



WHOLE SCHOOL POLICY FOR SAFEGUARDING & CHILD PROTECTION

St Andrew's CE Primary November 2023

"Shine like stars." Philippians 2:15

At St Andrew's we want our children to have the brightest futures, each one nurtured individually to be a shining light with their own unique twinkle. We encourage our children to have high aspirations and to always try their best, knowing that they are at the centre of everything we do.

We teach one another to have respect, to achieve and to have fun. We help our children to understand that with trust, compassion, friendship and forgiveness they can shine. Our vision draws inspiration from Philippians 2:15-16 (NCV) 'Then you will shine like stars in the dark world.'

This vision is based on all members of the school community showing God's light to others through our character, our conduct, our actions and our words.

The purpose of this safeguarding policy is to ensure every child who is a registered pupil at our 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 impairment of our children's and young people's health or development;
- Ensure that children and young people at our school grow up in circumstances consistent with the provision of safe and effective care;
- Undertake that role so as to enable children at our school to have the best 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 children at our school.

Our school fully recognises the contribution it can make to protect children from harm and to support and promote the welfare of all children who are registered pupils at our school.

This policy applies to all pupils, staff, parents, governors, volunteers and visitors.

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

KEY AREA	
Statutory Guidance	<ul style="list-style-type: none">• <u>Education Act 2002</u>: 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.• <u>Working Together to Safeguard Children 2018</u> sets out organisational responsibilities for schools and colleges and this applies to maintained, independent, academies, free schools and alternative non provision academies• <u>Keeping children safe in education 2018</u>: Statutory guidance for schools and colleges 2016 was issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) Regulations 2014 and the Education (Non-Maintained Special Schools) (England) Regulations 2011. This contains information on what schools and colleges should do and sets out the legal duties with which schools must comply• <u>What to do if you are worried a child is being abused</u>• <u>Guidance for Safer Working Practice</u>

	<ul style="list-style-type: none"> • <u>The Children Act 1989</u> • <u>The Children Act 2004</u>
Ethos	<p>We recognise that high self-esteem, confidence, peer support and clear lines of communication with trusted adults helps all children, especially those at risk of, or suffering abuse. We therefore ensure that:</p> <ul style="list-style-type: none"> • <i>ALL staff, volunteers and governors contribute to an ethos where children feel secure and safe</i> • <i>ALL children have opportunities to communicate and know that they are listened to</i> • <i>ALL children's wishes, feelings and views will be taken into account when decisions are being made about how to keep them safe</i> • <i>ALL children know that they can communicate with any adult in school if they are worried or in difficulty</i> • <i>ALL staff and volunteers will contribute to providing a curriculum which will equip children with the skills they need to stay safe and be able to communicate when they do not feel safe</i> • <i>ALL staff and volunteers will contribute to providing a curriculum which will help children develop an attitude which will enable them to enter adulthood successfully and reach their full potential</i> • <i>ALL staff, volunteers and governors will establish effective, supportive and positive relationships with parents, carers, pupils and professionals</i>
Roles & Responsibilities	<p>We are committed to providing the relevant personnel with clear and explicit roles and responsibilities to ensure accountability when safeguarding children. We therefore ensure that:</p> <p><i>All adults, including volunteers, working in or on behalf of the school will:</i></p> <ul style="list-style-type: none"> • <i>Demonstrate an understanding that safeguarding is everyone's responsibility</i> • <i>Maintain and demonstrate a mind set of "it could happen here"</i> • <i>Do all they can within the capacity of their role, to keep ensure that children are protected from harm</i> • <i>Do all they can within the capacity of their role, to ensure that children grow up in circumstances consistent with safe and effective care</i> • <i>Do all they can within the capacity of their role, to ensure that children have the best outcomes</i> • <i>Report cases of suspected abuse to the DSL. This will be done as soon as possible using the school's agreed format</i> • <i>Report lower level concerns to the DSL using the school's agreed format</i> • <i>Monitor all pupils, particularly those that are deemed vulnerable</i> • <i>Report any concerns regarding adults conduct to the DSL or Headteacher</i> • <i>All staff, if they have concerns, these should be acted on immediately and should always speak to the DSL or Deputy, early information sharing being vital in keeping children safe. In exceptional circumstances staff should consider speaking to a member of SLT or Children's Social Care to discuss safeguarding concerns if the DSL is not immediately available.</i>

- **All** staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments

The Governing Body will:

- Ensure that the policies, procedures and training in St Andrew's 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 back-ups 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](#)
- 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, principals, 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
- ensure that all staff are aware of safeguarding issues and vulnerabilities associated with CLA

The DSLs will:

- take **lead responsibility** for safeguarding and child protection
- 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 schools responsibilities regarding safeguarding and child protection
- maintain accurate safeguarding records that are stored securely
- be available during school hours
- arrange cover of DSL role for any out of hours/out of term activities
- represent school in multi-agency meetings
- be provided with appropriate support and supervision in order to carry out the role safely and effectively

	<ul style="list-style-type: none"> • DSLs must take a holistic view to ensure wider environmental factors are considered which may be a threat to safety and welfare of children (Contextual Safeguarding). • The DSL will consider when a child is moving school if it would be appropriate to share information in advance of the pupil moving. • The DSL should have details and liaise with the Local Authority Personal Advisors for any Care Leavers. • Ensure that the school has suitably trained Key Adult/s in order to fulfil its obligations under Operation Encompass • Ensure that the school's commitment to Operation Encompass is known throughout the school community via the means of staff training and the school website
Induction, Training & Updates	<p>We are committed to providing staff and volunteers with the skills and knowledge needed to safeguard children. We therefore ensure that:</p> <ul style="list-style-type: none"> • ALL staff and volunteers will receive Level 1 & 2 Safeguarding Training on induction using LCC Safeguarding Induction Pack which includes Keeping Children Safe in Education (Part One), Guidance for Safer Working Practice, Code of Conduct and Whistleblowing Policy. • Staff induction must include Child Protection Policy, Staff Behaviour Policy, Role of the DSL and Deputies, Pupil Behaviour Policy and Safeguarding response to children who go missing from education • ALL staff and volunteers will receive Level 1 & 2 Safeguarding Training 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 SLT • any staff member will discuss any specific training requirements or gaps in knowledge or understanding with the DSL/s
Child Protection	<p>Our school is committed to PREVENTING abuse, PROTECTING children from abuse and SUPPORTING those involved in cases of abuse. We therefore ensure that:</p> <ul style="list-style-type: none"> • 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 being on the agenda at staff meetings/briefings, information being readily available on notice boards, 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

- All staff, if they have concerns, these should be acted on immediately: early information sharing being vital in keeping children safe. In exceptional circumstances staff should consider speaking to a member of SLT or Children's Social Care to discuss safeguarding concerns if the DSL is not immediately available.
- DSLs keep up to date with emerging and specific safeguarding issues and update training 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"
- 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
- where a child is at risk of immediate harm, ALL staff understand that they must refer to the Police or Children's Social Care
- ALL staff and visitors know how to refer to Children's Social Care
- DSLs will make a Section 47 referral to Children's Social Care where a child is in need of protection, has been significantly harmed or is at risk of significant harm, using [Lancashire 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 or another appropriate member of staff, will attend CP meetings, produce and present reports, liaise with staff, work with parents, work with other agencies and ensure the voice of the child is evidenced throughout these processes
- DSLs meet regularly to ensure that decisions made about children who are subjects of CP Plans are agreed and a clear rationale for the decision is documented
- a copy of the child's CP Plan is included in the child's individual safeguarding file
- ALL staff and volunteers will support victims of abuse in a capacity that is relevant to their role. This will be determined by the DSL
- DSLs will determine what information staff members need to know in order to safeguard and support children. 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
- specific programmes of work and support are offered to children and families who are vulnerable

	<ul style="list-style-type: none"> • Risk Assessments will be undertaken where a child's behaviour poses a risk to others, themselves or the environment
Child in Need	<p>We are committed to ensuring the appropriate level of support is offered to a "Child in Need" and their family. We therefore ensure that:</p> <ul style="list-style-type: none"> • 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 with consent, gather evidence of engagement or lack thereof, disguised compliance, impact on the child, increase in risk or level of unmet need, improvements or deteriorations • 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, or other appropriate member of staff, will contribute to Child in Need Meetings and Reviews • DSLs, or other appropriate member of staff, will attend CiN meetings, produce and present reports, liaise with staff, work with parents, work with other agencies and ensure the voice of the child is evidenced throughout these processes • 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 • a copy of the child's CiN Plan is included in the child's individual safeguarding file
Early Help	<p>At St Andrew's we are committed to providing our families with the right help at the right time. Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:</p> <ul style="list-style-type: none"> • is disabled and has specific additional needs; • has special educational needs (whether or not they have a statutory education, health and care plan); • is a young carer; • is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups; • is frequently missing/goes missing from care or from home; • is misusing drugs or alcohol themselves; • Is at risk of modern slavery, trafficking or exploitation; • is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse; • has returned home to their family from care; • is showing early signs of abuse and/or neglect; • is at risk of being radicalised or exploited; • is a privately fostered child.

	<p>We therefore ensure that:</p> <ul style="list-style-type: none"> • ALL staff and volunteers can identify the risk factors that indicate a family or pupil may benefit from Early Help • ALL staff and volunteers will use the school's agreed format for letting the DSL know about Early Help requirements • DSLs will undertake a CAF assessment, when appropriate, to identify what Early Help is required • DSLs will signpost and refer to appropriate support agencies • DSLs will lead on TAF meetings where 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 Children and Family Wellbeing Service using the Request for Support form • DSLs and other identified staff will identify and work with any organisations that are relevant in meeting the needs of pupils and their families • DSLs and other identified staff will initiate and maintain positive and supportive relationships with parents and carers of children who may benefit from Early Help • DSLs will generally be the lead for Early Help cases
<p>Specific Safeguarding</p>	<p>We are committed to keeping our children safe from specific forms of abuse. We therefore ensure that:</p> <p>ALL staff and volunteers understand that there are specific and emerging ways in which children can be abused, such as:</p> <p><u>Radicalisation</u> 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.</p> <ul style="list-style-type: none"> • 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 <p><u>Child Sexual Exploitation (CSE)</u> 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.</p> <ul style="list-style-type: none"> • The school curriculum (whereby sexual relationships/PSHE is delivered) will include relevant information around the risks associated with CSE • The school Online Safety Policy will ensure the safety of children by ensuring they cannot access inappropriate material when using the internet and that suitable filtering software is in place <p><u>Honour Based Violence (HBV)</u> 'A crime or incident, which has or may have been committed, to protect or defend the honour of the family and/or community'. (ACPO</p>

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
- Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific **legal** duty on **teachers**. If a **teacher**, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher **must** report this to the police.

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

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

Peer on Peer Abuse occurs when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age; everyone directly involved in peer on peer abuse is under the age of 18.

This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
 - physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
 - sexual violence and sexual harassment;
 - sexting (also known as youth produced sexual imagery); and
 - initiation/hazing type violence and rituals.
- ALL staff and volunteers understand that children can abuse other children
 - ALL staff and volunteers will inform the DSL of suspected peer abuse and record in line with schools recording policy
 - Peer on peer abuse will be taken as seriously as any other form of abuse
 - All staff understand that abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up"
 - All staff will understand that pupils with SEND are more prone to peer group isolation and school will have extra pastoral support to address this.

- Physical abuse between peers will be managed under the school's [Behaviour Policy](#)
- Emotional abuse between peers will be managed under the school's [Anti-Bullying Policy](#)
- Harmful sexual behaviour will be identified and managed using the [Brook Traffic Light Tool](#) and with support and guidance from LCC Schools Safeguarding 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
- DSLs understand that regarding peer on peer abuse, the victim and the perpetrator are likely to have unmet needs and require support and assessment to determine these.
- The DSL will assess on a case-by-case basis, supported by children's social care and the police if required to ensure the most appropriate response for the children / young people involved.

The DSL will consider:

- the wishes of the victim in terms of how they want to proceed
- the nature of the alleged incident
- the ages of the children involved
- the development stages of the children involved
- any power imbalance between the children
- is the incident a one-off or a sustained pattern of abuse
- are there ongoing risks to the victim, other children, school or college staff
- contextual safeguarding issues

Following a report of sexual violence, the designated safeguarding lead (or deputy) will make an immediate risk and needs assessment, considering:

- the victim
- the alleged perpetrator
- all other children (and if appropriate adult students and staff).

Risk assessments will be recorded and kept under review as a minimum termly.

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

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

Other vulnerable categories

	<ul style="list-style-type: none"> - All staff will have read Annex A of Keeping Children Safe in Education and be aware of specific forms of abuse and safeguarding issues and vulnerable groups of children including; - Children in the Court system; - Children with family members in prison - Child Criminal Exploitation (County Lines) - Homelessness <p>For all specific safeguarding issues, DSLs will seek advice from LCC Schools Safeguarding Officer and follow national and local guidance that can be accessed in the School's Safeguarding Portfolio:</p> <ul style="list-style-type: none"> • <u>Multi Agency Statutory Guidance on FGM</u> • http://panlancashirescb.proceduresonline.com/chapters/p_female_mutilation.html • <u>Prevent Duty</u> • http://panlancashirescb.proceduresonline.com/chapters/p_violent_extremism.html • http://panlancashirescb.proceduresonline.com/chapters/p_forced_marriage.html • <u>What to do if you suspect a child is being sexually exploited</u> • http://panlancashirescb.proceduresonline.com/chapters/p_child_sex_exp.html • <u>Sexting in Schools Guidance</u> • <u>Sexting in schools and colleges: responding to incidents and safeguarding young people</u> • <u>ACPO CPAI Lead's Position on Young People Who Post Self-Taken Indecent Images</u>
Online Safety	<p>St Andrew's is committed to keeping pupils safe online. We therefore ensure that:</p> <ul style="list-style-type: none"> • ALL staff and volunteers understand that children can be harmed online via hurtful and abusive messages, enticing children to engage in age inappropriate conversations, sharing and production of indecent images or encouraging risk taking behaviour • The school's <u>Online Safety Policy</u> details how we keep pupils safe when using the internet and mobile technology • Online bullying by pupils, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our <u>Anti-bullying / Behaviour Policy</u> • There is a clear and explicit procedure for dealing with mobile phones that are brought into school by children • DfE advice; <u>Searching, Screening and Confiscation</u> is followed where there is a need to search a pupil for a mobile device • When school become aware of an online safety issue that has occurred outside of school, it is managed in accordance with the school <u>Online Safety Policy</u> • The school has appropriate filters and monitoring systems in place regarding use of internet (3G and 4G) in school - these should be detailed in the Online Safety Policy.
Record Keeping	<p>We are committed to recording all matters relating to the welfare of children in a relevant format. We therefore ensure that:</p> <ul style="list-style-type: none"> • DSLs will refer to <u>LCC Record Keeping Guidance</u> 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 to a disclosure of abuse • ALL staff use the agreed format for passing on concerns • concerns should be factual and evidence based • concerns should be written in ink, signed and dated/or entered onto CPOMS • concerns should be passed directly to the DSL • ALL concern logs will be kept either in whole school safeguarding files or in an individual pupil safeguarding file • a pupil will have an individual safeguarding file when there has been a number of concerns, an offer of Early Help or the family is, or has been at Level 2 or above on the Continuum of Need

	<ul style="list-style-type: none"> • <i>DSLs will record all discussions, decisions and rationale behind decisions and sharing of information in the child's records</i> • <i>DSLs will record evidence of child's wishes, professional challenge, offers of early help and multi-agency working</i> • <i>when individual pupils are discussed during staff meetings, such as supervision, staff updates or risk assessments etc. pupil information should be anonymised or stored in a secure manner</i> • <i>all safeguarding records will be stored securely in a locked room/cabinet</i> • <i>only DSLs and other named staff will have access to safeguarding records</i> • <i>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</i> • <i>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</i> • <i>a receipt will be obtained at time of transfer and the responsibility for the safeguarding records will pass to the receiving school</i> • <i>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</i> • <i>advice will be sought from legal services and/or Schools Safeguarding Officer if any staff are unclear about any aspects of safeguarding record keeping</i>
Safer Recruitment	<p>St Andrew's is committed to keeping pupils safe by ensuring that adults who work or volunteer in school are safe to do so. We therefore ensure that:</p> <ul style="list-style-type: none"> • LCC Human Resources guidance is adhered to, to ensure that there is a strong reference and commitment to safeguarding during advertisement, selection and recruitment of new staff • 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 – additional guidance has been provided in KCSIE 2018 regarding who and what should be included on the SCR – please refer to this when updating policy • the SCR is stored securely, you can store electronically or paper – clarify here, and only accessed by designated staff and governors • The HT and Chair of Governors 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. • this declaration will be renewed annually and evidenced using 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

	<p>and proportionate measures put in place until a waiver has been issued or matters resolved otherwise disqualification@ofsted.gov.uk</p> <ul style="list-style-type: none"> • 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	<p>We understand that when an allegation is made against a member of staff and volunteers, set procedures must be followed. We therefore ensure that:</p> <ul style="list-style-type: none"> • all staff and volunteers are aware of the requirement to, and process of referring allegations against staff to the headteacher • all staff and volunteers are aware of the requirement to, and process of referring allegations against the headteacher to the nominated Governor • 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 and volunteers 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 staff and volunteers should be reported to the headteacher. • Complaints about the headteacher should be reported to the Chair of Governors • 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	<p>We are committed to keeping pupils safe by ensuring that visitors to school do not pose a risk to children at our school. We therefore ensure that:</p> <ul style="list-style-type: none"> • visitors to school sign in and wear identification (lanyards) 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	<p>The Early Years Foundation Stage, EYFS 2014</p> <p>We are committed to keeping pupils safe by ensuring that electronic devices such as cameras, phones and tablets are used in an appropriate manner. School will therefore ensure that:</p> <ul style="list-style-type: none"> • parental consent is obtained to take and use photographs and/or videos of children • parental consent is obtained for photographs to be taken by the media for use in relation to promoting or publishing the school

	<ul style="list-style-type: none"> • <i>separate parental consent is obtained if any other agency requests to take photographs of any child</i> • <i>parental consent will be valid for 5 years but may be sought more regularly at the discretion of the headteacher</i> • <i>images will be uploaded to, and stored in a secure place for a relevant amount of time, this may be for longer than the child is at school if appropriate</i> • <i>photographs and videos of children are only taken to provide evidence of their achievements for developmental records or for other school related purposes</i> • <i>staff may use their own mobile phones to take or record any images of children, but these must be used for Dojo/See saw and deleted as soon as they are uploaded</i> • <i>the school does not use digital cameras</i> • <i>photos are printed/uploaded in the setting by staff and once done images are immediately removed from the memory of the device</i> • <i>parents are reminded frequently of the risks associated with posting images of children to social media</i> • <i>parents are reminded frequently that they are not permitted to distribute or post images that contain children other than their own</i> • <i>staff, volunteers and visitors will not use mobile phones in toilet or changing areas</i> • <i>The Code of Conduct and/or Acceptable Use/Behaviour Policy will outline when and where staff, volunteers and visitors can use their mobile phones</i> • <i>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</i> • <i>Pupils' use of mobile phones and other devices will be managed under the school's Home/School Agreement/Acceptable Use/Behaviour Policy/Online Safety Policy/Mobile Phone Policy</i> • <i>DFE Advice; Searching, Screening and Confiscation is followed where there is a need to search a pupil for a mobile device</i> 	
Review Dates	Policy adopted by the Governing Body:	June 2021
	Policy to be reviewed no later than:	November 2022
Key Personnel and Training Details	Designated Safeguarding Lead (DSL)	Christina Wilkinson
	<i>Date DSL Training Attended</i>	6th September 2020
	Back-up/Deputy DSL(s)	Laura Miller, Paul Burns, Nev Wilkinson, Hilary Austin, Hannah Proctor, Alison Martin, Katie Webster, Annette Standen
	<i>Date DSL Training Attended</i>	6th September 2020
	Prevent Lead	Christina Wilkinson
	<i>Date Prevent/WRAP training attended</i>	EMA service June 2019
	Headteacher	Christina Wilkinson

	<i>Date safeguarding training attended (state type of training)</i>	DSL refresher 6th September 2020
	Chair Of Governors	Lucy Hamlin
	<i>Date safeguarding training attended (state type of training)</i>	Safeguarding for Governors (LCC)
	Safeguarding Governor	Lucy Hamlin
	<i>Date safeguarding training attended (state type of training)</i>	As Above
Useful Contacts	LCC Schools Safeguarding Officer	01772 531196 CYPsafeeduc@lancashire.gov.uk
	Local Authority Designated Officer (LADO)	Tim Booth / Shane Penn / Donna Green - 01772 536694 LADO.admin@lancashire.gov.uk
	Education Early Support Co-ordinators	Jenny Ashton 01772 531643 jennifer.ashton@lancashire.gov.uk Matt Chipchase 01254 220989 matt.chipchase@lancashire.gov.uk
	Lancashire Children's Social Care	0300 1236720 cypreferrals@lancashire.gov.uk
	Whistleblowing	01772 532500 WhistleblowingComplaints@lancashire.gov.uk

CORONAVIRUS ADDENDUM:

1. Scope and definitions

This addendum applies during the period of school closure due to COVID-19, and reflects updated advice from our 3 local safeguarding partners and local authority (LA).

It sets out changes to our normal child protection policy in light of the Department for Education's guidance [Coronavirus: safeguarding in schools, colleges and other providers](#), and should be read in conjunction with that policy.

Unless covered here, our normal child protection policy continues to apply.

The Department for Education's (DfE's) definition of 'vulnerable children' includes those who:

- Have a social worker, including children:
- With a child protection plan
- Assessed as being in need
- Looked after by the local authority
- Have an education, health and care (EHC) plan

2. Core safeguarding principles

We will still have regard to the statutory safeguarding guidance, [Keeping Children Safe in Education](#).

Although we are operating in a different way to normal, we are still following these important safeguarding principles:

- The best interests of children must come first
- If anyone has a safeguarding concern about any child, they should continue to act on it immediately

- A designated safeguarding lead (DSL) or deputy should be available at all times (see section 4 for details of our arrangements)
- It's essential that unsuitable people don't enter the school workforce or gain access to children
- Children should continue to be protected when they are online

3. Reporting concerns

All staff and volunteers must continue to act on any concerns they have about a child immediately. It is still vitally important to do this.

As a reminder, all staff should continue to work with and support children's social workers, where they have one, to help protect vulnerable children.

4. DSL (and deputy) arrangements

DSLs (though not necessarily on site) are contactable at all times on the school mobile (07582584646). Mrs Wilkinson will be on duty full time, and staff are aware of a DSL they can contact via the staffing timetable (What's Apped weekly)

We will ensure that DSLs (and deputies), wherever their location, know who the most vulnerable children in our school are.

The senior leader will be responsible for liaising with the off-site DSL (or deputy) to make sure they (the senior leader) can:

- Identify the most vulnerable children in school
- Update and manage access to child protection files, where necessary
- Liaise with children's social workers where they need access to children in need and/or to carry out statutory assessments

5. Working with other agencies

We will continue to work with children's social care, and with virtual school heads for looked-after and previously looked-after children.

We will continue to update this addendum where necessary, to reflect any updated guidance from:

- Our 3 local safeguarding partners
- The local authority about children with education, health and care (EHC) plans, the local authority designated officer and children's social care, reporting mechanisms, referral thresholds and children in need

6. Monitoring attendance

As most children will not be attending school during this period of school closure, we will not be completing our usual attendance registers or following our usual procedures to follow up on non-attendance.

The exception to this is where any child we expect to attend school during the closure doesn't attend, or stops attending. In these cases we will:

- Follow up on their absence with their parents or carers, by phone
- Notify their social worker, where they have one

We are using the Department for Education's daily online attendance form to keep an accurate record of who is attending school.

We will make arrangements with parents and carers to make sure we have up-to-date emergency contact details, and additional contact details where possible. We have agreed to contact parents daily via the Dojo App and by text.

7. Peer-on-peer abuse

We will continue to follow the principles set out in part 5 of Keeping Children Safe in Education when managing reports and supporting victims of peer-on-peer abuse.

Staff should continue to act on any concerns they have immediately.

8. Concerns about a staff member or volunteer

We will continue to follow the principles set out in part 4 of Keeping Children Safe in Education.

Staff should continue to act on any concerns they have immediately.

We will continue to refer adults who have harmed or pose a risk of harm to a child or vulnerable adult to the Disclosure and Barring Service (DBS).

We will continue to refer potential cases of teacher misconduct to the Teaching Regulation Agency. We will do this using the email address Misconduct.Teacher@education.gov.uk for the duration of the COVID-19 period, in line with government guidance.

9. Support for children who aren't 'vulnerable' but where we have concerns

We have the option to offer places in school to children who don't meet the Department for Education's definition of 'vulnerable', but who we have safeguarding concerns about. We will work with parents/carers to do this.

If these children will not be attending school, we will put a contact plan in place, as explained in section 10.1 below.

10. Safeguarding for children not attending school

10.1 Contact plans

We have contact plans for children with a social worker and children who we have safeguarding concerns about, for circumstances where:

- They won't be attending school (for example where the school, parent/carer and social worker, if relevant, have decided together that this wouldn't be in the child's best interests); or
- They would usually attend but have to self-isolate

These plans set out:

- TAs each have a list of up to 4 families to keep in weekly contact with
- The Learning Mentor has a list of more vulnerable families to keep in contact with and she is in contact with social workers as necessary

I have rung each staff member and shared with them the mobile numbers of the families in accordance with LA guidance and our GDPR policy. I have explained to staff how to withhold their own number when making calls

10.2 Safeguarding all children

Staff are aware that this difficult time potentially puts all children at greater risk.

Staff will continue to be alert to any signs of abuse, or effects on pupils' mental health that are also safeguarding concerns, and act on concerns immediately. In particular, children are likely to be spending more time online (see section 11 below).

11. Online safety

11.1 In school

We will continue to have appropriate filtering and monitoring systems in place in school.

11.2 Outside school

Where staff are interacting with children online, they will continue to follow our existing staff behaviour policy/code of conduct/IT acceptable use policy

Staff will continue to be alert to signs that a child may be at risk of harm online, and act on any concerns immediately, following our reporting procedures as set out in section 3 of this addendum.

We will make sure children know how to report any concerns they have back to our school, and signpost them to other sources of support too.

11.3 Working with parents and carers

We will make sure parents and carers:

- Are aware of the potential risks to children online and the importance of staying safe online
- Know what our school is asking children to do online, including what sites they will be using and who they will be interacting with from our school
- Are aware that they should only use reputable online companies or tutors if they wish to supplement the remote teaching and resources our school provides
- Know where else they can go for support to keep their children safe online
- This information is on our school website and I regularly post updates on Twitter/Instagram and Facebook from NSO

12. Mental health

Where possible, we will continue to offer our current support for pupil mental health for all pupils via Dojo and regular contact with Class Teachers.

We will also signpost all pupils, parents and staff to other resources to support good mental health at this time.

When setting expectations for pupils learning remotely and not attending school, teachers will bear in mind the potential impact of the current situation on both children's and adults' mental health.

13. Staff recruitment, training and induction

13.1 Recruiting new staff and volunteers

We continue to recognise the importance of robust safer recruitment procedures, so that adults and volunteers who work in our school are safe to work with children.

We will continue to follow our safer recruitment procedures, and part 3 of Keeping Children Safe in Education.

In urgent cases, when validating proof of identity documents to apply for a DBS check, we will initially accept verification of scanned documents via online video link, rather than being in physical possession of the original documents. This approach is in line with revised guidance from the DBS.

New staff must still present the original documents when they first attend work at our school.

We will continue to do our usual checks on new volunteers, and do risk assessments to decide whether volunteers who aren't in regulated activity should have an enhanced DBS check, in accordance with paragraphs 167-172 of Keeping Children Safe in Education.

13.2 Staff 'on loan' from other schools

We will assess the risks of staff 'on loan' working in our school, and seek assurance from the 'loaning' school that staff have had the appropriate checks.

We will also use the DBS Update Service, where these staff have signed up to it, to check for any new information.

13.3 Safeguarding induction and training

We will make sure staff and volunteers are aware of changes to our procedures and local arrangements.

New staff and volunteers will continue to receive:

- A safeguarding induction
- A copy of our children protection policy (and this addendum)
- Keeping Children Safe in Education part 1
- We will decide on a case-by-case basis what level of safeguarding induction staff 'on loan' need. In most cases, this will be:
- A copy of our child protection policy and this addendum
- Confirmation of local processes
- Confirmation of DSL arrangements

13.4 Keeping records of who's on site

We will keep a record of which staff and volunteers are on site each day, and that appropriate checks have been carried out for them.

We will continue to keep our single central record up to date.

14. Children attending other settings

Where children are temporarily required to attend another setting, we will make sure the receiving school is provided with any relevant welfare and child protection information.

Wherever possible, our DSL (or deputy) and/or special educational needs co-ordinator (SENCO) will share, as applicable:

- The reason(s) why the child is considered vulnerable and any arrangements in place to support them
- The child's EHC plan, child in need plan, child protection plan or personal education plan
- Details of the child's social worker
- Details of the virtual school head

Where the DSL, deputy or SENCO can't share this information, the senior leader(s) identified in section 4 will do this.

We will share this information before the child arrives as far as is possible, and otherwise as soon as possible afterwards.

15. Monitoring arrangements

This policy will be reviewed as guidance from the 3 local safeguarding partners, the LA or DfE is updated.