



Lawrence House School

Child Protection and Safeguarding Policy and Procedures

| | |
|--------------------------------|---|
| Document Reference | QPC 6.9g |
| Publication Date | November 2016 |
| Review Date | November 2017 |
| Approved Designated Officer | Joanne Sammon |
| Approved Education Coordinator | Fay Donnelly |
| Approved Chair of Governors | Tony Nolan |
| Related Policies | QPC 5.3 – Recognising Abuse Guidance QPC 5.4 – Safeguarding Children QPC 5.5 – Allegations Against Staff QPC 5.19 – Cyber Bullying QPC 5.20 – Internet Safety |

Table of Contents

| | |
|---|----|
| Title page | 1 |
| Table of Contents | 2 |
| 1 Organisational context | 4 |
| 2 Key roles | 4 |
| 3 Policy statement and principles | 4 |
| 4 Child protection statement | 3 |
| 5 Policy principles | 4 |
| 6 Policy aims | 4 |
| 7 Safeguarding legislation and guidance | 5 |
| 8 Roles and responsibilities | 6 |
| 8.1 All staff, volunteers and governors | 6 |
| 8.2 The Designated Safeguarding Lead | 7 |
| 8.3 The deputy designated person(s) | 8 |
| 8.4 The Company Safeguarding Lead | 8 |
| 9 Good practice guidelines and staff code of conduct | 9 |
| 10 Abuse of position of trust | 9 |
| 11 Children who may be particularly vulnerable | 10 |
| 12 Missing children | 10 |
| 13 Helping children to keep themselves safe | 10 |
| 14 Support for those involved in a child protection issue | 11 |
| 15 Complaints procedure | 11 |
| 16 Whistle blowing if you have concerns about a colleague | 12 |
| 17 Allegations against staff | 12 |
| 18 Staff training | 13 |
| 19 Safer recruitment | 13 |
| 20 Regulated Activity | 14 |
| 21 Volunteers | 14 |
| 22 Record keeping | 14 |
| 23 Contractors | 15 |
| 24 Site security | 15 |
| 25 Extended school and off-site arrangements | 15 |
| 26 Photography and images | 16 |

| | |
|--|----|
| 27 Online or E-Safety | 16 |
| 28 Staff/pupil relationships | 17 |
| 29 Child protection procedures | 17 |
| 29.1 Recognising abuse | 17 |
| 29.2 Four categories of abuse | 17 |
| 29.2.1 Physical abuse | 17 |
| 29.2.2 Emotional abuse | 17 |
| 29.2.3 Sexual abuse | 18 |
| 29.2.4 Neglect | 18 |
| 29.3 Bullying | 18 |
| 29.4 Indicators of abuse | 19 |
| 29.5 Impact of abuse | 20 |
| 29.6 Taking action | 20 |
| 29.7 If you are concerned about a pupil's welfare | 20 |
| 29.8 If a pupil discloses to you | 21 |
| 29.9 Notifying parents | 22 |
| 29.10 Enquiry to MASH (Referral to children's social care) | 22 |
| 29.11 Children with sexually harmful behaviour | 22 |
| 29.12 Sexual exploitation of children | 23 |
| 29.13 Female Genital Mutilation | 23 |
| 29.14 Forced Marriage | 23 |
| 29.15 Radicalisation and Extremism | 24 |
| 29.16 Reporting directly to child protection agencies | 25 |
| 30 Important contact details | 26 |
| 31 Related safeguarding portfolio policies | 26 |
| 32 Safeguarding and Allegations Flow Chart | 27 |
| Appendix 1 – Glossary | 29 |

1 Organisational context

Quality Protects Children Limited (QPC) has 6 children's homes and one school within its service portfolio offering education to other sites as required. The importance of this is that all the research and findings from national reviews into safeguarding point to communication between services as a key area of weaknesses and vulnerability.

This safeguarding policy is aimed at ensuring the school meets its statutory obligations under the Independent School Standards, therefore as the young people attending the school are also in our children's home provision it is at the joining up or boundary between school and children's home that we must be clear.

The general principle is that what happens during the school day is the responsibility of the school. However events are rarely in isolation and communication between the home and school is critical in ensuring each child is kept safe and protected.

2 Key roles

Designated Safeguarding Lead for Lawrence House School

Fay Donnelly

Deputy Safeguarding Lead for Lawrence House School

Rachel Burke

Company Safeguarding Lead for QPC

Jo Sammon

3 Policy statement and principals

This policy is one of a series in the school's integrated safeguarding portfolio.

The school's safeguarding arrangements are inspected by Ofsted under the judgements for personal development, behaviour and welfare, and leadership and management.

Our core safeguarding principles are:

- the school's responsibility to safeguard and promote the welfare of children is of paramount importance
- safer children make more successful learners
- policies will be reviewed at least annually unless an incident or new legislation or guidance suggests the need for an interim review.

4 Child protection statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The procedures contained in this policy outline how we will deliver this responsibility and apply to ALL staff.

5 Policy principles

- The welfare of the child is paramount
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm
- Pupils and staff involved in child protection issues will receive appropriate support

6 Policy aims

- To provide all staff with the necessary information to enable them to meet their child protection responsibilities
- To ensure consistent good practice
- To demonstrate the school's commitment with regard to child protection to pupils, parents and other partners
- To contribute to the school's safeguarding portfolio

7 Safeguarding legislation and guidance

[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.]

[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.]

- The **Teacher Standards 2012** state that teachers, including headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- The statutory guidance **Working Together to Safeguarding Children 2016** covers the legislative requirements and expectations on individual services (including schools and colleges) to safeguard and promote the welfare of children.

It also provides the framework for Safeguarding Children Boards to monitor the effectiveness of local services, including safeguarding arrangements in schools.

- The statutory guidance **Keeping Children Safe in Education September 2016** is 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. Schools and colleges must have regard to this guidance when carrying out their duties to safeguard and promote the welfare of children. Unless otherwise stated, 'school' in this guidance means all schools, whether maintained, non-maintained or independent, including academies and free schools, alternative provision academies and pupil referral units. 'School' includes maintained nursery schools. 'College' means further education colleges and sixth form colleges as established under the Further and Higher Education Act 1992 and relates to their responsibilities to children under the age of 18 (but excludes 16-19 academies and free schools, which are required to comply with relevant safeguarding legislation by virtue of their funding agreement)
- All staff must read Part One of this guidance and staff can find a copy in staff room.
- **What to do if you're worried a child is being abused 2015 – Advice for practitioners** is non statutory advice which helps practitioners (everyone who works with children) to identify abuse and neglect and take appropriate action [in staff folder and in staff room]

In the UK, more than 50,000 children are annually subject to a child protection plan (DfE, 2015). Research suggests that one child a week dies from abuse and one child in six is exposed to violence in the home. The prevalence of neglect continues to be a major concern and online abuse is increasing. The sexual exploitation of children is a growing problem and disabled children are three times more likely to be abused and neglected.

Due to their day-to-day contact with pupils, school staff are uniquely placed to observe changes in children's behaviour and the outward signs of abuse. Children may also turn to a trusted adult in school when they are in distress or at risk. It is vital that all school staff are alert to the signs of abuse and understand the procedures for reporting their concerns. The school will always act on identified concerns

8 Roles and responsibilities

All schools should appoint a member of the senior leadership team to coordinate child protection arrangements.

8.1 All staff, volunteers and governors

- Being aware of the Knowsley Safeguarding Procedures and ensuring these procedures are followed.
- Listening to, and seeking out, the views, wishes and feelings of children and young people, ensuring in this that the child's voice is heard and referred to.
- Knowing who the School Designated Officer(s) for safeguarding are and who is the school link for Child protection and Safeguarding.

- Being alert to signs of abuse, including specific issues in safeguarding and their need to refer any concerns to the Safeguarding Designated leads(s) in the school.
- Know about the 'Allegations against professionals' procedures and feel confident in being able to use them.
- Being aware of the Guidance for Safer Work Practice 2009 and local procedures for Safer Working Practices.
- Ensuring that Child Protection training is up to date, and taking place at recommended intervals to ensure staff, volunteers and governors are kept up to date.
- Sharing information and working together to provide children and young people with the help and support they need.
- Supporting pupils who have been abused in accordance with his/her Child protection Plan.
- Seeking early help where a child or family would benefit from coordinated support from more than one agency to prevent needs escalating to a point where intervention would be needed via a statutory assessment.
- If at any time it is considered that the child may be a child in need as defined in the 'Children Act' (1989), or that the child has suffered significant harm or is likely to do so, a referral is made immediately to the Local Authority Children's Social Care.
- If staff have concerns they should raise these with the Designated Safeguarding Lead and they will usually decide next steps (however anyone in a school can make a referral).
- If they are unclear about what has happened to their concerns following a referral they can enquire further and obtain feedback.
- The staff are aware of the Knowsley Safeguarding Children Board's Escalation Policy and process, which may be followed if a staff member fears their concerns have not been addressed, and of the Confidential Reporting Code (Whistle Blowing).
- Learning from the outcomes of serious case reviews.

8.2 The Designated Safeguarding Lead:

- has the status and authority within the school to carry out the duties of the post, including committing resources and supporting and directing other staff
- is appropriately trained, with refreshers at least every two years
- acts as a source of support and expertise to the school community
- encourages a culture of listening to children and taking account of their wishes and feelings
- is alert to the specific needs of children in need, those with special educational needs and young carers
- has a working knowledge of Knowsley Safeguarding Children Board procedures
- makes staff aware of training courses and the latest policies on safeguarding
- has an understanding of locally agreed processes for providing early help and intervention

- keeps detailed written records of all concerns, ensuring that such records are stored securely and flagged on, but kept separate from, the pupil's general file
- refers cases of suspected abuse to MASH
- liaises with children's homes managers where a child plan is absent
- ensures that when a pupil leaves the school, their child protection file is passed to the new school (separately from the main pupil file and ensuring secure transit) and confirmation of receipt is obtained. The pupil's social worker is also informed
- attends and/or contributes to child protection conferences
- coordinates the school's contribution to child protection plans
- develops effective links with relevant statutory and voluntary agencies including the KSCB
- ensures that all staff sign to indicate that they have read and understood the child protection policy
- ensures that the child protection policy and procedures are regularly reviewed and updated annually, working with governors and proprietors regarding this
- liaises with the nominated governor leading on safeguarding
- keeps a record of staff attendance at child protection training
- makes the child protection policy available publicly, on the school's website or by other means
- ensures residential children's home managers are aware of the school's role in safeguarding and that referrals about suspected abuse and neglect may be made
- ensures that pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online
- School leaders ensure that the child's wishes are taken into account when determining action to be taken or services to be provided
- liaises with the designated officer or team in the local authority where an allegation is made against a member of staff

8.3 The deputy designated person(s):

Is appropriately trained and, in the absence of the designated person, carries out those functions necessary to ensure the on-going safety and protection of pupils. In the event of the long-term absence of the designated person, the deputy will assume all of the functions above.

8.4 The Company Safeguarding Lead

- Keeps an overview of safeguarding practice across both school and children's homes to ensure communication and responsibilities are clear.
- ensures that the safeguarding/child protection policy and procedures are implemented and followed by all staff
- allocates sufficient time, training, support and resources, including cover arrangements when necessary, to enable the DSL and deputy to carry out their roles effectively, including attendance at strategy discussions and other necessary meetings

- ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the Whistle Blowing procedures (6.9r)
- ensures that anyone who has harmed or may pose a risk to a child is referred to the Disclosure and Barring Service.

9 Good practice guidelines and staff code of conduct

To meet and maintain our responsibilities towards pupils we need to agree standards of good practice which form a Code of Conduct for all staff. Good practice includes:

- treating all pupils with respect
- setting a good example by conducting ourselves appropriately
- involving pupils in decisions that affect them
- encouraging positive, respectful and safe behaviour among pupils
- being a good listener
- being alert to changes in pupils' behaviour and to signs of abuse, neglect and exploitation
- recognising that challenging behaviour may be an indicator of abuse
- reading and understanding the school's child protection policy, staff behaviour policy and guidance documents on wider safeguarding issues, for example bullying, behaviour, physical contact, sexual exploitation, extremism, online safety and information-sharing
- asking the pupil's permission before initiating physical contact, such as assisting with dressing, physical support during PE or administering first aid
- maintaining appropriate standards of conversation and interaction with and between pupils and avoiding the use of sexualised or derogatory language
- being aware that the personal and family circumstances and lifestyles of some pupils lead to an increased risk of abuse
- applying the use of reasonable force only as a last resort and in compliance with school and DLA procedures
- referring all concerns about a pupil's safety and welfare to the DSL, or, if necessary directly to police or MASH
- following the school's rules with regard to relationships with pupils and communication with pupils, including on social media

10 Abuse of position of trust

All school staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach.

In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a pupil under 18 may be a criminal offence, even if that pupil is over the age of consent.

11 Children who may be particularly vulnerable

Our pupils, by virtue of their being in care, will have an increased risk of abuse or may have experienced trauma, attachment difficulties and abuse.

This means that children at Lawrence House School are in the child social care system. Teaching staff have to be particularly vigilant to the risk factors identified and ensure regular, systematic and effective communication with staff in the children's homes on a daily basis. This means sharing information: if a child has a difficult day in school that needs to be handed over to the children's home and if a child is coming into school after a difficult time in the home then again that information must be shared.

12 Missing children

Attendance, absence and exclusions are closely monitored. A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation. The DSL will monitor unauthorised absence and take appropriate action, particularly where children go missing on repeated occasions and/or are missing for periods during the school day.

As the school's pupils are all living in children's homes, many of the young people will have had negative or weak experiences of education. Each pupil's needs are to be understood on an individual basis.

If a child leaves school during the day or leaves a member of staff on an outing the teacher must inform the children's home. The pupil may then be 'handed over' to the care staff but the DSL retains a responsibility to monitor and assure themselves that appropriate safeguarding action has been taken.

In circumstances where a child's risk assessment identifies the child going missing as a high risk then serious consideration needs to be given as to whether the outing is appropriate.

If a child goes missing and there is immediate concern for the child's welfare then the teacher should immediately report the child missing to the police.

13 Helping children to keep themselves safe

Children are taught to understand and manage risk through our personal, social, health and economic (PSHE) education and sex and relationships lessons and through all aspects of school life. Our approach is designed to help children to think about risks they may encounter and with the support of staff to work out how those risks might be reduced or managed. Discussions about risk are empowering and enabling for all children and promote sensible behaviour rather than fear or anxiety. Children are taught how to conduct themselves and how to behave in a responsible manner. Children are also reminded regularly about online safety, the risks of

sharing content and images online and tackling bullying, including cyber bullying procedures. The school continually promotes an ethos of respect for children, and pupils are encouraged to speak to a member of staff of their choosing about any worries they may have.

14 Support for those involved in a child protection issue

Child abuse is devastating for the child and can also result in distress and anxiety for staff who become involved.

We will support pupils, their families, and staff by:

- Working collaboratively and closely with each pupil's children's home whilst maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies
- Completing risk assessments that identify risk behaviours and strategies for addressing these.
- taking all suspicions and disclosures seriously
- nominating a link person who will keep all parties informed and be the central point of contact
- Where a member of staff is the subject of an allegation made by a pupil, separate link people will be nominated to avoid any conflict of interest
- responding sympathetically to any request from pupils or staff for time out to deal with distress or anxiety
- storing records securely
- offering details of helplines, counselling or other avenues of external support
- following the procedures laid down in our child protection (policy 6.6g), whistleblowing (policy 6.9r), complaints (policy 6.9h) and disciplinary procedures
- co-operating fully with relevant statutory agencies.

15 Complaints procedure

Our complaints procedure (policy 6.9h) will be followed where a pupil or parent raises a concern about poor practice towards a pupil that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a pupil or attempting to humiliate them, bullying or belittling a pupil or discriminating against them in some way. Complaints are managed by senior staff

Complaints from staff are dealt with under the company's complaints and disciplinary and grievance procedures.

Complaints which escalate into a child protection concern will automatically be managed under the school's child protection procedures

16 Whistle blowing if you have concerns about a colleague

Staff who are concerned about the conduct of a colleague towards a pupil are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. The school's whistleblowing policy (policy 6.9r) enables staff to raise concerns or allegations, initially in confidence and for a sensitive enquiry to take place.

All concerns of poor practice or possible child abuse by colleagues should be reported to the Education Coordinator. Complaints about the Education Coordinator should be reported to the Company Safeguarding Lead.

Staff may also report their concerns directly to children's social care or the police if they believe direct reporting is necessary to secure action.

17 Allegations against staff

When an allegation is made against a member of staff, set procedures must be followed. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.

A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we must accept that some professionals do pose a serious risk to pupils and we must act on every allegation.

Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not the default option and alternatives to suspension will always be considered. In some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected. In the event of suspension, the school will provide support and a named contact for the member of staff.

We will ensure that all allegations are discussed with the Local Authority Designated Lead (LADO) in every case.

The full procedures for dealing with allegations against staff can be found in *Keeping Children Safe in Education (DfE, 2016)* and in the company's **Managing Allegations policy and procedures (QPC 5.5)**. Allegations against staff are recorded by the DSL in the *Allegations Against Staff* logbook and are confidential to the DSL and Company Safeguarding Lead.

Staff, parents and governors are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing, including content placed on social media sites.

Allegations concerning staff, who no longer work at the school, or historical allegations will be reported to the police.

18 Staff training

It is important that all staff receive training to enable them to recognise the possible signs of abuse, neglect and exploitation and to know what to do if they have a concern.

New staff will receive a briefing during their induction, which includes the school's safeguarding/child protection policy and staff behaviour policy, reporting and recording arrangements, and details for the DSL. All staff will receive training that is regularly updated, at least annually and the DSL's knowledge and skills should be updated at least annually will receive safeguarding training updated at least every two years, including training in inter-agency procedures.

Supply staff and other visiting staff will be given the school's policy as part of their induction including online safeguarding training. They are given time to read the policy file and confirm they have read them.

All staff will be made aware of the increased risk of abuse to looked after children.

19 Safer recruitment

Our school endeavours to ensure that we do our utmost to employ safe staff by following the [guidance in Keeping Children Safe in Education (2016) together with the DSCB and] the QPC's Staff Recruitment policy and procedures.

Safer recruitment means that applicants will:

- complete an application form which includes their employment history, explains any gaps in that history and asks about previous disciplinary record.
- provide two referees, including at least one who can comment on the applicant's suitability to work with children
- provide evidence of identity and qualifications
- if offered employment, be checked in accordance with the Disclosure and Barring Service (DBS) regulations as appropriate to their role. This will include an enhanced DBS check and a barred list check for those engaged in Regulated Activity
- if offered employment, provide evidence of their right to work in the UK
- be interviewed, if shortlisted.

The school will also

- verify the preferred candidate's mental and physical fitness to carry out their work responsibilities
- obtain references for all shortlisted candidates, including internal candidates

- carry out additional or alternative checks for applicants who have lived or worked outside the UK
- ensure that applicants for teaching posts are not subject to a prohibition order issued by the Secretary of State

At least one member of each recruitment panel will have attended safer recruitment training.

All new members of staff will undergo an induction that includes familiarisation with the school's child protection policy and staff behaviour policy and identification of their child protection training needs.

All staff sign to confirm they have received a copy of the child protection policy and staff behaviour policy.

The school obtains written confirmation from supply agencies or third party organisations that agency staff or other individuals who may work in the school have been appropriately checked.

Trainee teachers will be checked either by the school or by the training provider, from whom written confirmation will be obtained.

QPC head office maintains a single central record of recruitment checks undertaken on behalf of the school. At the end of each recruitment a staff file is compiled and the Education Coordinator has to sign off that all the relevant checks have been completed. The responsibility to carry out pre-employment checks, updating and maintaining the single central record is with Christine Melia.

20 Regulated Activity

Schools are 'specified places' which means that the majority of staff and volunteers will be engaged in regulated activity. A fuller explanation of regulated activity can be found in Keeping Children Safe in Education (2016) part three.

21 Volunteers

Volunteers will undergo the same checks as applicants for employment.

Volunteers must have a full induction before they commence volunteering and their role agreed in writing before commencement of volunteering activity.

22 Record keeping

Safeguarding depends on timely and full record keeping.

Records of safeguarding matters will be audited on a termly basis by the Company Safeguarding Lead to assure the quality of practice and provide feedback to support improved practice where necessary.

The school has now been issued with a number of bound safeguarding books for completion for the following matters:

- Safeguarding
- Bullying
- Staff competency in safeguarding
- Allegations against staff (for managers only)
- Incident report book

Teaching staff are responsible for ensuring all incidents, safeguarding matters and bullying are recorded in the appropriate book.

The DSL is responsible for maintaining a record of staff competency in safeguarding and ensure staff are regularly assessed as to their understanding of the policy and procedures.

The DSL is responsible for keeping a confidential record of allegations against staff.

23 Contractors

The school checks the identity of all contractors working on site and requests DBS checks and barred list checks where appropriate. Contractors who have not undergone checks will not be allowed to work unsupervised or in regulated activities.

Visitors badges are issued to visiting contractors and visitors.

24 Site security

Visitors to the school, including contractors, are asked to sign in and are given a visitors badge, which confirms they have permission to be on site. Care staff who are simply delivering or collecting their children do not need to sign in. All visitors are expected to observe the school's safeguarding and health and safety regulations to ensure children in school are kept safe. The Education Coordinator will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site.

25 Extended school and off-site arrangements

All extended and off site activities are subject to a risk assessment to satisfy health and safety and safeguarding requirements. Where extended school activities are provided by and managed by the school, our own child protection policy and procedures apply.

When our pupils attend off-site activities, including day and residential visits, college and work related activities, we will check that effective child protection arrangements are in place.

26 Photography and images

The clear majority of people who take or view photographs or videos of children do so for entirely innocent and legitimate reasons. Sadly, some people abuse children through taking or distributing images, so we must ensure that we have some safeguards in place.

To protect pupils we will:

- seek their consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- seek parental (which may be social worker or care staff instead of parents) – do school have their own consent
- use only the pupil's first name with an image
- ensure pupils are appropriately dressed
- encourage pupils to tell us if they are worried about any photographs that are taken of them.

Please note staff are not to use their personal mobile phones for taking pictures of young people. The school cameras or QPC issued mobile phone must be used.

27 Online or E-Safety

Our pupils increasingly use electronic equipment daily to access the internet and share content and images via social networking sites such as Facebook, twitter, MSN, Tumblr, Snapchat and Instagram.

Unfortunately some adults and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to grooming and enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings.

Pupils may also be distressed or harmed by accessing inappropriate websites that promote unhealthy lifestyles, extremist behaviour and criminal activity.

The school's **E-safety policy (6.9W)** explains how we try to keep pupils safe in school and protect and educate pupils in the safe use of technology. Cyberbullying and sexting by pupils will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures and recorded in the bullying logbook. Serious incidents may be managed in line with our sexual exploitation policy or child protection procedures

Many pupils own or have access to hand held devices and the children's home staff and keyworker are encouraged to consider measures to keep their children safe when using the internet and social media at home and in the community.

All staff receive annual online safety training.

28 Staff/pupil relationships

The school provides advice to staff regarding their personal online activity and has strict rules regarding online contact and electronic communication with pupils. Staff found to be in breach of these rules may be subject to disciplinary action or child protection investigation.

29 Child protection procedures

29.1 Recognising abuse

To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone, or leaving knives or matches within reach of an unattended toddler.

Abuse may be committed by adult men or women and by other children and young people.

29.2 Four categories of abuse

29.2.1 Physical abuse

Physical abuse is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. (this used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

29.2.2 Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express

their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

29.2.3 Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (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.

29.2.4 Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Definitions taken from *Keeping Children Safe in Education* 2016.

29.3 Bullying

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most

serious level, bullying can have a disastrous effect on a child's wellbeing and in very rare cases has been a feature in the suicide of some young people.

All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported, recorded and will be managed through our anti-bullying procedures (6.9i). All pupils receive information about bullying as part of their induction on joining the school, which addresses bullying and the subject of bullying is addressed at regular intervals in PSHE education. If the bullying is particularly serious, or the tackling bullying procedures are deemed to be ineffective, the education coordinator / DSL will consider implementing child protection procedures.

Bullying incidents will be monitored through the bullying log book.

29.4 Indicators of abuse

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the Designated Safeguarding Lead.

It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.

A child who is being abused, neglected or exploited may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss school, arrive late or leave the school for part of the day
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol

- display sexual knowledge or behaviour beyond that normally expected for their age
- acquire gifts such as money or a mobile phone from new 'friends'

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL to decide how to proceed.

It is very important that staff report their concerns – they do not need 'absolute proof' that the child is at risk.

29.5 Impact of abuse

The impact of child abuse, neglect and exploitation should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some children, full recovery is beyond their reach, and the rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties.

29.6 Taking action

Staff should always maintain an attitude of "it could happen here".

Key points for staff to remember for taking action are:

- in an emergency take the action necessary to help the child, if necessary call 999
- report your concern as soon as possible to the DSL, definitely by the end of the day
- do not start your own investigation
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- complete an incident report or the safeguarding log depending on the nature of the incident.
- seek support for yourself if you are distressed.

29.7 If you are concerned about a pupil's welfare

There will be occasions when staff may suspect that a pupil may be at risk, but have no 'real' evidence. The pupil's behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or physical but inconclusive signs may have been noticed. In these circumstances, staff will try to give the pupil the opportunity to talk. The signs they have noticed may be due to a variety of factors, for example, a parent has moved out, a pet has died, a

grandparent is very ill or an accident has occurred. It is fine for staff to ask the pupil if they are okay or if they can help in any way.

Staff should use the **safeguarding book** to record these early concerns. If the pupil does begin to reveal that they are being harmed, staff should follow the advice below. Following an initial conversation with the pupil, if the member of staff remains concerned, they should discuss their concerns with the DSL.

Concerns which do not meet the threshold for child protection intervention will initially be addressed with the manager of the children's home where the young person lives. Such conversations should be recorded and followed up by the DSL to ensure the school fulfils its safeguarding responsibilities.

28.8 If a pupil discloses to you

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault. Sometimes they may not be aware that what is happening is abusive.

If a pupil talks to a member of staff about any risks to their safety or wellbeing, **the staff member will need to let the pupil know that they must pass the information on** – staff are not allowed to keep secrets. The point at which they tell the pupil this is a matter for professional judgement. If they jump in immediately the pupil may think that they do not want to listen, if left until the very end of the conversation, the pupil may feel that they have been misled into revealing more than they would have otherwise.

During their conversations with the pupils staff will:

- allow them to speak freely
- remain calm and not overreact – the pupil may stop talking if they feel they are upsetting their listener
- give reassuring nods or words of comfort – 'I'm so sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me'
- not be afraid of silences – staff must remember how hard this must be for the pupil
- **under no circumstances** ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what the pupil's mother thinks about all this. Do remember your TED questions: Tell me.... Explain..... Describe.....
- at an appropriate time tell the pupil that in order to help them, the member of staff must pass the information on
- not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused
- avoid admonishing the child for not disclosing earlier. Saying things such as 'I do wish you had told me about this when it started' or 'I can't believe what I'm

hearing' may be the staff member's way of being supportive but may be interpreted by the child to mean that they have done something wrong

- tell the pupil what will happen next. Crucially matters should not be allowed to drift. A number of people may respond to the allegation depending on nature of the concern, including social worker, home manager or other professional.
- report verbally to the DSL even if the child has promised to do it by themselves
- write up their conversation as soon as possible in the safeguarding book and hand it to the designated person
- seek support if they feel distressed

29.9 Notifying parents

The school will normally seek to discuss any concerns about a pupil with the children's home manager, which will be a full discussion on how to proceed, who is taking the lead and ensuring the home and school work together in the recording and management of the incident.

The DSL, unless otherwise agreed, will inform the child's social worker and/or parents depending on the legal status of the child and what is agreed in the care plan.

29.10 Enquiry to MASH (referral to children's social care)

The DSL will make an enquiry to MASH if it is believed that a pupil is suffering or is at risk of suffering significant harm. The pupil (subject to their age and understanding) and the parents will be told that an enquiry is being made, unless to do so would increase the risk to the child.

Any member of staff may make a direct enquiry to children's social care if they genuinely believe independent action is necessary to protect a child.

29.11 Children with sexually harmful behaviour

Children may be harmed by other children or young people – so-called peer on peer abuse. Staff will be aware of the harm caused by bullying and will use the school's **anti-bullying policy and procedures** where necessary. However, there will be occasions when a pupil's behaviour warrants a response under child protection rather than anti-bullying procedures. In particular, research suggests that up to 30 per cent of child sexual abuse is committed by someone under the age of 18.

The management of children and young people with sexually harmful behaviour is complex and the school will work with other relevant agencies to maintain the safety of the whole school community. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator. Staff who become concerned about a pupil's sexual

behaviour, including any known online sexual behaviour, should speak to the DSL as soon as possible.

29.12 Sexual exploitation of children

Sexual exploitation involves an individual or group of adults taking advantage of the vulnerability of an individual or groups of children or young people, and victims can be boys or girls. Children and young people are often unwittingly drawn into sexual exploitation through the offer of friendship and care, gifts, drugs and alcohol, and sometimes accommodation. Sexual exploitation is a serious crime and can have a long-lasting adverse impact on a child's physical and emotional health. It may also be linked to child trafficking.

The school includes the risks of sexual exploitation in the PSHE and SRE curriculum. A common feature of sexual exploitation is that the child often doesn't recognise the coercive nature of the relationship and doesn't see themselves as a victim. The child may initially resent what they perceive as interference by staff, but staff must act on their concerns, as they would for any other type of abuse.

All staff are made aware of the indicators of sexual exploitation and all concerns are reported immediately to the DSL.

29.13 Female Genital Mutilation

FGM is the collective name given to a range of procedures involving the partial or total removal of external female genitalia for non-medical reasons. It has no health benefits and harms girls and women in many ways. The practice, which is most commonly carried out without anaesthetic, can cause intense pain and distress and long-term health consequences, including difficulties in childbirth.

FGM is carried out on girls of any age, from young babies to older teenagers and adult women, so school staff are trained to be aware of risk indicators. Many such procedures are carried out abroad and staff should be particularly alert to suspicions or concerns expressed by female pupils about going on a long holiday during the summer vacation period.

In England, Wales and Northern Ireland, the practice is illegal under the Female Genital Mutilation Act 2003. Any person found guilty of an offence under the Female Genital Mutilation Act 2003 is liable to a maximum penalty of 14 years imprisonment or a fine, or both.

Section 5B of the 2003 Act introduces a mandatory reporting duty which requires regulated health and social care professionals and **teachers** to report 'known' cases of FGM in under 18s which they identify in the course of their professional work to the police. The duty came into force on 31 October 2015.

29.14 Forced Marriage

A forced marriage is a marriage in which a female (and sometimes a male) does not consent to the marriage but is coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse.

A forced marriage is not the same as an arranged marriage. In an arranged marriage, which is common in several cultures, the families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

Children may be married at a very young age and well below the age of consent in England. School staff receive training and should be particularly alert to suspicions or concerns raised by a pupil about being taken abroad and not be allowed to return to England.

Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014.

29.15 Radicalisation and Extremism

The government defines extremism as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

Some children are at risk of being radicalised: adopting beliefs and engaging in activities which are harmful, criminal or dangerous. Islamic extremism is the most widely publicised form and schools should also remain alert to the risk of radicalisation into white supremacy extremism. (See 6.9m Anti-terrorism and radicalisation policy)

School staff receive training to help to identify signs of extremism. Opportunities are provided in the curriculum to enable pupils to discuss issues of religion, ethnicity and culture and the school follows the DfE advice Promoting fundamental British Values as part of SMCS (spiritual, moral, social and cultural education) in Schools (2014).

Further information on Preventing Radicalisation' has been included in *Keeping Children Safe in Education* in line with:

Prevent Duty Guidance: for England and Wales, published in March 2015 as part as the UK's Counter Terrorism strategy. (p.10-15 for schools, registered childcare providers and further education).

The Prevent Duty, Departmental advice for schools and childcare providers, published in June 2015. This non-statutory departmental advice is for governing bodies, Headteachers / Principals, Designated Safeguarding Leads and school staff. The document clarifies what the *prevent* duty means for schools and

what actions are necessary to demonstrate compliance with the duty. It also provides sources of information, advice and support.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf

However, following a number of cases where senior leaders in school had failed to act upon concerns raised by staff, *Keeping Children Safe in Education (2016)* emphasises that **any** member of staff can contact children's social care if they are concerned about a child.

Child protection information will be stored and handled in line with the Data Protection Act 1998.

Information sharing is guided by the following principles. The information is:

- necessary and proportionate
- relevant
- adequate
- accurate
- timely
- secure

Information sharing decisions will be recorded, whether or not the decision is taken to share

All recording will be completed in the schools safeguarding book and allegations against staff.

The DSL will normally obtain consent from the pupil and/or parents to share sensitive information within the school or with outside agencies. Where there is good reason to do so, the DSL may share information *without* consent, and will record the reason for not obtaining consent.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a pupil or parent to see child protection records, they will refer the request to the education coordinator / DSL.

The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

The school's confidentiality and information-sharing policy is available to pupils on request.

28.16 Reporting directly to child protection agencies

Staff should follow the reporting procedures outlined in this policy. However, they may also share information directly with children's social care, police or the NSPCC if:

- the situation is an emergency and the Designated Safeguarding Lead, their deputy, the Company Safeguarding Lead and the chair of governors are all unavailable
- they are convinced that a direct report is the only way to ensure the pupil's safety
- for any other reason they make a judgement that direct referral is in the best interests of the child.

30 Important Contact Details

| | |
|--|--|
| LADO (Local Authority Designated Officer): | Jacky Evans 0151 443 3928 jacky.evans@knowsley.gov.uk |
| School Designated Safeguarding Lead: | Fay Donnelly 07912 383060 |
| Company Safeguarding Lead is: | Joanne Sammon 07483155654 |
| Children's Services Access Team: | 0151 443 2600 |
| Knowsley Safeguarding Children's Board: | 0151 443 4314 |
| Ofsted | 0300 123 4666 |
| NSPCC – National Helpline | 0808 800 5000 |
| Childline: | 0800 11 11 |

31 Related safeguarding portfolio policies

- Staff behaviour/code of conduct
- Physical intervention and the use of reasonable force
- Behaviour
- Personal and intimate care
- Complaints procedure
- Tackling bullying
- Physical contact

- Safe working practice
- Whistleblowing
- SEN (6.9s)
- Missing children – don't have separate
- Recruitment and selection -
- Managing allegations
- Grievance and disciplinary
- Staff/pupil online communication
- Confidentiality and information sharing
- Radicalisation

32 Safeguarding and Allegations Flow Chart

Allegations and Safeguarding Flowchart

Lawrence House School

ALLEGATIONS

Allegation made by staff or young person



Staff Must Ensure That They Respond To This Immediately to the school DSL and the Homes Registered Manager

Do Not Question the Young Person, Listen and Inform Young Person That You Will Report This

Do Not Challenge The Young Person About The Allegation

Do Not Discuss With Other Staff On Duty

School DSL to Record Allegation in the Allegations Book and Make Referrals to Safeguarding MASH and LADO and to inform Childs Local Authority

Knowsley Mash team on 0151 443 2600

<https://marf.knowsley.gov.uk/Home> To complete Marf AND LADO referral Form



DSL to Report to Company Safeguarding Lead Jo Sammon



Discussion to take place if Staff Suspension is required or Action required



DSL to keep Jo Sammon and Home's Manager updated and Complete Allegations against staff Book



DSL To complete all paperwork and keep updated

SAFEGUARDING CONCERNS

Any Safeguarding Concern raised by pupils or staff



Tutors to Inform DSL and Homes Manager



DSL and homes manager make a decision on who is taking the lead role
Both will work together in recording and Attendance of meetings



DSL To inform Safeguarding Lead Jo Sammon



Mash Referral to be completed

Knowsley Mash team on 0151 443 2600

<https://marf.knowsley.gov.uk/Home> Referral Form

Tutors and DSL to complete Safeguarding Book

Glossary

| Abbreviation | Definition |
|---------------------|---|
| CSE | Child Sexual Exploitation |
| DBS | Disclosure and Barring Service |
| DfE | Department of Education |
| DSL | Designated Safeguarding Lead |
| FE | Further Education |
| FGM | Female Genital Mutilation |
| ICPC | Initial Child Protection Conference |
| KCSiE | Keeping Children Safe in Education |
| KS | Key Stage |
| KSCB | Knowsley Safeguarding Children's Board |
| LADO | Local Authority Designated Officer |
| MASH | Multi-Agency Safeguarding Hub |
| PSHE | Personal, Social, Health and Economic Education |
| SEN | Special Educational Needs |
| SLT | Senior Leadership Team |
| SMCS | Spiritual, Moral, Social and Cultural Education |
| SRE | Sex and Relationship Education |