



WHOLE SCHOOL POLICY FOR SAFEGUARDING & CHILD PROTECTION

Purpose

The purpose of this safeguarding policy is to ensure every child who is a registered pupil at Red Marsh School is safe and protected from harm.

This means we will always work to:

- Protect children and young people at our school from maltreatment;
- Prevent additional impairment of our pupils' health or development;
- Ensure that pupils at our school grow up in circumstances consistent with the provision of safe and effective care;
- Undertake that role so as to enable all our pupils to have the best possible outcomes.

This policy will give clear direction to staff, volunteers, visitors and parents about expectations and our legal responsibility to safeguard and promote the welfare of all the pupils at our school.

Context

Red Marsh School recognises the contribution it can make to protect children from harm and to support and promote the welfare of all our pupils, all of whom have Education Health Care Plans for learning difficulties and additional needs. It is therefore acknowledged that all our pupils require specialist support. This is provided by our experienced staff team who use a range of specialist personalised strategies to keep the pupils safe. This includes helping our pupils develop skills at their own levels to recognise and avoid risks, build resilience and develop an understanding of potential risks.

At Red Marsh School we understand that pupils with SEND can face additional safeguarding challenges because:

- there may be assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs; and
- Difficulties may arise in overcoming communication barriers.

This policy should be read in conjunction with the School's Safeguarding Portfolio.

Designated Senior Leads for Safeguarding and child protection

At Red Marsh School the Designated Senior Lead members of staff responsible for the implementation of Child and Safeguarding Policy and Protection procedures are Catherine Dellow, Head Teacher and Jenny Slater, Assistant Head Teacher.

The nominated governor for safeguarding is Pat Naylor.

Samantha Grice is the appointed designated teacher to promote the education of CLA and care leavers and Rachel Dixon is our online safety lead.

If the DSLs are not available, staff should speak to the senior member of staff and/or take advice from local children's social care (KCSIE 2018 paragraph 26) The number for children's social care is available in the staff room.

The designated safeguarding lead Catherine Dellow will have the ultimate lead for safeguarding and child protection (KCSIE 2018 p18 para 61).

Ethos

Red Marsh school recognises that high self-esteem, confidence, peer support, for our most able pupils, and clear lines of communication with trusted adults helps all children, especially those at risk of, or suffering abuse. We therefore ensure that:

ALL staff, volunteers and governors will:

- Contribute to an ethos where children feel secure and safe
- 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
- 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
- Establish effective, supportive and positive relationships with parents, carers, pupils and professionals

ALL children, using a wide range of communication strategies, will:

- have opportunities to communicate and know that they are listened to
- have their wishes, feelings and views taken into account when decisions are being made about how to keep them safe
- know that they can communicate with any adult in school if they are worried or in difficulty

Roles & Responsibilities

Red Marsh School is committed to providing the relevant personnel with clear and explicit roles and responsibilities to ensure accountability when safeguarding children. We therefore ensure that:

ALL adults, including volunteers, working in or on behalf of the school will:

- Demonstrate an understanding that safeguarding is **everyone's responsibility**
- Maintain and demonstrate a mind set of "**it could happen here**"
- Consider whether there are wider environmental factors present in a child's life that are a threat to their safety and welfare. This is known as contextual safeguarding (KCSIE para50 p15)
- Do all they can, within the capacity of their role, to keep ensure that children are protected from harm
- Do all they can, within the capacity of their role, to ensure that children grow up in circumstances consistent with safe and effective care
- Do all they can within the capacity of their role, to ensure that children have the best outcomes
- Report cases of suspected abuse to the DSL. This will be done as soon as possible using the school's agreed format
- Report lower level concerns to the DSL using the school's agreed format
- Monitor all pupils, particularly those that are deemed vulnerable
- Report any concerns regarding adults conduct to the DSL or Headteacher

The Governing Body will:

- Ensure that the policies, procedures and training in Red Marsh School are effective and comply with the law at all times
- Ensure that safeguarding policies and procedures are followed by all staff
- Put in place safeguarding responses in cases where children go missing from education
- Appoint a DSL and deputy DSLs and ensure that they are provided with appropriate support, funding, 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 **Risk Management Toolkit** and **Lancashire Continuum of Need and Thresholds Guidance**



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- 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 2018**
- Ensure that children are safe online by ensuring that appropriate filters and monitoring systems are in place
- Ensure that children are taught about safeguarding
- Prevent people who pose a risk of harm from working with children
- Ensure there are procedures in place to handle allegations against teachers, headteachers, volunteers and other 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 and care leavers.
- Ensure that all staff are aware of safeguarding issues and vulnerabilities associated with CLA and care leavers
- Appoint an online safety lead.

The lead DSL will:

- take **lead responsibility** for safeguarding and child protection The designated safeguarding lead will delegate activities to the second DSL but will have the ultimate lead for safeguarding and child protection (KCSIE 2018 p18 para 61).

The DSLs will:

- manage referrals to Children's Social Care, Police and other agencies
- work with others 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
- 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 school's 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, or liaise with the person delegated to attend the meeting.
- be provided with appropriate support and supervision in order to carry out the role safely and effectively

Induction, Training & Updates

Red Marsh school is committed to providing staff and volunteers with the skills and knowledge needed to safeguard children

Induction

Induction Training – this is mandatory and should include;

- the child protection policy;

- the behaviour policy;
- staff code of conduct;
- the safeguarding response to children who go missing from education;
- the role of the designated safeguarding lead and deputies (including the identity of the designated safeguarding lead and deputies). (see KCSIE 2018))
- ALL staff and volunteers will receive induction training delivered by a DSL the training will include the slide presentation from Andrew Hall Specialist Safeguarding Consultant. (induction) which includes Keeping Children Safe in Education (Part One and Annex A), Guidance for Safer Working Practice 2018, and the Whistleblowing Policy.
- Prevent training from: The Government (Gov.uk) online E-Learning training package.

Training and updates

- ALL staff and volunteers will receive Andrew Hall Specialist Safeguarding 'Keeping children safe' whole school safeguarding training or an update by an external safeguarding consultant at least annually
- the DSL/s will provide ALL staff, volunteers and governors with regular safeguarding updates
- ALL staff, volunteers and governors will read and show an understanding of any updates that are provided
- DSLs will attend DSL training every 2 years
- DSLs will update their knowledge, skills and understanding of relevant safeguarding issues on a regular basis
- the main DSL will undertake Prevent awareness training
- at least one member of staff and one governor will attend Safer Recruitment Training. This will be renewed at least every 5 years
- ALL staff, volunteers and governors will undertake any additional training on matters such as Child sexual exploitation, Prevent, Peer on Peer abuse, Online Safety etc as is deemed necessary by the DSLs
- any staff member will discuss any specific training requirements or gaps in knowledge or understanding with the DSL/s
- All staff know policies relating to safeguarding are available on the schools V drive, all updates are shared with staff during staff briefings, safeguarding portfolio available for all staff in staff room.

Child Protection

Red Marsh School is committed to **PREVENTING** abuse, **PROTECTING** children from abuse and **SUPPORTING** those involved in cases of abuse. We therefore ensure that:

- ALL staff and volunteers understand the importance of teaching children how to keep themselves safe from all types of abuse
- ALL staff and volunteers seek out opportunities that are relevant to their role, to teach children the skills to keep themselves safe
- ALL staff and volunteers make and maintain positive and supportive relationships with children which enable children to feel safe and valued
- safeguarding has a high status throughout school by frequent regular updates
- ALL staff feel confident in approaching DSLs to raise concerns
- ALL staff and volunteers have an understanding of the four categories of abuse; **NEGLECT, EMOTIONAL ABUSE, SEXUAL ABUSE, PHYSICAL ABUSE.**
- 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 Violence, Radicalisation, Trafficking, Slavery, Peer Abuse, Forced Marriage and others
- ALL staff and volunteers have the knowledge, skills and expertise to recognise the signs and symptoms of all types of abuse
- DSLs keep up to date with emerging and specific safeguarding issues and update training and the School's Safeguarding Portfolio 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"



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- 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 using the school's agreed format
- ALL staff understand that if the DSL and deputy DSLs are not available and they feel a child is at risk of immediate harm 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 Continuum 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 the LSCB 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 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 CPOMS 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. This may be different information for different staff
- 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
- 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
- Through social care and multi-agency teams specific programmes of work and support are offered to children and families who are vulnerable
- Personalised Behaviour Plans will be undertaken where a child's behaviour poses a risk to others, themselves or the environment. Additional risk assessments will be put in place for individual pupils who display significant and challenging behaviours.

Child in Need

Red Marsh School is committed to ensuring the appropriate level of support is offered to a "Child in Need" and their family. We therefore ensure that:

- 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**
- 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
- this will be determined and assessed by the DSL using the Lancashire Continuum of Need and Thresholds Guidance and the Risk Management Toolkit
- DSLs will obtain parental consent for the referral and for information to be shared, prior to contacting Children's Social Care
- when consent is not given, DSLs will continue to offer Early Help, gather evidence of engagement or lack thereof, disguised compliance, impact on the child, increase in risk or level of unmet need, improvements or deteriorations
- 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
- DSLs contribute to Child in Need Meetings and Reviews. Where there is no CP concerns this role will be delegated to class teacher by the DSLs. The information will be shared through our on line reporting system CPOMPS.
- 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 on the schools
- Work with CSC to ensure an up to date copy of the child's CiN Plan is included in the child's individual online safeguarding file

Early Help

Red Marsh School is committed to providing our families with the right help at the right time. We therefore ensure that:

- 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
- At Red Marsh school Early Help is often provided by school through direct multi agency support for example with health and therapists or through direct referrals to agencies who can support a child or family for example therapy services, CAMHS, educational psychologist
- DSLs will if the above does not meet need 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 it is appropriate for them to do so
- 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 will utilise Wellbeing, Prevention and Early Help services by using **Request for Service 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

Specific Safeguarding

Red Marsh school is committed to keeping our children safe from specific forms of abuse. We therefore ensure that:

ALL staff and volunteers understand that there are specific and emerging ways in which children can be abused, such as:

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.



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- ALL staff and volunteers will have 'due regard to the need to prevent people from being drawn into terrorism', known as the 'Prevent Duty'
- 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

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.

- The school curriculum (whereby sexual relationships/PSHE is delivered) will include relevant and differentiated 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

Honour Based Violence (HBV)

'A crime or incident, which has or may have been committed, to protect or defend the honour of the family and/or community'. (ACPO Working Definition 2008) ALL staff and volunteers will have a general understanding of how to identify a child who may be at risk of Honour Based Violence.

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 Violence

- ALL staff and volunteers are aware of the "one chance rule" and will report all cases of suspected Honour Based Violence 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
- DSL/Teachers must report to the police cases where they discover that an act of FGM, Forced Marriage or other HBV appears to have taken place
- There is a legal requirement on teachers and health care professionals to report to the police where they discover that FGM appears to have been carried out in a girl under 18.

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

Peer on Peer Abuse

Staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not 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;
- gender-based violence
- sexting (also known as youth produced sexual imagery); and
- initiation-type violence and rituals.
- Abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up". Different gender issues can be prevalent when dealing with peer on peer abuse. This could for example include girls being sexually touched/assaulted or boys being subject to initiation-type violence.
- ALL staff and volunteers will inform the DSL of suspected peer abuse
- Peer on peer abuse will be taken as seriously as any other form of abuse
- At Red Marsh School we will support the victims of peer on peer abuse by individual and specialist support based upon need and decided upon by the DSL taking into account the wider context.
- Physical abuse between peers will be managed under the school's **Behaviour Policy**
- Emotional abuse between peers will be managed under the school's **Behaviour Policy**
- Harmful sexual behaviour will be identified and managed using the and with support and guidance from LCC Schools Safeguarding Officer
- Sexting will be managed on a case by case basis using national and local guidance and advice from LCC Schools Safeguarding Officer
- 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. Seek advice from LCC Schools Safeguarding Officer
- Referrals to Children's Social Care, Police and/or other appropriate agencies will be made where thresholds are met

Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the school
- indicates that other pupils may have been affected by this student
- indicates that young people outside the school may be affected by this student



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Criminal exploitation of children, including 'county lines'.

Red Marsh School is situated on the borders of Lancashire and Blackpool and therefore staff must be vigilant that our pupils are more vulnerable to criminal exploitation across boundaries known as 'county lines'.

Children Missing from Education

Knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about others safeguarding issues, including the criminal exploitation of children, undergoing female genital mutilation, forced marriage or travelling to conflict zones.

We monitor attendance carefully and address poor or irregular attendance without delay.

- The school **Attendance Policy** is up to date, reviewed annually and includes reference to CME
- 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

We will always follow up with parents/carers when pupils are not at school. This means we need to have a least two up to date contacts numbers for parents/carers. Parents should remember to update the school as soon as possible if the numbers change.

In response to the guidance in Keeping Children Safe in Education (2018) the school has:

1. Staff who understand what to do when children do not attend regularly
2. Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions).
3. Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.
4. Procedures to inform the local authority when we plan to take pupils off-roll when they:
 - a. leave school to be home educated
 - b. move away from the school's location
 - c. remain medically unfit beyond compulsory school age
 - d. are in custody for four months or more (and will not return to school afterwards); or
 - e. are permanently excluded

We will ensure that pupils who are expected to attend the school, but fail to take up the place will be referred to the local authority. When a pupil leaves the school, we will record the name of the pupil's new school and their expected start date.

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

Read appendix A KCSIE 2018 for further information on the vulnerability of pupils who are: in the court system, have family members in prison, vulnerable to county lines, domestic abuse, homelessness, peer on peer abuse sexual violence and harassment.

Online Safety

Red Marsh school is committed to keeping pupils safe online. When children use the school's network to access the internet, they are protected from inappropriate content by our filtering and monitoring systems.

We therefore ensure that:

- 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 **Behaviour Policy**
- There is a clear and explicit procedure for dealing with mobile phones that are brought into school by children
- DfE advice; **Searching, Screening and Confiscation** is followed where there is a need to search a pupil for a mobile device
- Pupils should not access the internet using their own devices, however in exceptional circumstances they may use their own device under supervision (See Online Safety Policy).

Record Keeping

Red Marsh school is committed to recording all matters relating to the welfare of children in a relevant format. We therefore ensure that:

- DSLs will refer to **LCC Record Keeping Guidance** to assist them in creating and maintaining accurate safeguarding records
- There is an agreed format for reporting all matters relating to child wellbeing, from an early help requirement or "niggle", to a disclosure of abuse
- ALL staff use the agreed format for passing on all concerns
 1. Concerns are immediately passed to the DSLs.
 2. The DSL asks the member of staff to record their concerns on CPOMS. CPOMS is a central secure repository which securely records all of the information on each child in one place.
 3. The name of the person reporting and the date reported must form part of each report. Concerns should be factual and evidence based.
 4. CPOMPS alerts all DSLs in school immediately.
- The DSL will when needed log an action.
- The DSL can when appropriate share information about actions taken when it is deemed appropriate and helps to further safeguard a pupil.
- 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, where possible, professional challenge, offers of early help and multi-agency working
- when individual pupils are discussed in relation to safeguarding during staff meetings, such as supervision, staff updates or risk assessments etc. pupil information will be stored on the secure electronic system CPOMPS
- all safeguarding records will be stored securely on our secure electronic system CPOMPS. Only DSLs have the password to access and have full 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 hand delivered to the DSL at the receiving school. If this is not possible, the safeguarding file will be sent by recorded delivery
- 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



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- advice will be sought from legal services and/or Schools Safeguarding Officer if any staff are unclear about any aspects of safeguarding record keeping

School also has a whole school data base which is also password protected, where DSLs can quickly see and review all the pupils in school the data base identifies the following for each pupil :

- i. Level on the Lancashire Continuum Of Need (CON)
- ii. Name of social worker
- iii. Level of CP concern.
- iv. Care status
- v. Level of attendance
- vi. Level of behaviour (linked to behaviour support plan)

Level of CP concern identified using the following key:

Green – no concern

Amber - welfare monitoring and support

Red – pupils' are cause for concern

Safer Recruitment

Red Marsh school 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:

- **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
- at least one governor and one staff member have attended Safer Recruitment Training in the last 5 years
- there are at least 2 people on each selection panel and at least one person on every selection panel has attended Safer Recruitment Training
- ALL staff will monitor the conduct of all adults who come into contact with children at school and report any concerns to the DSL, headteacher or Chair of Governors as appropriate
- 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 school
- the SCR is stored securely and only accessed by designated staff and governors
- DSLs/HT/Safeguarding/chair of Governor, should evidence regular oversight/scrutiny of the SCR using the **SCR Audit Sheet**
- 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
- 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. As all staff in our school at times have contact with pupils up to 8 years old, all staff must self –declare they are not disqualified.

- Staff are reminded that their relationship and associations in school and at home (inc online) may have an implication for the safeguarding of pupils. If there is a change to personal circumstances effecting the above they must tell school.
- this declaration will be renewed annually and evidenced using an updated **LCC Declaration Form**. This form will be retained and stored securely
- 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 otherwise disqualification@ofsted.gov.uk
- advice will be sought from Human Resources, LADO and/or Schools Safeguarding Officer if any staff are unclear about any aspects of Safer Recruitment

Allegations of abuse

Red Marsh school understands that when an allegation is made against a member of staff, set procedures must be followed. We therefore ensure that:

- all staff are aware of the requirement to, and process of referring allegations against staff to the headteacher – see Whistleblowing Policy
- all staff are aware of the requirement to, and process of referring allegations against the headteacher to the nominated Governor: Pat Naylor, see Whistleblowing policy.
- The headteacher and/or Chair of Governors will discuss the allegation with the Local Authority Designated Officer (LADO)
- LSCB procedures for dealing with allegations against staff will be followed http://panlancashirescb.proceduresonline.com/chapters/p_allegations.html
- All staff remember that the welfare of the child is paramount and that they have a duty to inform the DSL if any adult's conduct gives cause for concern
- All concerns of poor practice or possible child abuse by colleagues should be reported to the headteacher.
- Complaints about the headteacher should be reported to the Chair of Governors: Pat Naylor
- All staff are aware of the school's **Whistleblowing Policy** which enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.

Visitors

Red Marsh school 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:

- All visitors to school sign in using electronic sign in procedures and must wear identification sticker or company ID badges 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 aware of who to speak to if they are worried about a child during their visit
- 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
- 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

(This section is legally applicable to all early years' settings) (The Early Years Foundation Stage, EYFS 2014)

Red Marsh school 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:

- 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, however at Red Marsh School this is done annually.
- images will be uploaded from portable devices and stored on password protected school computers 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 that they are not permitted to distribute or post images that contain children other than their own
- staff, volunteers and visitors MUST not mobile phones or portable devices in toilet or changing areas.
- **The Code of Conduct** and/or **Acceptable Users Policy** will outline when and where staff, volunteers and visitors can use their mobile phones.
- At Red Marsh school it is recognised there are certain circumstances when staff need access to a phone for the safety of the pupils. These are educational visits off site or curriculum visits including work experience and college opportunities, when a phone may be required to contact another member of staff or the emergency services. Staff must declare to the DSL they have their phone and all numbers MUST BE recorded on the curriculum link sheet prior to leaving the school building.
- 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 **Online Safety Policy all pupil phones will be stored in the main school office.**
- DFE Advice; **Searching, Screening and Confiscation** is followed where there is a need to search a pupil for a mobile device
- **Education Act 2002:** 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.
- **Working Together to Safeguard Children 2018** sets out organisational responsibilities for schools and colleges
- **Keeping children safe in education 2018:** This contains information on what schools and colleges **should** do and sets out the legal duties with which schools **must** comply

The use of reasonable force

At Red Mash school we recognise that de-escalation techniques minimise the need to use reasonable force particularly with our pupils all of whom have SEND. All staff are supported to make reasonable judgements about when it may be appropriate to use physical contact with a child to protect them from injury.

Statutory Guidance

The policy has been produced taking into account the following statutory guidance

- **Education Act 2002:** 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.
- **Working Together to Safeguard Children 2018** sets out organisational responsibilities for schools and colleges
- **Keeping children safe in education 2018:** This contains information on what schools and colleges **should** do and sets out the legal duties with which schools **must** comply
- What to do if you are worried a child is being abused
- Guidance for Safer Working Practice
- The Children Act 1989
- The Children Act 2004
- Sexual violence and sexual harassment between children (May 2018)

Review Dates

Policy adopted by the Governing Body on:

20th December 2017

Policy to be reviewed no later than:

Policy reviewed September/November 2018 in response to the updated KCSIE 2018 and the Working Together to Safeguard Children 2018

Policy to be adopted by governing body Autumn 2018

Key Personnel and Training Details	<i>Designated Safeguarding Lead (DSL)</i>	<i>Catherine Dellow</i>
	<i>Date DSL Training Attended</i>	<i>07th November 2017</i>
	<i>Back-up DSL(s)</i>	<i>Jenny Slater</i>
	<i>Date DSL Training Attended</i>	<i>20th April 2018</i>
	<i>Prevent Lead</i>	<i>Catherine Dellow</i>
	<i>Back-up Prevent Leads</i>	<i>Jenny Slater</i>
	<i>Date Prevent/WRAP training attended</i>	<i>September 2016</i>
	<i>Headteacher – Designated Senior Lead</i>	<i>Catherine Dellow</i>



Red Marsh School

learn care challenge share

	<i>Date safeguarding training attended (state type of training)</i>	<p>07th November 2017 DSL refresher training</p> <p>August 2018 National College Webinar Understanding the DfE KCSiE statutory safeguarding guidance changes</p> <p>12/19 November 2018 Safeguarding and Child Protection Phil Threlfall Safeguarding Ltd</p>
	Assistant Head Teacher – Designated Senior Lead	Jenny Slater
	<i>Date safeguarding training attended (state type of training)</i>	<p>September 2016 PREVENT Training</p> <p>20th April 2018 DSL training</p> <p>12/19 November 2018 Safeguarding and Child Protection Phil Threlfall Safeguarding Ltd</p>
	Safeguarding Governor	Pat Naylor
	<i>Date safeguarding training attended (state type of training)</i>	<p>Safeguarding Level 2 July 2018 LSCB</p> <p>PREVENT HM Government August 2018</p> <p>Safeguarding and Child Protection 19 November 2018</p> <p>Phil Threlfall Safeguarding Ltd</p>
Useful Contacts	LCC Schools Safeguarding Officer	<p>Tammy Tywang 01772 531196</p> <p>Tammy.Tywang@lancashire.gov.uk</p>
	Local Authority Designated Officer (LADO)	<p>Tim Booth 01772 536694</p> <p>tim.booth@lancashire.gov.uk</p>
	Education Early Support Co-ordinators	<p>Jenny Ashton 01772 531643</p> <p>jennifer.ashton@lancashire.gov.uk</p> <p>Matt Chipchase 01254 220989</p> <p>matt.chipchase@lancashire.gov.uk</p>
	Lancashire Children's Social Care	<p>0300 1236720</p> <p>cypreferrals@lancashire.gov.uk</p>
	Whistleblowing	<p>01772 532500</p> <p>WhistleblowingComplaints@lancashire.gov.uk</p>

Appendix 1

Signs and Symptoms of Abuse and Neglect

(Keeping Children Safe in Education (September 2018))

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

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

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

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.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy 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