domestic abuse and / or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.





- *ALL staff and volunteers understand what domestic abuse is and the potential impact upon children and how this might be displayed.*
The DSLs will: -
- *Ensure that the school has suitably trained Key Adult/s in order to fulfil its obligations under Operation Encompass*
- *Ensure that the school's commitment to Operation Encompass is known throughout the school community via the means of staff training, parental letters, posters and the school website*
- *School will provide an overview of Operation Encompass with the names of the Op Encompass leads and a link to the Op Encompass website (<https://www.operationencompass.org/>) **Operation Encompass lead(s) at (St Georges/ Mossy Lea) are Andy Purcell***

Children Missing from Education can be a potential sign of abuse or neglect **including** sexual exploitation, child criminal exploitation, undergoing female genital mutilation, forced marriage or travelling to conflict zones.

- *ALL staff and volunteers follow school procedures when a child misses education particularly on repeat occasions to help identify the risk of abuse and neglect*
- *The school **Attendance Policy** is up to date, reviewed annually and includes reference to CME and procedures followed in the case of children missing or who have attendance concerns*
- *There is an admissions policy and an attendance register*
- *The Local Authority is informed of any pupil who fails to attend school regularly, or has been absent without the schools permission for a continuous period of 10 school days or more*
- ***Where reasonably possible** schools and colleges should hold more than one emergency contact number for their pupils and students.*
- *ALL staff will be aware that children going missing from education can be a warning sign of safeguarding considerations. .*

	<p>Sexting is defined as the production and/or sharing of sexual photos and videos of and by young people who are under the age of 18. (UKCCIS, 2016). It includes nude or nearly nude images and/or sexual acts. It is also referred to as 'youth produced sexual imagery'. 'Sexting' does not include the sharing of sexual photos and videos of under-18 year olds with or by adults. This is a form of child sexual abuse and must be referred to the police.</p> <ul style="list-style-type: none"> • School staff are aware of how to manage sexting incidents and must pass on any incidents or concerns to the DSL • School staff are aware that they should never view, download or share the imagery, or ask a child to share or download – this is illegal • If staff have already viewed the imagery by accident (e.g. if a young person has showed it to them before they could ask them not to), report this to the DSL • Staff will not delete the imagery or ask the young person to delete it. • Staff will not ask the young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL • Staff will keep details of the incident confidential, reporting this to the DSL • Staff are mindful not to do anything to blame or shame any young people involved • The incident will be followed up by the DSL or Deputies and follow appropriate guidelines as set in (UKCCIS, 2016). • If the DSL/ SLT must view the images, this should be discussed and done so in a private space and the reasoning behind this must be logged on the incident report. <p><u>Other vulnerable categories</u></p> <ul style="list-style-type: none"> • ALL staff will have read Annex A of Keeping Children Safe in Education and be aware of specific forms of abuse and safeguarding issues and vulnerable groups of children including; • Children in the Court system; • Children with family members in prison • Child Criminal Exploitation • Homelessness <p>For all specific safeguarding issues, DSLs will seek advice from LCC Schools Safeguarding Officers or MASH Education Officers and follow national and local guidance. https://panlancashirescb.proceduresonline.com/chapters/contents.html</p>
<p>Online Safety</p>	<p>St Georges CE/ Mossy Lea is committed to keeping pupils safe online. We therefore ensure that:</p> <ul style="list-style-type: none"> • ALL staff and volunteers understand that children can be harmed online via hurtful and abusive messages, enticing children to engage in age inappropriate conversations, sharing and production of indecent images or encouraging risk taking behaviour • The school's Online Safety Policy details how we keep pupils safe when using the internet and mobile technology • Online bullying by pupils, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our <u>Anti-bullying / Behaviour Policy – please add link to your Bullying Policy and Behaviour Policy</u> • There is a clear and explicit procedure for dealing with mobile phones that are brought into school by children • DfE advice; <u>Searching, Screening and Confiscation</u> is followed where there is a need to search a pupil for a mobile device • When school become aware of an online safety issue that has occurred outside of school, it is managed in accordance with the school Online Safety Policy

	<ul style="list-style-type: none"> The school has appropriate filters and monitoring systems in place regarding use of internet (3G and 4G) in school - these should be detailed in the Online Safety Policy.
Record Keeping	<p>St Georges CE/ Mossy Lea is committed to recording all matters relating to the welfare of children in a relevant format. We therefore ensure that:</p> <ul style="list-style-type: none"> DSLs will create and maintaining accurate safeguarding records There is an agreed format for reporting all matters relating to child wellbeing, from an early help requirement to a disclosure of abuse ALL staff use the agreed format for passing on concerns Concerns should be factual and evidence based Concerns should be recorded on CPOMS (CHRONOLOGY FORMS AT MOSSY LEA) system Concerns should be passed directly to the DSL ALL concern logs will be kept electronically <i>using CPOMS (CHRONOLOGY FORMS AT MOSSY LEA)</i> A pupil will have an individual safeguarding file when there has been a number of concerns, an offer of Early Help or the family is, or has been at Level 2 or above on the Continuum of Need DSLs will record all discussions, decisions and rationale behind decisions and sharing of information in the child's records DSLs will record evidence of child's wishes, professional challenge, offers of early help and multi-agency working When individual pupils are discussed during staff meetings, such as supervision, staff updates or risk assessments etc. pupil information should be anonymised or stored in a secure manner All safeguarding records will be stored on CPOMS (CHRONOLOGY FORMS AT MOSSY LEA) Only DSLs and other named staff will have access to safeguarding records A pupil's safeguarding file will be transferred, in its entirety, to the educational establishment where the child moves to, unless there is ongoing legal action The safeguarding file will be sent securely to the DSL at the receiving school A receipt will be obtained at time of transfer and the responsibility for the safeguarding records will pass to the receiving school The educational establishment where the pupil attends at statutory school leaving age (18) will securely retain the safeguarding records until the child's 25th birthday. Safeguarding records will then be destroyed securely School will seek advice from legal services and/or Schools Safeguarding Officers if any staff are unclear about any aspects of safeguarding record keeping.
Safer Recruitment	<p>St Georges CE/ Mossy Lea is committed to keeping pupils safe by ensuring that adults who work or volunteer in school are safe to do so. We therefore ensure that:</p> <ul style="list-style-type: none"> LCC Human Resources guidance is adhered to, to ensure that there is a strong reference and commitment to safeguarding during advertisement, selection and recruitment of new staff Ensure that there are sufficient staff/Governors who have undertaken appropriate Safer Recruitment training in the last 5 years to enable at least one person on every recruitment panel to be appropriately trained. This is a legal requirement. There are at least 2 people on each selection panel. ALL staff will monitor the conduct of all adults who come into contact with children at school and report any concerns to the <i>DSL, Headteacher or Chair of Governors delete</i> Relevant, proportionate and lawful checks are undertaken on all adults who regularly work at, or visit the school A Single Central Record is kept of checks that are undertaken on all adults who regularly work at, or visit the The SCR is stored securel on the school's management system.

	<ul style="list-style-type: none"> • DSLs/HT/Safeguarding Governor/Chair of Governors • should evidence regular (at least termly) oversight/scrutiny of the SCR • Evidence of staff members identity, required qualifications and the right to work in the UK will be kept in individual personnel files • Covering (umbrella) letters will be obtained from agencies and other employers that provide staff to work in school to confirm that appropriate checks have been undertaken. Agencies will be requested to complete the checklist found at Appendix Q of the R&S Guidance. (Copy here)  <p>Appendix Q - Agency R&S checklist</p> <ul style="list-style-type: none"> • Individual identity checks will be undertaken on those staff detailed above to ensure they are employees of the named agency/employer • A transfer of control agreement will be used where other agencies/organisations use school premises and are not operating under school's safeguarding policies and procedures • Adults who are involved in the management or provision of child care of children in Early Years, or in out of school provision for children up to 8 years old, will make a declaration that they are not disqualified under the Child Care Act 2006. • With regard to Disqualification Under the Childcare Act we will adhere to Guidance from Lancashire County Council Human Resources • This declaration will be renewed annually and evidenced using the LCC staff declaration form April 2020. This form will be retained and stored securely. <div style="display: flex; justify-content: space-around; align-items: center;">    </div> <p style="text-align: center;">ANNUAL STAFF Staff declaration Guidance and CONFIRMATION FOI form April 2020.docx FAQs.docx</p> <ul style="list-style-type: none"> • When an issue is declared, advice will be sought from Ofsted about the need to apply for a waiver. If a waiver is necessary, a risk assessment will be carried out and proportionate measures put in place until a waiver has been issued or matters resolved. If it is not resolved, this must be reported:- disqualification@ofsted.gov.uk • Advice will be sought from Human Resources, LADO and/or Schools Safeguarding Officers if any staff are unclear about any aspects of Safer Recruitment.
Visitors	<p>St Georges CE/ Mossy Lea is committed to keeping pupils safe by ensuring that visitors to school do not pose a risk to children at our school. We therefore ensure that:</p> <ul style="list-style-type: none"> • Visitors to school sign in and wear identification lanyard to indicate they have done so • ALL staff and children, where appropriate, will challenge visitors to school who are not wearing correct identification • Visitors sign out and remove/hand in their identification when they leave the school • Visitors are made aware of who to speak to if they are worried about a child during their visit by speaking to a member of the school's SLT, or DSL, or deputy DS. • Visitors are accompanied during their visit, when children are present, unless they have undergone relevant checks and these are accepted and verified by DSL or Headteacher • Visitors will behave in a way that is compliant with the school's code of conduct • Visitors will not use mobile phones or other similar electronic devices during their visit unless agreed by the Headteacher or DSL. • Visitors will not initiate contact or conversations with pupils unless this is relevant and appropriate to the reason for their visit

	<ul style="list-style-type: none"> When there are several visitors to the school at the same time (such as for an assembly etc.) there will be adequate staff supervision of children and visitors. A risk assessment will be undertaken if deemed necessary or appropriate When visitors are undertaking activities with children, content of the activity will be agreed with the Headteacher or DSL, prior to the visit. 	
Cameras, Mobile Phones and Devices	<p><u>(The Early Years Foundation Stage, EYFS 2017)</u> <i>All settings are advised to retain this section within their policy.</i></p> <p>St Georges CE/ Mossy Lea is committed to keeping pupils safe by ensuring that electronic devices such as cameras, phones and tablets are used in an appropriate manner. School will therefore ensure that:</p> <ul style="list-style-type: none"> parental consent is obtained to take and use photographs and/or videos of children parental consent is obtained for photographs to be taken by the media for use in relation to promoting or publishing the school separate parental consent is obtained if any other agency requests to take photographs of any child parental consent will be valid for 5 years but may be sought more regularly at the discretion of the Headteacher images will be uploaded to, and stored in a secure place for a relevant amount of time, this may be for longer than the child is at school if appropriate photographs and videos of children are only taken to provide evidence of their achievements for developmental records or for other school related purposes staff, visitors, volunteers and students do not use their own mobile phones to take or record any images of children the school's digital camera/s or memory cards must not leave the school setting unless this is agreed by the Headteacher for official school business photos are printed/uploaded in the setting by staff and once done images are immediately removed from the cameras memory parents are reminded frequently of the risks associated with posting images of children to social media parents are reminded frequently that they are not permitted to distribute or post images that contain children other than their own staff, volunteers and visitors will not use mobile phones in toilet or changing areas The staff handbook will outline when and where staff, volunteers and visitors can use their mobile phones ALL staff, volunteers and visitors will adhere to the above policies and failure to do so will be addressed appropriately by the Headteacher and/or the Governing Body Pupils' use of mobile phones and other devices will be managed under the school's behaviour policy. And staff handbook. DFE Advice; <u>Searching, Screening and Confiscation</u> is followed where there is a need to search a pupil for a mobile device. 	
Key Personnel and Training Details	Designated Safeguarding Lead (DSL)	Andy Purcell Antonella Greenhalgh Michelle Yates
	Date DSL Training Attended	24.9.20 4.10.20
	Back-up/Deputy DSL(s)	Louise Darlington Rob Horne
	Date DSL Training Attended	24.9.2020

	Prevent Lead	Andy Purcell
	<i>Date Prevent training attended</i>	1.5.2017 Refreshed 3.9.2019
	Headteacher	Andy Purcell
	<i>Date safeguarding training attended (state type of training)</i>	24.9.2020
	Chair Of Governors	Councillor Alan Whitticker
	<i>Date safeguarding training attended (state type of training)</i>	
	Safeguarding Governor	Councillor Alan Whitticker
	<i>Date safeguarding training attended (state type of training)</i>	
Useful Contacts	LCC Schools Safeguarding Officer	Victoria Wallace 01772 531196 school.safeguarding@lancashire.gov.uk
	LADO - (Local Authority Designated Officer)	Tim Booth / Shane Penn / Donna Green 01772 536694 LADO.admin@lancashire.gov.uk
	MASH Education Officers	Jenny Ashton 01772 531643 jennifer.ashton@lancashire.gov.uk Matt Chipchase 01254 220989 matt.chipchase@lancashire.gov.uk
	Children and Family Wellbeing Service CON2	The Children and Family Wellbeing Service (CFW) offers support to children, young people age 0-19+yrs (0 - 25yrs for SEND) and their families across Lancashire. Any agency can request access to this support for a family or individual child by making a Request for Support . Please note that a CAF (Early Help Assessment) should be in place.
	Lancashire Children's Social Care / MASH CON 3 and 4	Anyone can raise a concern about the safety and welfare of a child by calling 0300 123 6720 (or between 5.00pm - 8.00am on 0300 123 6722.)* Before you make contact with MASH you need to consider if the child or young person's needs can be met by services from within your own agency, or by other professionals already involved with the family, including consideration to initiating a CAF (Early Help Assessment) Where possible, share information with consent, and where possible, respect the wishes of those who do not

		<p><i>consent to having their information shared. Under the GDPR and Data Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk. 7 golden rules</i></p> <p><i>Where the needs of the child meet Levels 3 and 4** of the Continuum of Need, professionals are advised to submit a referral form directly to Children's Social Care via the Multi Agency Safeguarding Hub cypreferrals@lancashire.gov.uk</i></p> <p><i>**Where there are immediate safeguarding concerns about a child or young person (level 4 of the CON / child protection), you should make direct contact with MASH on the following number or the Police (999 in an emergency) - and complete the referral form once the immediate concerns have been addressed. If the child you are concerned about already has an allocated Social Worker go directly to this person by contacting 0300 123 6720:</i></p>
	Whistleblowing	<p>01772 532500 WhistleblowingComplaints@lancashire.gov.uk</p>

Where possible, share information with consent, and where possible, respect the wishes of those who do not consent to having their information shared. Under the GDPR and Data Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk.

- Following HR, designate officer and any CSC / Police advice, case manager ensures appropriate support for the adult who is the subject of the allegation.

IT IS ALLEGED THAT

A teacher, member of staff or volunteer has:

- a. **behaved in a way that has harmed a child, or may have harmed a child;**
 - b. **possibly committed a criminal offence against or related to a child; or**
 - c. **behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children**
- Person receiving information or observing incident records basic facts

Report to Headteacher who becomes the Case Manager (Report to Chair of Governors if Allegation is against Headteacher)

- Case Manager begins timeline / record & ensures any immediate risk managed
- Case Manager may seek advice via HR
- **Any allegation MUST be reported IMMEDIATELY to the local authority's Designated Officer**

Tim Booth /Shane Penn / Donna Green 01772536694 Email:
lado.admin@lancashire.gov.uk

- Nature and context discussed and next steps agreed, including information sharing.
Recorded by case manager

Agreed that Matter to be Dealt with in and by School

- Ensure appropriate support for all
- Case Manager records, including formal outcome on HR file
- Consider any learning & share with HR, Trust, staff and parents

Formal External Referral

- Case Manager completes referral to designated officer **and** any onward consultation / referral(s) to Children's Social Care and Police
- Discuss with HR

Strategy Meeting

Back to school for internal action

Police enquiries

s47 / CP enquiries

Unfounded

False

Malicious

Unsubstantiate

Substantiated

Once external enquiries and processes have run their course, case manager discusses with designated officer and HR whether any further action, including disciplinary action, is appropriate and, if so, how to proceed. DBS and TRA referrals made as required where harm

Record Keeping Guidance for Designated Safeguarding Leads / Deputy DSLs

- All concerns, discussions and decisions made, and **the reasons for those decisions**, will be recorded on CPOMS (CHRONOLOGY FORMS AT MOSSY LEA);
- When a welfare concern is brought to your attention you should check to ensure that this is sufficiently detailed and, where appropriate, that it has been dated and signed by the staff member who has reported the concern;
- Ensure that any supplementary information is attached, signed and dated;
- Hand written notes, e.g. made when a child made a disclosure, body maps etc - should be scanned into CPOM and reference made to this in the chronology;
- Make a record of the action you take in response to every welfare concern brought to your attention. The level of detail will clearly depend on nature and seriousness.

In addition, DSLs might need to record:

- ✓ the rationale for not taking a particular course of action, or for choosing one over another;
- ✓ Positives and change(s) in chronologies as these can be really important, especially where cumulative forms of abuse such as neglect and FII are concerned;
- ✓ Requests to staff for monitoring specific aspects of the child's presentation, behaviour, attendance etc;
- ✓ Discussions and telephone calls (with colleagues, parents and children / young people Social Care and other agencies or services);
- ✓ Professional consultations;
- ✓ Letters sent and received;
- ✓ Early Help Assessments and referrals (both for external and education-based services).

Record Keeping Guidance for All Staff - Recording a Concern

** See also Appendix 2 re accidents / injuries at home*

What is a 'welfare concern'?

Concerns may arise in one or more of the following areas:

- The child's behaviour;
- The child has a physical injury;
- Someone makes a disclosure or allegation;
- Someone's physical, emotional or behavioural presentation;
- Information from someone else who is worried.

What Should Be Recorded?

- Date and sign your record if it is handwritten or hard copy. Do not use initials;
- Describe the incident / event / observation clearly and concisely;
- Use straightforward (but sensitive) language;
- Differentiate between a fact and an opinion (and stick to the former where possible);
- Make clear what, if any, action you have already taken.

Physical Marks and Injuries (inc. the use of body maps)

Body maps should be used to document and illustrate visible signs of harm and physical injuries:

- Always use a black pen (never a pencil) and do not use correction fluid or any other eraser;
- Do not remove clothing unless the site of the injury site is available because of treatment;
- Record the following information in respect of each mark identified e.g. red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:
 - ✓ Exact site of injury on the body, e.g. upper outer arm/left cheek;
 - ✓ Size of injury - in appropriate centimetres or inches;
 - ✓ Approximate shape of injury, e.g. round/square or straight line;
 - ✓ Colour of injury - if more than one colour, say so;

- ✓ Is the skin broken?
- ✓ Is there any swelling at the site of the injury, or elsewhere?
- ✓ Is there a scab/any blistering/any bleeding?
- ✓ Is the injury clean or is there grit/fluff etc?
- ✓ Is mobility restricted as a result of the injury?
- ✓ Does the site of the injury feel hot?
- ✓ Does the child feel hot?
- ✓ Does the child feel pain?
- ✓ Has the child's body shape changed?
- ✓ Are they holding themselves differently?
- ☹ **DO NOT** try to explain what you think caused the marks;
- ☹ **Do NOT** take photographs.
- The date **and time** of the recording must be stated as well as the name and designation of the person making the record.
- Ensure that appropriate first aid is provided where required and document this.