Sandylands Community Primary School

Safeguarding and Child Protection

September 2023

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Review Dates	Policy adopted by the Governing Body on:	Sept 2023
	Policy to be reviewed no later than:	Sept 2024 or in line with government updates

Introduction

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 mental and physical 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;
- Work with appropriate colleagues and external agencies where necessary to have a complete picture of the child;
- Promote the best interests of the child;
- Taking action to enable all children to have the best outcomes.

This policy will give clear direction to pupils, staff including senior leadership team, governors, 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. We implement a whole-school preventative approach to managing safeguarding concerns, ensuring that the wellbeing of pupils is at the forefront of all action taken. We recognise that **no single professional can have a full picture** of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

This policy applies to all pupils, staff, parents, governors, volunteers, placement students and visitors. This policy has been developed to ensure the school fulfils the principles, requirements and any statutory duties established by the Children Act 1989; the Education Act 2002 (Section 175); the Children Act 2004; Working Together to Safeguard Children 2018; Keeping Children Safe in Education 2023 and Prevent Duty Advice 2021. Other government publications and school policies have been used to develop this policy and a list can be found in appendix 1.

Ethos

Sandylands CP School recognises that high self-esteem, confidence, peer support and clear lines of communication with trusted adults helps all children, especially those at risk of, or suffering abuse. We therefore ensure that:

- ALL staff, volunteers, governors and stakeholders contribute to an ethos where children feel secure and safe
- ALL children have opportunities to communicate and know that they are listened to
- ALL children's wishes, feelings and views will be taken into account when decisions are being made about how to keep them safe (appendix 2)
- ALL children know that they can communicate with any adult in school if they are worried or in difficulty
- 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

- 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
- ALL staff, volunteers and governors will establish effective, supportive and positive relationships with parents, carers, pupils and professionals

Roles and Responsibilities

Sandylands CP 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:

Adults Within School will:

Teachers, Teaching Assistants, School Staff, Supply Staff, Volunteers, Visitors

- Demonstrate an understanding that safeguarding is everyone's responsibility
- Consider, at all times, what is in the best interests of the pupil with a child-centred approach
- Maintain and demonstrate a mind set of "it could happen here"
- Do all they can within the capacity of their role, to keep ensure that children are protected from harm
- Ensure that all children have opportunities to communicate and know that they are listened to and understood
- Be aware that a pupil may not feel ready or know how to tell someone that they are being abused, exploited or neglected, and/or may not recognise their experiences as harmful.
- All staff are fully aware of the importance of mental health in the relation to safeguarding and are aware of the addition of mental health in the definition of safeguarding
- All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation
- Identify and make provision for any pupil that has been subject to, or is at risk of, abuse, neglect, or exploitation.
- 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 any concerns or cases of suspected abuse to the DSL (appendix 3). This will be done as soon as possible verbally and recorded on CPOMS
- Follow all policies to protect children and themselves e.g. signing in, wearing ID badge whilst on site etc.
- Monitor all pupils, particularly those that are deemed vulnerable
- Be prepared to identify pupils or families who may benefit from early help
- Never contact children or families on a personal device or social media. If a child or family does contact via this method, report to DSL for further advice
- Do not use social media to discuss school or issues. Staff should be mindful not to post anything that could bring the school or profession into disrepute (see also Acceptable Use policy)
- Report any concerns regarding an adult's conduct to the headteacher

- All staff, if they have concerns, should act on these immediately and should always speak to the DSL or member of the Safeguarding Team (appendix 3) immediately as early information sharing is vital in keeping children safe.
- Understand how to make a referral to CSC (appendix 10) and/or the police immediately, if at any point there is a risk of immediate serious harm to a child
- If DSL is not on site, contact via phone or video call (appendix 3)
- In exceptional circumstances staff should consider speaking to a member of SLT or Children's Social Care (appendix 10) to discuss safeguarding concerns if the DSL is not immediately available.
- **All** staff should be aware that ANYONE can make a referral so to 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 (appendix 10)

The Governing Body will:

Safeguarding Governor: Maggie Dodd

- Attend safeguarding training or updates annually
- Ensure that the policies, procedures and training in Sandylands CP 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 are absent from education
- Appoint a DSL and back-ups (appendix 3) and ensure that they are provided with appropriate support, funding, resources and time to carry out their role
- Ensure that DSL and deputies roles are explicit in their job descriptions
- Ensure the school or college contributes to inter-agency working in line with statutory guidance **Working together to safeguard children 2018**
- Ensure that procedures are in place to eliminate unlawful discrimination, harassment and victimisation, including those in relation to child-on-child abuse.
- Ensure that safeguarding procedures take into account local guidance including **Risk Sensible Framework** and **Lancashire Continuum of Need and Thresholds Guidance** (appendix 7)
- Ensure that staff members and governors 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 2023**
- ensure that children are safe online by ensuring that appropriate filters and monitoring systems are in place (appropriate meaning that they are also not 'over-blocking' internet content to allow for children to have appropriate access and learn appropriate conduct on the internet)
- ensure that children are taught about safeguarding and that this is embedded within the curriculum
- prevent people who pose a risk of harm from working with children
- ensure at least one member of an interviewing panel is trained in Safer Recruitment
- ensure there are procedures in place to handle allegations against teachers, headteachers, principals, volunteers and other staff

- Confirm that there are procedures in place to make a referral to the DBS and the Teaching Regulation Agency (TRA), where appropriate, if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned
- ensure staff in school are aware of, and policies reflect, an understanding of specific issues such as child on child 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 (Geraldine Dixon) and deputy (Helen Stephenson) to promote the education of Children who are Looked After (CLA)
- ensure that all staff are aware of safeguarding issues and vulnerabilities associated with CLA

The DSLs will:

DSL: Allison Hickson
Deputy DSLs: Liz Wildon, Penny Lupton, Helen Stephenson, Jennifer McLaren, Geraldine Dixon, Angela Cokell, Gavin Goulds, Dawn Brook, Nicola Miller, Pippa Day and Rachel Whitehead

- take **lead responsibility** for safeguarding and child protection
- be fully familiar with Annex B of Keeping Children Safe in Education, 2023
- manage referrals to and/ or from:
    - To CSC where abuse and neglect are suspected, and support staff who make referrals CSC
    - To the Channel programme where radicalisation concerns arise, and support staff who make referrals to the Channel programme
    - To the DBS where a person is dismissed or has left due to harm, or risk of harm, to a child.
    - To the police where a crime may have been committed, in line with the National Police Chiefs' Council (NPCC) guidance
    - And to any other appropriate identified agency or partner.
- act as a point of contact with the multi-agency partners
- Liaise with the senior mental health lead (Liz Wildon) and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health.
- Create a culture of safer recruitment by adopting procedures that help deter, reject or identify people who might pose a risk to children
- work with others in order to improve educational outcomes for children:
    - Ensuring that the school knows which pupils have or had a social worker
    - Understanding the academic progress and attainment of these pupils
    - Maintaining a culture of high aspirations for these pupils
    - Supporting teachers to provide additional academic support or reasonable adjustments to help these pupils reach their potential
- Where it is believed that a child is at risk of or is suffering significant harm, the school will follow the procedures set out by our local Safeguarding Children Partnership arrangements.
- attend DSL training every 2 years (appendix 3)
- undertake Prevent awareness training to be renewed every two years
- update their skills and knowledge on a regular basis, but at least annually
- raise awareness of safeguarding throughout school and act as a point of support for all staff
- ensure that this policy is reviewed annually and is available publicly

- ensure that parents are aware of school's responsibilities regarding safeguarding and child protection
- maintain accurate safeguarding records that are stored securely on CPOMs or paper records locked away according to GDPR
- be available during school hours (either on site or via phone/video call where needed)
- arrange cover of DSL role for any out of hours/out of term activities
- represent school in multi-agency meetings
- be provided with appropriate support and supervision in order to carry out the role safely and effectively
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation
- take a holistic view to ensure wider environmental factors are considered which may be a threat to safety and welfare of children (Contextual Safeguarding).
- Ensure that a pupil's child protection file is transferred as soon as possible, and within five days, when transferring to a new school, and consider any additional information that should be shared to support a child's journey
- have details and liaise with the Local Authority Personal Advisors for any Care Leavers.
- 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
- Have due regard to the PACE Code C 2019 in regards to the role of an appropriate adult
- DSLs consult a second opinion from either another DSL or Safeguarding Advice line
- 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
- The designated teacher (Geraldine Dixon) has a responsibility for promoting the educational achievement of CLA and previously CLA (PLAC), and for children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales as per guidance Promoting the Health and Well-being of Looked After Children

Induction, Recruitment and Training

All Staff

Please see the Induction Policy for more information.

Penny Lupton, deputy head, is the lead on delivering inductions to new members of staff.

- Upon induction, all staff will be given a copy of:
  - Safeguarding and Child Protection Policy
  - Sandylands CP School Code of Conduct
  - Sandylands CP School Safeguarding Code of Conduct (appendix 12)
  - Keeping Children Safe in Education (2023)
  - Online Safety and Acceptable Use Policy
  - Positive Behaviour Policy

- All staff must have Safeguarding training to be updated annually
- All staff must be trained in Prevent updated every two years
- Regular updates on safeguarding to be delivered by a DSL when needed
- All staff will sign to show they have understood and will adhere to:
    - Safeguarding and Child Protection Policy
    - Sandylands CP School Code of Conduct
    - Sandylands CP School Safeguarding Code of Conduct
    - Keeping Children Safe in Education (2023)
- Know where to seek additional advice e.g. Safeguarding Team, DSLs, Family Team, MASH and Children's Social Care (appendix 4)
- Follow all policies and procedures in place and have regular updates on what to do if you suspect a child is being abused or is not safe (appendix 5)
- All staff, volunteers and governors will undertake any additional specialised training on matters such as Child Sexual Exploitation, Prevent, Child on Child Abuse, Online Safety, FGM etc. as deemed necessary by the SLT/DSL that is relevant to the context of the setting
- Where staff feel there are any specific training requirements or gaps in knowledge this should be discussed with a DSL
- Detailed records will be held of staff safeguarding training

Designated Safeguarding Leads

- DSLs must complete DSL training every two years
- Update their training and knowledge throughout this time on safeguarding issues through means like: government updates, the Lancashire portal
- Engage with supervision to keep up to date with other professionals and improve own practice
- Complete additional training on issues such as Radicalisation, Online Safety etc.
- Complete Prevent training every 2 years
- Complete GDPR training completed annually
- Where necessary, complete Safer Recruitment training to be updated every 5 years
- Support staff on how to recognise abuse and report this using the correct procedures
- Hold and update a Single Central Record

Safer Recruitment

- Where necessary, complete Safer Recruitment training, to be updated every 5 years. This must include a DSL and a governor
- DBS and relevant checks are completed prior to starting (the original DBS certificate)
- An enhanced DBS check with barred list information will be undertaken for all staff members engaged in regulated activity. A person will be considered to be in 'regulated activity' if, as a result of their work, they:
    - Are responsible on a daily basis for teaching, training, instructing or the care or supervision of children.
    - Regularly work in the school at times when children are on the premises.
    - Regularly come into contact with children under 18 years of age.
      (Regular is defined as; at least 3 times in a 30 day period.)
- Complete annual self-declaration forms

- **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
- there are at least 2 people on each selection panel and at least one person on every selection panel has attended Safer Recruitment Training
- We will inform shortlisted candidates that online searches may be done as part of due diligence checks
- Copies of documents used to verify the successful candidate's identity, right to work and required qualifications should be kept on their personnel file
- ALL staff will monitor the conduct of all adults who come into contact with children at school and report any concerns to the DSL (appendix 3, headteacher (Allison Hickson) or Chair of Governors (Kirstie Banks-Lyon) as appropriate)
- relevant, proportionate and lawful checks are undertaken on all adults who regularly work at, or visit the school
- Covering (umbrella) letters will be obtained from agencies and other employers that provide staff to work in school to confirm that appropriate checks have been undertaken. Agencies will be requested to complete the checklist found at Appendix Q of the R&S Guidance.
- 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
- individual identity checks will be undertaken on those staff detailed above to ensure they are employees of the named agency/employer
- 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 Self-Declaration Form. This form will be retained and stored securely (appendix 6)
- 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

Single Central Record

- a Single Central Record (SCR) is kept of checks that are undertaken on all adults who regularly work at, or visit the school
- The following information is recorded on the SCR:
    - An identity check
    - A barred list check
    - An enhanced DBS check
    - A prohibition from teaching check
    - A check of professional qualifications, where required
    - A check to determine the individual's right to work in the UK
    - Additional checks for those who have lived or worked outside of the UK
    - Any other information deemed relevant.
- the SCR is stored securely electronically and encrypted, and only accessed by designated staff and governors

- If any checks have been conducted for volunteers or Governors, these may also be recorded on the SCR. If risk assessments are conducted to assess whether a volunteer should be subject to an enhanced DBS check, the risk assessment will be recorded.
- The details of an individual will be removed from the SCR once they no longer work at the school.
- DSLs/HT/Safeguarding Governor/ should evidence regular oversight/scrutiny of the SCR
- evidence of staff member's identity, required qualifications and the right to work in the UK will be kept in individual personnel files

Visitors

Sandylands CP School is committed to keeping pupils safe by ensuring that visitors to school do not pose a risk to children at our school.

- All visitors must complete a short induction to the school including Safeguarding procedures
- All visitors must sign in and wear an identification badge with their photograph on to indicate they have done so.
- Any adults in school not wearing an identification badge must be challenged.
- When leaving the grounds, even if they are coming back, must sign out and sign back in on entry.
- If the visitor is from another agency (e.g. NHS or contractor) they must show their work ID and then sign in and wear a visitor's badge.
- If the visitor is from a teaching agency, they must show personal ID (e.g. passport or driver's license) and this must be verified against their certificate that is sent through from the teaching agency with relevant checks completed **prior** to entering the school. If this certificate has not been sent through from the teaching agency, personal ID and enhanced DBS certificate must be checked and identification numbers and dates from these noted down in the relevant file and stored securely.
- If the visitor does not have a DBS (e.g. some contractors) they must be supervised by a member of staff with an enhanced DBS throughout their entire time in the school building. They must not be left alone.
- On entry to school, visitors must be informed of fire evacuation procedures and a key member of staff they speak to if they have a concern about a child.
- Visitors to school must comply with the school's Code of Conduct and will not use personal electronic devices in the vicinity of children unless otherwise agreed by SLT/ headteacher.
- If there are several visitors to the school at the same time (e.g. assembly) there will be adequate staff supervision of both the children **and** any visitors. Where necessary a risk assessment will be undertaken.
- The role of any visitor in school should be clear and agreed with the headteacher or DSL prior to the visit.

Extra-Curricular Activities and Clubs

Extra-curricular activities and clubs hosted by external bodies, e.g. charities or companies, will work in collaboration with the school to effectively safeguard pupils and adhere to local safeguarding arrangements.

Staff and volunteers running extra-curricular activities and clubs are aware of their safeguarding responsibilities and promote the welfare of pupils. Paid and volunteer staff understand how they should respond to child protection concerns and how to make a referral to CSC or the police, if

necessary. All national governing bodies of sport that receive funding from either Sport England or UK Sport must aim to meet the Standards for Safeguarding and Protecting Children in Sport.

Where a club is held with responsibility from the school, the safeguarding procedures outlined in this policy must be followed. Where an outside agency is hosting the club, either a member of school staff must be present, or a Transfer of Control document obtained (appendix 14).

Recognising and Reporting Abuse

Sandylands CP School is committed to PREVENTING abuse, PROTECTING children from abuse and SUPPORTING those involved in cases of abuse.

The Department for Education (DfE) 'Keeping Children Safe in Education' (September 2023), states safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- Protecting children from maltreatment;
- Preventing impairment of children's mental and physical health or development;
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best outcomes

Safeguarding has a high agenda throughout school and staff are regularly updated with training or documents from a member of the safeguarding team. Everyone should have the attitude that 'it could happen here'. All staff and volunteers understand the important of teaching children how to keep themselves safe from all types of abuse. They will ensure, where relevant in their role, children are taught about safeguarding and how to keep themselves safe. This will be linked to PSHE and P4C curriculums.

Staff make positive relationships with children which enable them to feel safe and valued but must also make sure they do not promise to keep secrets for children. All staff should be aware of common signs and indicators of abuse (appendix 8). Where there is a safeguarding concern, DSLs should ensure that the child's wishes and feelings are taken into account and their view gained.

Early information sharing is **vital** in keeping children safe. If a staff member has a concern or a child discloses a concern, it should be reported immediately verbally to a DSL. Following this conversation any actions should be followed and all conversations, concerns and actions reported on CPOMS.

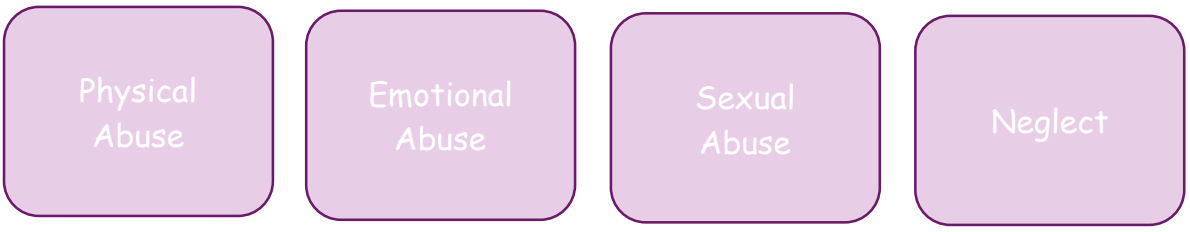
If a child is in immediate danger or a case of Female Genital Mutilation is suspected, the police must be called.

If a child is in need of protection, has been significantly harmed or is at risk of significant harm, a DSL will use Lancashire Continuum of Need and Thresholds Guidance (appendix 7) alongside Risk Sensible Framework to make a Section 47 referral to Children's Social Care. See appendix 10 for how to report a case to Children's Social Care. If this referral is needed, consent should be sought from the parents unless this delay will cause anyone to be at risk. This referral will initially be done via telephone and followed up with a CSC referral form (appendix 10). It is important that DSLs include as much information as possible, including where abuse may be taking place, to allow social care assessments to consider all the available evidence and enable a contextual approach to address harm.

DSLs will adhere to policy, procedures and guidance from Lancashire Children's Safeguarding Assurance Partnership (formally Lancashire Safeguarding Children's Board) with regard to sharing information. It is important to recognise where a report may be determined to be unsubstantiated, unfounded, false or malicious, the child may still be in need of help, may have been abused by someone else and this is a cry for help. In such circumstances the DSL should lead considerations and a referral to children's social care may be appropriate.

Abuse is defined as a form of maltreatment of a child which involves inflicting harm or failing to act to prevent harm. Children may be abused in a family, institutional or community setting by those known to them or by others, e.g. via the internet. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by one or multiple adults or other children.

Abuse can be defined under four categories:



Staff must be trained in and recognise where behaviour can be a child's way of communicating distress and changes in behaviour may be an indicator of abuse. See appendix 8 for more detailed signs and indicators for each of these areas. We will use Lancashire's Neglect Strategy to identify and assess children whose developmental needs are being insufficiently met at an early stage, placing them at risk of achieving poor educational, emotional and social outcomes.

In addition to these areas, there are other ways that children can be abused e.g. Online, Child Sexual Exploitation, Female Genital Mutilation, Honour Based Abuse, Radicalisation etc. Please see 'Specific Safeguarding Issues' for more detailed information on each one. All staff will be aware that technology is a significant component in many safeguarding and wellbeing issues, including online abuse, cyberbullying, radicalisation and the sharing of indecent images.

The relationships that staff have with children is key in being able to support children with their concerns, disclosures or development. It may be the case that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is therefore integral to our practice at Sandylands that staff have positive relationships with children and that children know who they feel is a trusted adult in which to communicate with.

If a child is found to be a victim of abuse, all staff will support these victims in a capacity that is relevant to their role as determined by a DSL. DSL's will determine what information staff need to know to safeguard and support children. Different staff may know more or less information than others dependent on their role. Communication and work with parents and carers will always be undertaken in a supportive manner and in the best interests of the child.

Children can abuse other children. This is generally referred to as child-on-child abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying, prejudice-based and discriminatory bullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; upskirting; initiating/hazing type violence and rituals; abuse in intimate personal relationships between children; consensual or non-consensual sharing of nudes or semi-nude images or videos, or causing someone to engage in sexual activity without consent.

As per KCSIE, 2023:
'All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.'

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. Establishing effective relationships and liaison with other agencies is key to supporting the pupil e.g. social services, child and adult mental health services and educational psychology services among others. Social services must be notified (appendix 4) where a child in need has 2 or more days of unexplained absence. Advice is sought from specialists and specific programmes of work and support are offered to children and families who are vulnerable. Through the school curriculum, the school's ethos for a positive and safe environment and policies such as the Behaviour Policy, victims of abuse will be supported. Where needed, risk assessments will be undertaken where a child's behaviour poses a risk to others, themselves or the environment.

By encouraging pupils' spiritual, moral, social and cultural development we promote fundamental British values and anti-oppressive practice. We provide positive role models, promoting diversity by acknowledging and respecting the individual needs of the child. Recognising that children come from multi-cultural backgrounds, we develop policies that ensure we embrace:

- Diversity in religion and faith
- Diversity of race
- Diversity of ethnicity
- Diversity of gender and sexual orientation
- The disability equality duty

(See also Promoting Fundamental British Values, PSHE and RE policies).

It is important to note that children must not be discriminated against, especially if they have a protected characteristic such as disability, sex, sexual orientation, gender reassignment and race. As per the Equality Act, 2010, we carefully consider how we support and promote the welfare of children particularly in regard to these protected characteristics. This would be on an individual basis, of what is needed to support the child and/or family. This would also include the promotion of positive relationships between those who share a protected characteristic, and those who do not. To ensure that we are promoting positive outcomes for all children, monitoring of all allegations and concerns for all forms of abuse and harassment is in place.

For more information, please see the Equality Policy.

Record Keeping

Sandylands CP School is committed to recording all matters relating to the welfare of children in a relevant format. We therefore ensure that:

- DSLs will maintain accurate safeguarding records in writing
- An agreed format is used for reporting all matters relating to child wellbeing, from an early help requirement to a disclosure of abuse
- All staff to use agreed formats e.g. Family Team referral (appendix 9) or recording safeguarding actions (appendix 5)
- If a staff member has a concern or a disclosure has been made they must immediately and confidentially report to a DSL, take advice, follow any actions and write up all recorded conversations and actions on CPOMS. (appendix 5)
- Concerns or disclosures should only be reported to a DSL
- Concerns should be factual and evidence based
- All pupils have an individual file on CPOMS
- When recording a concern, it should include:
    - A clear and comprehensive summary of the concern
    - Details of who (DSL) the concern was reported to
    - Details of how the concern was followed up and resolved
    - A note of any action taken, decisions reached and the outcome
- If further action is needed for internal support from the Family Team, complete a Family Team referral form (appendix 9). This includes internal support from EP, therapeutic support, Early Help or additional agencies.
- If further action is needed following this to Early Help, an Early Help Assessment needs to be completed by a key worker in the Family Team or a professional from an external agency e.g. Health Visitor
- If further action or immediate action is needed from Children's Services, contact 0300 123 6720 (appendix 4)
- If the child is in imminent danger or a case of Female Genital Mutilation is suspected, contact the police.
- A pupil will have an individual safeguarding file on CPOMs 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
- A copy of the child's CP Plan is included in the child's individual safeguarding file on CPOMs
- DSLs will record all discussions, decisions and rationale behind decisions and sharing of information in the child's records on CPOMs
- DSLs will seek a second opinion from another DSL or Safeguarding Advice line for any decisions made and record on CPOMs
- DSLs will record evidence of child's wishes, professional challenge, offers of early help and multi-agency working on CPOMs
- When individual pupils are discussed during staff meetings, such as supervision, staff updates or risk assessments etc. pupil information should be anonymised or stored in a secure manner
- All safeguarding records will be stored securely in a locked room/cabinet and secure double log in required for any DSL logging into CPOMs in the form of a key or passcode second login
- Only DSLs and other named staff will have access to safeguarding records
- A pupil's safeguarding file will be transferred, in its entirety separate to the child's attainment file, to the educational establishment where the child moves to, unless there is ongoing legal action

- Where a receiving school operates CPOMs, the safeguarding files will be transferred through this system
- If the receiving school does not, 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 separate to the child's attainment file
- A receipt will be obtained for postage and a Transfer of Records form (appendix 13) will be completed
- A copy of the safeguarding file will be kept in archive, safely and securely at Sandylands Community Primary School
- The responsibility for the safeguarding records will pass to the receiving school
- The child's social worker is informed on any movement of records
- 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
- Advice will be sought from legal services and/or Schools Safeguarding Officer if any staff are unclear about any aspects of safeguarding record keeping (appendix 4)

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

Staff members will ensure that fear of sharing information does not stand in the way of their responsibility to promote the welfare and safety of pupils. If staff members are in doubt about sharing information, they will speak to the DSL or deputy DSL(s).

Allegations Against Staff

Sandylands CP School understands that when an allegation is made against a member of staff and volunteers, set procedures must be followed.

If there is a concern, even if low-level, about a member of staff this should be referred to the headteacher (Allison Hickson). If there is a concern about the headteacher, this should be referred to the Chair of Governors (Kirstie Banks-Lyon). The headteacher or governor will then discuss their concerns with the LADO (appendix 4). All staff must remember that the welfare of the child is paramount and that they have a duty to report any concerns about an adult's conduct. Government guidance on **Whistleblowing Policy**.

There are clear policies in line with those from the CSAP (Children's Safeguarding Assurance Partnership) for dealing with allegations against people who work with children.
All allegations against staff, supply staff, volunteers and contractors will be managed in line with the school's Whistleblowing Policy – a copy of which will be provided to, and understood by, all staff at induction. The school will ensure all allegations against staff, including those who are not employees of the school, are dealt with appropriately and that the school liaises with the relevant parties.

Where a concern is raised or an allegation relating to an incident that happened when an individual or organisation was using the school premises for the purposes of running activities for children (for example community groups, sports associations, or service providers that run extra-curricular

activities). As with any safeguarding allegation, we would follow our safeguarding policies and procedures as detailed in this document, including informing the LADO.

When managing allegations against staff, the school will recognise the distinction between allegations that meet the harms threshold and allegations that do not, also known as "low-level concerns". Allegations that meet the harms threshold include instances where staff have:

- Behaved in a way that has harmed a child or may have harmed a child.
- Committed or possibly committed a criminal offence against or related to a child.
- Behaved towards a child in a way that indicates they may pose a risk of harm to children.
- Behaved, or may have behaved, in a way that indicates they may not be suitable to work with children.

All staff are aware of these procedures and aware of the following expectations and protocol:

- ALL staff and volunteers are aware that they must refer allegations or concerns around staff (including supply staff) conduct to the Headteacher
- ALL staff and volunteers are aware of the requirement to, and process of referring allegations or concerns around the Headteacher to the nominated Governor and how to contact them
- The Headteacher and/or Chair of Governors will discuss the allegation with the Local Authority Designated Officer (LADO)
- CSAP 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 head teacher [Allison Hickson] if any adult's conduct gives cause for concern
- If there is cause for concern for the head teacher's conduct, this is the reported to the chair of governors [Kirstie Banks Lyon]
- All staff recognise the importance of sharing and reporting low-level concerns (see below guidance on low-level concerns) surrounding staff or any adult in a position of trust to the head teacher.
- ALL staff are aware of the school's Whistle Blowing Policy which enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place
- Staff are fully aware of Guidance for Safer Working Practice 2022 and Staff Code of Conduct and are aware of professional expectations of their own behaviour and conduct.

Sandylands recognises that children may make disclosures against someone who is in a position of trust not in the school setting. This may be an adult in a place of worship, a sports coach or a club leader. After ensuring that the child is safe, we recognise that we must refer to the LADO and share information.

Low Level Concerns

We ensure that all staff are aware of how to recognise and report **low level concerns** around staff behaviour or conduct.

The term 'low-level' concern does not mean that it is insignificant. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work and

• does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to:

• being over friendly with children
• having favourites
• taking photographs of children on their mobile phone, contrary to school policy
• engaging with a child on a one-to-one basis in a secluded area or behind a closed door, or humiliating pupils.

Sandylands will promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school or college (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately. We will strive to embed a culture of openness, trust and transparency in which our values and expected behaviour set out in the staff code of conduct are lived, monitored and reinforced constantly by all staff.

We will ensure that staff are encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

All staff are clear on how to report low level concerns and will be empowered to do so. Staff must report their concerns to the Head teacher (Allison Hickson) If concerns are surrounding the Head teacher, this must be referred to the Chair of Governors. Guidance from Keeping Children Safe in Education, September 2023, paragraphs 436 – 439 will be followed in view of recording and storage of such concerns.

If in doubt whether the concern is a low-level concern, the head teacher will consult with LADO for guidance. The governing body will ensure low level concern procedures and staff behaviour expectations are clearly addressed within the Staff Code of Conduct and procedures are implemented effectively, ensuring that appropriate action is taken in a timely manner to safeguard children and facilitate a whole school or college approach to dealing with any concerns.

Supply Teachers

It may be the case that there is an allegation against an individual not employed by the school, (e.g. supply teacher). It is the school's responsibility to make sure that these allegations are dealt with properly. In no circumstances should a school or college decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome. Governing bodies and proprietors should discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation. The school should take the lead on an investigation and the supply agency, and any other appropriate external agencies should be fully involved. If an investigation takes place, a supply teacher should be advised to take advice from their trade union representative or support from a colleague.

The school will refer to the DBS anyone who has harmed a child or poses a risk of harm to a child, or if there is reason to believe the member of staff has committed an offence and has been removed from working in regulated activity.

Where a teacher's employer, including an agency, dismisses or ceases to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first, they must consider whether to refer the case to the Secretary of State (via the Teaching Regulation Agency). Details about how to make a referral to the Teaching Regulation Agency can be found on GOV.UK.

Specific Safeguarding Issues

Sandylands CP School is committed to keeping our children safe from specific forms of abuse. As per Keeping Children Safe in Education, 2023 some areas are identified but it is not an exhaustive list. More guidance and information is available in Keeping Children Safe in Education, 2023.

ALL staff and volunteers understand that there are specific and emerging ways in which children can be abused and are aware of these specific issues, reporting any concerns following the correct procedure to a DSL. Specific issues include (but are not limited to):

Radicalisation and Extremism

Extremism refers to the vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty, and the mutual respect and tolerance of different faiths and beliefs. Extremism also includes calling for the death of members of the armed forces.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Terrorism refers to an action that endangers or causes serious violence to a person or people, serious damage to property, or seriously interferes with or disrupts an electronic system. The use or threat of these actions must be designed to influence the government or intimidate the public, and be made for the purpose of advancing a political, religious or ideological cause.

- ALL staff and volunteers will have 'due regard to the need to prevent people from being drawn into terrorism', known as the 'Prevent Duty', DfE.
- ALL staff and volunteers will have a general understanding of how to identify a child who may be at risk of radicalisation, or drawn into extremism and/or terrorism
- A prevent lead will be in place, Geraldine Dixon, to lead support for radicalisation and extremism
- DSLs and governors will complete Prevent Duty training
- ALL staff and volunteers will use professional judgement in identifying children who might be at risk of radicalisation and act proportionately
- The school will ensure that they engage with parents and families, as they are in a key position to spot signs of radicalisation. In doing so, the school will assist and advise family members who raise concerns and provide information for support mechanisms. Any concerns over radicalisation will be discussed with the pupil's parents, unless the school has reason to believe that the child would be placed at risk as a result.
- The 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
- Any concerns will follow the same Safeguarding pathway (appendix 5); report to a DSL, follow up any advice or actions and record on CPOMs.
- DSLs will follow the Prevent Strategy Channel Pathway (appendix 11)

- A broad and balanced curriculum is in place (e.g. See PSHE, RE and Fundamental British Values policies)
- We promote respect, tolerance and diversity. Children are encouraged to share their views and to understand that they are entitled to have their own different beliefs whilst respecting those of others. We aim to provide pupils with the knowledge, skills and understanding to prepare them to play a full and active part in society. Pupils learn about democracy, government and how laws are made and upheld.
- We recognise that children with low aspirations can be more vulnerable to radicalisation and therefore we aim to develop self-confidence, self-respect and encourage high standards and expectations.

The Prevent duty

Under section 26 of the Counter-Terrorism and Security Act 2015, all schools are subject to a duty to have "due regard to the need to prevent people from being drawn into terrorism", known as the Prevent duty, forming part of the school's wider safeguarding obligations.
Appendix 11 outlines the details of the Prevent Pathway.

We will ensure that ALL Staff, Governors and volunteers are informed and have 'due regard to the need to prevent people from being drawn into terrorism', known as the 'Prevent Duty.'

Report radicalisation (Prevent)

If you:

- become aware of an individual you feel is vulnerable to radicalisation
- suspect someone is being radicalised or encouraged to support terrorism
- or are experiencing pressure from others about this

Any of the following can provide advice and support.
If anything gives you cause for concern, do not rely on someone else – ACT. Find out about what kind of activity and behaviour you should report on the Action Counters Terrorism (ACT) website.
For advice on preventing radicalisation or reporting concerns in Lancashire please speak to the Prevent lead (Geraldine Dixon) who can advise on whether to:

- email:- concern@lancashire.pnn.police.uk
- call our Prevent team on the number for advice or support: 01772 413398
- The police non-emergency number 101
- Anti-terrorism hotline 0800 789 321
- If there is an immediate threat, call 999 in an emergency if you need police assistance.
- You can report illegal or harmful information, pictures or videos you've found on the internet via the gov.uk website. You can make your report anonymously.

More information can be found on the Lancashire Constabulary website.

Counter Terrorism Policing safeguarding website is aimed at family and friends to encourage them to share concerns that a friend or loved one might be vulnerable to radicalisation. The website aims to help increase Prevent referrals from family and friends into the police by increasing awareness, trust and understanding of the police's safeguarding role.

Prevent Lead	Geraldine Dixon
Prevent Governor Lead	Kirstie Banks-Lyon

Child Sexual Exploitation (CSE)

This is a form of child sexual abuse. It 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. Sexual abuse can include penetrations (e.g. rape or oral sex) or non-penetrative acts (e.g. masturbation, kissing, rubbing and touching outside of clothing). It may also include other non-contact activities (e.g. forcing children to look at sexual images). CSE can occur over time or be a one-off occurrence.

It is important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse. Some indicators that staff should be aware of include:

- Appearing with unexplained gifts, money or new possessions.
- Associating with other children involved in exploitation.
- Suffering from changes in emotional wellbeing.
- Misusing drugs or alcohol.
- Going missing for periods of time or regularly coming home late.
- Regularly missing school or education or not taking part.
- Having older boyfriends or girlfriends.
- Suffering from sexually transmitted infections.
- Displaying sexual behaviours beyond expected sexual development.
- Becoming pregnant.

A broad curriculum, including PSHE and Relationships and Sex Education, will include relevant information around the risks associated with CSE. The Online Safety Policy will ensure the safety of children by ensuring they cannot access inappropriate material when using the internet and that suitable filtering software is in place.

Child Criminal Exploitation: inc. County Lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity. It occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18 into criminal activity. This can be in exchange for something the victim needs/wants, financial benefit or other advantages or fear of the threat of violence (which can be through technology). Drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns.

Specific forms of CCE can include:

- Being forced or manipulated into transporting drugs or money through county lines.
- Working in cannabis factories.
- Shoplifting or pickpocketing.
- Committing vehicle crime.
- Committing, or threatening to commit, serious violence to others.

Criminal exploitation of children can include County Lines. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. Often, children involved in the criminal exploitation commit crimes themselves and this can often mean their vulnerability as victims is not always recognised.

It is important to note that whilst any child or younger person under the age of 18 years can be affected of any gender, the experience of girls can be very different to that of boys. Some indicators may be different, but everyone should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls who are being criminally exploited are at higher risk of sexual exploitation.

Like other forms of abuse and exploitation, county lines exploitation:

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

School staff will be aware of the indicators that a pupil is the victim of CCE, including:

- Associating with other children involved in exploitation
- Suffering from changes in emotional wellbeing
- Misusing drugs or alcohol
- Going missing for periods of time or regularly coming home late or being found in areas away from home
- Regularly missing school or education
- Appearing with unexplained gifts, money or new possessions.

Honour Based Abuse (HBA)

Including Female Genital Mutilation and Forced Marriage

'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 Abuse (previously Honour Based Violence) which can include forced marriage, female genital mutilation and ritualistic abuse. Whatever the motivation is for HBV, it is abuse and should be treated as such. It is important to be alert for signs of distress and indicators such as

- self-harm
- absence from school
- truancy
- infections resulting from female genital mutilation
- isolation from peers
- not participating in school activities
- unreasonable restrictions at home

Female Genital Mutilation (FGM)
FGM includes all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. Some communities consider it a religious act and cultural requirement. Any cases of HBV or FGM need to be reported to the DSL immediately. **It is against the law in the UK** and is a form of child abuse that can have long-lasting harmful consequences. It is also illegal for someone to arrange for a child to go abroad with the intention of FGM.

All staff will be alert to the possibility of a pupil being at risk of FGM, or already having suffered FGM. If staff are worried about someone who is at risk of FGM this needs to be reported to a DSL. Where teachers discover a victim of FGM, they are **legally required** to share this information with CSC and/or the police. The school's procedures relating to managing cases of FGM and protecting pupils will reflect multi-agency working arrangements.

As outlined in Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015), teachers are legally required to report to the police any discovery, whether through disclosure by the victim or visual evidence, of FGM on a pupil under the age of 18. Teachers failing to report such cases may face disciplinary action. Teachers will not examine pupils, and so it is rare that they will see any visual evidence, but they must personally report to the police where an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also consider and discuss any such case with the DSL and involve CSC as appropriate. NB: This does not apply to any suspected or at-risk cases, nor if the individual is over the age of 18. In such cases, local safeguarding procedures will be followed.

All staff will be aware of the indicators that pupils may be at risk of FGM. While some individual indicators they may not indicate risk, the presence of two or more indicators could signal a risk to the pupil. It is important to note that the pupil may not yet be aware of the practice or that it may be conducted on them, so staff will be sensitive when broaching the subject.
Indicators that a pupil may be at heightened risk of undergoing FGM include:

- The socio-economic position of the family and their level of integration into UK society
- The pupil coming from a community known to adopt FGM
- Any girl with a mother or sister who has been subjected to FGM
- Any girl withdrawn from PSHE
- Travel abroad or a long holiday with relatives to a country known to practise FSM.

Underage or Forced Marriage

Forced marriage is defined as a marriage that is entered into without the full and free consent of one or both parties, and where violence, threats or any other form of coercion is used to cause a person to enter into the marriage. Threats can be physical, emotional, or psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent, e.g. due to some forms of SEND. Forced marriage is a crime in the UK and a form of HBA.

The law has now changed that the legal age for marriage is 18.

Staff who have any concerns regarding a pupil who may have undergone, is currently undergoing, or is at risk of forced marriage will speak to the DSL and local safeguarding procedures will be followed – this could include referral to CSC, the police or the Forced Marriage Unit. It will be made clear to staff members that they should not approach the pupil's family or those with influence in the community, without the express consent of the pupil, as this will alert them to the concerns and may place the pupil in further danger.

The Forced Marriage Unit can be contacted on 020 7008 0151 or fmu@fco.gov.uk

Modern Slavery and Trafficking

Modern slavery encompasses human trafficking and slavery, servitude, and forced or compulsory labour. This can include CCE, CSE, and other forms of exploitation.

All staff will be aware of and alert to the signs that a pupil may be the victim of modern slavery. Staff will also be aware of the support available to victims of modern slavery and how to refer them to the National Referral Mechanism. (From The Modern Slavery Act 2015, Section 52) 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'.

Homelessness

The DSL and deputy DSL(s) are aware of the contact details and referral routes into the Local Housing Authority so that concerns and support over homelessness can be raised as early as possible. Indicators that a family may be at risk of homelessness include:

- Household debt
- Rent arrears
- Domestic abuse
- Anti-social behaviour
- Any mention of a family moving home because "they have to" or frequent moves.

Referrals to the Local Housing Authority do not replace referrals to CSC where a child is being harmed or at risk of harm. For 16- and 17-year-olds, homelessness may not be family-based and referrals to CSC will be made as necessary where concerns are raised.

Child on Child Abuse

Including Sexual Violence, Sexual Harassment, Sharing of Nude or Semi-Nude Images and Upskirting

Sandylands has a zero-tolerance approach to abuse, including child on child abuse. All staff understand that children can abuse other children. This occurs when a young person is exploited, bullied (including cyber bullying) and/ or harmed by their peers who are the same or similar age; everyone directly involved in child on child abuse is under the age of 18. Even if there are no reports of child on child abuse, it is important to bear in mind that it may be because it is not being reported. will refer to the specific guidance in Keeping Children Safe in Education Part five: Child on Child Sexual Violence and Sexual Harassment and Lancashire Procedures. 5.31 Peer Abuse (proceduresonline.com)

Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or peers. Pupils will also be reassured that they will be taken seriously, be supported, and kept safe. This process will be continually reviewed by the DSL / SLT.

Types of abuse can include:

- Bullying, including cyberbullying and prejudice-based or discriminatory bullying.
- Abuse in intimate personal relationships between peers.
- Physical abuse – this may include an online element which facilitates, threatens and/or encourages physical abuse.
- Sexual violence – this may include an online element which facilitates, threatens and/or encourages sexual violence.
- Sexual harassment, including online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent.
- The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
- Upskirting.
- Initiation and hazing-type violence and rituals, which can include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group, and may also include an online element.

All staff will be made aware of the heightened vulnerability of pupils with SEND, who evidence suggests are more likely to be abused than their peers. Staff will not assume that possible indicators of abuse relate to the pupil's SEND and will always explore indicators further.

All staff will be made aware of the heightened vulnerability of LGBTQ+ pupils, who evidence suggests are also more likely to be targeted by their peers. In some cases, pupils who are perceived to be LGBTQ+, regardless of whether they are LGBTQ+, can be just as vulnerable to abuse as LGBTQ+ pupils. The school's response to sexual violence and sexual harassment between pupils of the same sex will be equally as robust as it is for incidents between children of the opposite sex.

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 (if required) will be recorded and kept under review as a minimum termly
- Refer to Guidance in Keeping Children Safe in Education Sept 2023, Part 5.

Sexual Violence and Sexual Harassment between Children

Sexual violence refers to physical acts that would be considered sexual offence under the Sexual Offences Act 2003:

- **Rape**: A person (A) commits an offence of rape if they intentionally penetrate the vagina, anus or mouth of another person (B) with their penis, B does not consent to the penetration, and A does not reasonably believe that B consents.
- **Assault by penetration**: A person (A) commits an offence if they intentionally penetrate the vagina or anus of another person (B) with a part of their body or anything else, the penetration is sexual, B does not consent to the penetration, and A does not reasonably believe that B consents.
- **Sexual assault**: A person (A) commits an offence of sexual assault if they intentionally touch another person (B), the touching is sexual, B does not consent to the touching, and A does not reasonably believe that B consents.
- **Causing someone to engage in sexual activity without consent**: A person (A) commits an offence if they intentionally cause another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.

A child under the age of 13 can never consent to ANY sexual activity. The age of consent is 16.

Harmful sexual behaviour will be identified and managed using the **Brook Traffic Light Tool** and with support and guidance from LCC Schools Safeguarding Officer.

Sexual harassment refers to "unwanted conduct of a sexual nature" that can occur offline, inside or outside of school. Sexual harassment is likely to violate a pupil's dignity, make them feel intimidated, degraded or humiliated, and create a hostile, offensive, or sexualised environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence.

Sexual harassment can include, but is not limited to:

- Sexual comments, such as sexual stories, lewd comments, sexual remarks about clothes and appearance, and sexualised name-calling.
- Sexual "jokes" and taunting.
- Physical behaviour, such as deliberately brushing against someone, interfering with someone's clothes, and displaying images of a sexual nature.
- Online sexual harassment, which may be standalone or part of a wider pattern of sexual harassment and/or sexual violence. This includes:

- The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
- Sharing unwanted explicit content.
- Upskirting.
- Sexualised online bullying.
- Unwanted sexual comments and messages, including on social media.
- Sexual exploitation, coercion, and threats.

Sharing of Nude or Semi-Nude Images (Previously Sexting)

Sharing of nude or semi-nude images (previously sexting or youth produced imagery) means the production or sharing/sending indecent images (pictures or videos) of yourself or others or sending sexually explicit messages or content of and by young people under the age of 18. It can be commonly known as 'trading nudes', 'dirties' or 'pic for pic'. Indecent imagery is defined as an image which meets one or more of the following criteria:

- Nude or semi-nude sexual posing
- A child touching themselves in a sexual way
- Any sexual activity involving a child
- Someone hurting a child sexually
- Sexual activity that involves animals

It can happen on any electronic device that allows sharing of media and messages.

- In the UK, it is an offence to make, distribute, possess or show any indecent images of anyone under the age of 18, even if the content was created with the consent of the young person (Protection of Children Act, 1978).
- Any cases of sharing nude or semi-nude images will be managed on a case by case basis using the Government Sharing of Nudes or Semi-Nude Images Guidance.
- As per the UKCIS advice highlighted in KCSIE, 2023, *Consensual image sharing, especially between older children of the same age, may require a different response. It might not be abusive – but children still need to know it is illegal- whilst non-consensual is illegal and abusive..*
- This definition does not include sharing of sexual photos and/or videos of under 18 year olds with or by adults and if this is the case, must be referred to the police as a form of child sexual abuse.
- School staff must be aware they should **never** view, download, or share the imagery or ask a child to do this as this is **illegal**.

Where a member of staff becomes aware of an incidence of sharing nudes/semi-nudes that involves indecent images of a pupil, they will refer this to the DSL as soon as possible. Where a pupil confides in a staff member about the circulation of indecent imagery, depicting them or someone else, the staff member will:

- Refrain from viewing, copy, printing, sharing, storing or saving the imagery.
- Tell the DSL immediately if they accidentally view an indecent image and seek support.
- Explain to the pupil that the incident will need to be reported.
- Respond positively to the pupil without blaming or shaming anyone involved, and reassuring them that they can receive support from the DSL.
- Report the incident to the DSL.

If guidance is that SLT/DSL **must** view the images, this should be discussed and done so in a private space, with a DSL preferably the same sex as the individual depicted and the reasoning behind this must be logged in the incident report

- The DSL will attempt to understand what the image contains **without viewing it** and the context surrounding its creation and distribution – they will categorise the incident into one of two categories:
    - **Aggravated:** incidents which involve additional or abusive elements beyond the creation and distribution of indecent images of pupils, including where there is an adult involved, where there is an intent to harm the pupil depicted, or where the images are used recklessly.
    - **Experimental:** incidents involving the creation and distribution of indecent images of pupils where there is no adult involvement or apparent intent to cause harm or embarrassment to the pupil.
- Where the incident is categorised as 'aggravated', the situation will be managed in line with the school's Child Protection and Behaviour Policy. Where the incident is categorised as 'experimental', the pupils involved are supported to understand the implications of sharing indecent imagery and to move forward from the incident. Where there is reason to believe that indecent imagery being circulated will cause harm to a pupil, the DSL escalates the incident to CSC. Where indecent imagery of a pupil has been shared publicly, the DSL will work with the pupil to report imagery to sites on which it has been shared and will reassure them of the support available.

Where it is necessary to view the imagery, e.g. if this is the only way to make a decision about whether to inform other agencies, the DSL should:

- never copy, print, share, store or save them; this is illegal.
- discuss the decision with the headteacher or a member of the senior leadership team
- make sure viewing is undertaken by the DSL (or equivalent) or another member of the safeguarding team with delegated authority from the headteacher or a member of the senior leadership team
- make sure viewing takes place with another member of staff present in the room, ideally the headteacher or a member of the senior leadership team.
- wherever possible, make sure viewing takes place on the premises of the education setting, ideally in the headteacher or a member of the senior leadership team's office
- make sure wherever possible that they are viewed by a staff member of the same sex as the child or young person in the images
- record how and why the decision was made to view the imagery in the safeguarding or child protection records, including who was present, why the nudes or semi-nudes were viewed and any subsequent actions.
- if any devices need to be taken and passed onto the police, the device(s) should be confiscated and the police should be called.

The above summarised points are explained in further detail with important supporting guidance in the UKCIS guidance – Sharing nudes and semi-nudes: advice for education settings

- If a staff member has seen an image by accident (e.g. the child showed it to the adult before they could ask them not to), this must be reported to a DSL
- Staff must not delete any images or ask the child not to
- DSL will take any further action required following guidance and staff will not ask the young person who is involved or any further details
- Any reports of sharing nude or semi-nude images must be kept confidential
- Staff must be mindful not to blame or shame any young people involved

Upskirting
This refers to the act, as identified the Voyeurism (Offences) Act 2019, of taking a picture or video under another person's clothing, without their knowledge or consent, with the intention of viewing that person's genitals or buttocks, with or without clothing, to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Upskirting is **a criminal offence**. Anyone, including pupils and staff, of any gender can be a victim of upskirting.

Consent is defined as having the freedom and capacity to choose to engage in sexual activity. Consent may be given to one sort of sexual activity but not another and can be withdrawn at any time during sexual activity and each time activity occurs. A person only consents to a sexual activity if they agree by choice to that activity and has the freedom and capacity to make that choice. Children under the age of 13 can never consent to any sexual activity. The age of consent is 16.

Serious Violence
Through training, all staff will be made aware of the indicators which may signal a pupil is at risk from, or is involved with, serious violent crime. These indicators include, but are not limited to: Increased absence from school.

- Increased absence from school
- A change in friendships.
- Relationships with older individuals or groups.
- A significant decline in academic performance.
- Signs of self-harm.
- A significant change in wellbeing.
- Signs of assault.
- Unexplained injuries.
- Unexplained gifts or new possessions.

Staff will be made aware of some of the most significant risk factors that could increase a pupil's vulnerability to becoming involved in serious violence. These risk factors include, but are not limited to:

- Being male.
- Having been frequently absent from school.
- Having been permanently excluded from school.
- Having experienced child maltreatment or trauma.
- Having been involved in offending, such as theft or robbery.

Staff members who suspect a pupil may be vulnerable to, or involved in, serious violent crime will immediately report their concerns to the DSL.

Child on child abuse, including sexual violence, sexual harassment, sharing of nude or semi-nude images and upskirting will be taken as seriously as any other form of abuse. All staff understand that abuse is abuse and should not be tolerated or passed off as 'banter', 'just having a laugh' or 'part of growing up'.

All staff are aware that pupils with SEND are more prone to peer group isolation and extra pastoral support is in place to support and address this. If an adult or staff member suspects child on child abuse, report to a DSL, follow any advice or actions, record all conversations and actions on CPOMS.

All members of staff must be mindful and sensitive to any victims of abuse as it is likely that the victim and the perpetrator are likely to have unmet needs and require support and assessment to

determine these. All staff must follow procedures so the matter may be investigated with pupils and parents. In cases of suspected or actual child on child 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.

In the case of an investigation into abuse 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. An example of a risk assessment can be found on the Lancashire Portal.

Domestic Abuse

In line with the Domestic Abuse Act, 2021, this is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse (physical or sexual abuse, violent or threatening behaviour, controlling or coercive behaviour, economic abuse, psychological or emotional abuse, or another form of abuse.) between those aged 16 or over who are personally connected. This can have long lasting emotional effects on children who witness or overhear it. Children can blame themselves for the abuse or events that result of the abuse.

DSLs will:

- Ensure that the school has suitably trained Key Adult/s (Liz Wildon and Dawn Brook) in order to fulfil its obligations under Operation Encompass
- Ensure that the school's commitment to Operation Encompass is known throughout the school community via the means of staff training, parental letters, posters and the school website
- School should provide an overview of Operation Encompass with the names of the Operation Encompass leads and a link to the Operation Encompass website (https://www.operationencompass.org/)

Children Absent from Education

including Children in the Court System and Family Members in Prison

Staff will be aware a child being absent from school is a potential indicator of abuse or neglect and, as such, these pupils are particularly at risk of being victims of harm, sexual and criminal exploitation, forced marriage, female genital mutilation or radicalisation. Staff will monitor pupils that are absent from school, particularly on repeat occasions, and report them to the DSL following normal safeguarding procedures, and in accordance with the School Attendance Policy. The school will inform the LA of any pupil who fails to attend regularly or has been absent without the school's permission for a continuous period of 10 school days or more, in accordance with LA protocol. Where reasonably possible schools and colleges will hold more than one emergency contact number for their pupils and students.

Children Absent from Education (formerly missing from education)
Children absent from education can be a potential sign of abuse or neglect including sexual exploitation, undergoing HBV including FGM or forced marriage or travelling to conflict zones. We understand that children are best protected by regularly attending school where they will be safe from harm and where professionals can monitor their wellbeing. We encourage full attendance at our school for all children. Two emergency contact numbers are held for pupils. If a child has failed to attend school regularly or who has been absent without the school's permission for a continuous absence of 10 school days or more then the Local Authority must be informed. If a child is already receiving support from Children's Services, then the social worker must be informed if there are two or more days of unexplained absence. For more information about attendance during the COVID-19 response or general monitoring procedures, this can be found in the Attendance Policy.

Children in the Court System
Children can sometimes be required to give evidence in criminal courts for crimes committed against them or crimes they have witnessed. Staff should be mindful of the impact this can have on a child and appropriate support should be put in place.

Children with Family Members in Prison
Approximately 200,000 children have a parent sent to prison every year. This can mean children are at a higher risk of poor outcomes e.g. poverty, stigma, isolation and poor mental health. Staff should be mindful of the impact this can have on a child and appropriate support should be put in place.

More information can be found in Keeping Children Safe in Education, 2023, Annex A. Pupils with a family member in prison will be offered pastoral support as necessary. They will receive a copy of '[Are you a young person with a family member in prison?]' from Action for Prisoners' Families where appropriate and allowed the opportunity to discuss questions and concerns.

Online Safety

including Cyberbullying, Elective Home Education and Filtering and Monitoring

Children and young people can suffer bullying through their use of technology such as the internet, mobile phones and social networking sites. In order to minimise the risks to the children and young people we will ensure we have in place appropriate measures such as security filtering, proactive monitoring and an Acceptable Use Policy linked to our Online Safety Policy. All staff are trained on Online Safety at induction with regular updates alongside safeguarding training.

The issues that can occur within online safety are considerable but can be categorised into the areas of:

- Content: being exposed to illegal, inappropriate or harmful material; for example, pornography, fake news, racist or radical and extremist views
- Contact: being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children/young adults
- Conduct: personal online behaviour that increases the likelihood of, or causes harm; for example making, sending and receiving explicit images, or online bullying.
- Commerce: risks such as online gambling, inappropriate advertising, phishing or financial scams

Children are taught about how to stay safe when using the internet and are encouraged to recognise that people are not always who they say they are online. They are taught to seek adult help if they are upset or concerned about anything they read or see.

Year 5 and 6 pupils are allowed to bring phones to school but they must be handed in to their teacher or the office where they are stored at the start of the day and are kept securely until the end of the school day. If there is a need to search a pupil for a mobile device, DfE advice **Searching, Screening and Confiscation** is followed.

We will ensure that all members of staff are aware of how not to compromise their position of trust in or outside of the school and are aware of the dangers associated with social networking sites. Our Online Safety Policy clearly states that mobile phone or electronic communications with a student at our school is not acceptable.

Use of cameras, mobile phones and devices in school is sometimes beneficial. However, Sandylands takes seriously the safeguarding of children and there are a number of measures in place whilst using these devices. These include:

- Parental consent is obtained for children to use the internet, have photographs or videos taken to be used on the website, or publish via local media or social media
- Separate parental consent is obtained if any additional agency wishes to take or use photographs of children
- Parental consent will be valid for 5 years but may be sought more frequently at the discretion of the headteacher
- Images will be stored securely within school

- 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 or other personal devices to take or record any images of children
- The school's digital camera/s, portable devices or memory cards must not leave the school setting unless this is agreed by the headteacher for official school business
- Where members of staff are regularly taking photos and uploading to the website or social media a school camera or phone will be given
- Parents are reminded frequently of the risks associated with posting images of children to social media
- Parents are reminded frequently that they are not permitted to distribute or post images that contain children other than their own
- Parents are asked not to video or take photos of children who are not their own, photos of children in performances can be sought at the end
- Staff, volunteers or visitors will not use mobile phones or devices in toilet or changing areas
- All staff are aware of the children who are not permitted to be published online where parental consent has not been given or are in a vulnerable group such as Child Looked After (CLA)
- Teachers or a member of SLT will firstly check that photos do not contain children who are not to published. This will then be secondly checked by a member of the safeguarding or family team so that all things published externally have two lines of safeguarding checks
- Children's full names will not be published alongside a photograph
- The Online Safety Policy and Acceptable Use policy are in place and are adhered to by all staff, governors and children
- The computing curriculum will teach children the importance of online safety and the risks involved

Filtering and Monitoring

As part of our safeguarding duty, it is our responsibility to ensure there are appropriate measures in place to limit children's exposure to risks such as potentially harmful or inappropriate online content through the IT system. Whilst we cannot ensure 100% effectiveness of this, we have a number of measures to ensure that it is limited as best we can to ensure safeguarding.

Our filtering and monitoring system does not:

- unreasonably impact teaching and learning or school administration
- restrict students from learning how to assess and manage risk themselves

To ensure that filtering and monitoring is in place and reviewed regularly, Headteacher [Allison Hickson], Computing subject leader [Sam Morris], deputy DSL [Liz Wildon] and school technician [Patryk Dabrowski] will work together to ensure that the appropriate policy is followed as outlined here. This will then be overseen by safeguarding governor. This information will also be given to staff through annual safeguarding training updates, or more frequently should the need arise.

Filtering is the availability or extent to which, content is contextually filtered. This can also include where remote devices are able to receive school based filtering. At Sandylands, we use Smoothwall to ensure filtering. The virus protection is updated daily and overseen by technician Patryk Dabrowski. Where there is the discussion for blocking or unblocking content, this will be discussed with the team as detailed above. It is sometimes important to take into account the context of content, e.g.

historical events, which may be usually blocked but relevant to a unit of learning for a teacher to access.

Within this review, it will include:

- school owned devices and services, including those used off site
- geographical areas across the site
- user groups, for example, teachers, pupils and guests

When recording the checks, it will be logged:

- when the checks took place
- who did the check
- what they tested or checked
- resulting actions

Prior to children joining school, an internet usage will be included and required to be signed following discussion with the child by the parent/carer. Where children are using devices, they will need to login to access the internet. EYFS, Year 1 and Year 2 will use a class log in. Year 3, 4, 5 and 6 will use individual logins. Through the teaching of online safety within both Computing and PSHE curriculums, children will be taught the importance of not sharing passwords and effective password creation.

Monitoring is the capability or extent to which remote devices are monitored by technology monitoring services and then analysed. This can include the expansion on the presentation of internet logfile information or the physical location of monitoring data.
There are three types of monitoring:

1. Physical monitoring
    - It is set out that all children are supervised when using devices that have the capability to connect to the internet. It is the expectation that such devices are only used for educational based activity as directed by the teacher as part of the curriculum.
2. Internet and Web Access
    - As detailed above in filtering, there are daily updated to services, review of blocked sites and a team in place to analyses and review the access to the internet. It must also review content in multi-lingual sites.
3. Active Monitoring
    - At Sandylands, we use Smoothwall Monitor Managed service which sends automatic alerts to identified DSLs. This will give information as to the event type, the username, date, time and message/concern. This is then followed up as per the Safeguarding policy where actions and intervention can be taken, and further teaching points can arise.

Where there are concerns that are regarding children's access to the internet, the safeguarding policy is to be followed. Report immediately to a DSL, follow actions as directed, record concerns on CPOMS.

Education at Home

In some instances, children may need to learn from home. It is important that all staff who interact with children, including online, continue to look out for signs that a child may be at risk. Any such concerns should be dealt with as per the Safeguarding and Child Protection policy. If required

following reporting to a DSL, referrals should still be made to children's social care and as required, the police.

Adults in school **under no circumstances** should contact via phone, email or social media children or families on a personal account or device. If families need to be contacted, use a school phone or ask a member of SLT or DSL for advice on contacting via email or other means. If a member of staff is contacted by a child or child's family member via a personal account of device, this should be reported to a DSL and further advice taken. School designated 'homework' emails should be used by teachers for correspondence with parents, that are then monitored by SLT. Work should be set via the Remote Learning Policy using agreed systems e.g. Seesaw.

Any use of online learning tools and systems need to be taken into account alongside GDPR and data protection requirements. Any live teaching that takes place, must have two adults present, the host and a member of SLT. **Under no circumstances** must 1:1 live teaching or meetings take place. All staff should follow guidance from SLT on home learning and follow a consistent approach.

If completing a live meeting or teaching the following must be adhered to:

- No 1:1s, groups only
- A member of SLT should be present so there are two members of staff during the whole meeting/teaching
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Cameras of participants should be off to an external audience
- Only first names to be used
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred.
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
- Language must be professional and appropriate, including any family members in the background.
- Staff must only use platforms specified by senior managers and approved by our IT network manager / provider to communicate with pupils
- Staff should record, the length, time, date and attendance of any sessions held.

We recognise that school is a protective factor for children and young people, and the current circumstances can affect the mental health of pupils and families. Teachers need to be aware of this in setting expectations of pupils' work where they are at home.

Should families need to isolate, or elect to stay at home during the response to COVID-19, welfare checks will be organised for families at home conducted by a member of the family team. External support such as Prevention and Early Intervention Support service can be accessed remotely. If there are concerns for a family or in emergency in person support is required, home visits can be conducted following PHE guidance for social distancing.

Mental Health

All staff are aware that mental health problems can be an indication that a child has suffered or is at risk of suffering abuse, neglect or exploitation. However, even though staff working with children are integral in monitoring children and ensuring their safety, only an appropriately trained professional should attempt to make a diagnosis. If staff are concerned about a child's mental health, at Sandylands we have a Family Team with family workers who can signpost to support internally (e.g. Prevention and Early Intervention Service, Educational Psychologist) or externally within the community.

Where children have suffered abuse including neglect or other traumatic adverse childhood experiences, this can have a long lasting impact throughout childhood. Staff who are working with the child are informed on a need to know basis, following the Safeguarding and Child Protection policy. If staff have a concern about a child, as per the policy, the staff member should report this to a DSL or member of the Safeguarding team immediately and record on CPOMS.

There is a range of advice available from family workers, DSLs or with safeguarding partnerships e.g. health. Best practice is outlined in Mental Health and Behaviour in Schools.

Pupils with SEND

When managing safeguarding in relation to pupils with SEND, staff will be aware of the following:

- Pupils with SEND or disabilities are nearly 4 times more likely to be a victim of abuse
- Certain indicators of abuse, such as behaviour, mood and injury, may relate to the pupil's disability without further exploration; however, it should never be assumed that a pupil's indicators relate only to their disability
- Pupils with SEND can be disproportionally impacted by issues such as bullying, without outwardly showing any signs
- Communication barriers may exist, as well as difficulties in overcoming these barriers

When reporting concerns or making referrals for pupils with SEND, the above factors will always be taken into consideration. When managing a safeguarding issue relating to a pupil with SEND, the DSL will liaise with the school's SENCO, as well as the pupil's parents where appropriate, to ensure that the pupil's needs are met effectively.

LGBTQ+

The fact that a child or a young person may be LGBTQ+ is not in itself an inherent risk factor for harm. However, children who are LGBTQ+ can be targeted by other children. In some cases, a child who is perceived by other children to be LGBTQ+ (whether they are or not) can be just as vulnerable as children who identify as LGBTQ+.

Risks can be compounded where children who are LGBTQ+ lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced, and provide a safe space for them to speak out or share their concerns with members of staff. Regardless of whether a child identifies as LGBTQ+, at Sandylands, all children are entitled to positive relationships in school and access to trusted adults. This may be supported by adults close to the child, but is ultimately at the wish and trust of the child themselves to choose who they feel.

LGBTQ+ inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum. For more information, please see the RSE Policy.

Support Available

Multi-Agency Working

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

For more information on Local Safeguarding Arrangements see Lancashire Safeguarding.

- The school will work with Children & Family Well-Being Team, CSC, the Police, Health services and other relevant partners and agencies for the benefit of families and children ensuring contribution to multi-agency plans to provide additional support.
- DSLs will make a 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** (appendix 7) and CSC referral form (appendix 10)
- DSLs will make a 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** (appendix 7) and the **Risk Sensible Framework**
- 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 3 or 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 members 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 on CPOMs

Early Help

Sandylands CP School is committed to providing our families with the right help at the right time.

Any child may benefit from early help, but ALL school and college staff should be particularly alert to the potential need for early help for a child who:

- is disabled, have certain health conditions or 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.
- Requires mental health support
- Are displaying harmful sexual behaviours which may pose a risk to other children and themselves
- Are at risk of HBA such as FGM or forced marriage
- Have family members in prison or are affected by parental offending
- Are persistently absent from education, including persistent absences for part of the school day
- Any other identified reason not listed above that requires extra support or interventions to improve outcomes for families and children

We therefore ensure that:

- ALL staff and volunteers can identify the risk factors that indicate a family or pupil may benefit from Early Help
- recognise the importance of proactive information sharing between professionals and local agencies in order to effectively meet pupils' needs and identify any need for early help.
- ALL staff and volunteers will use the school's agreed format for letting the DSL know about Early Help requirements
- A DSL will take the lead where early help is appropriate
- DSLs will undertake a Early Help Assessment (EHA), when appropriate, to identify what Early Help is required
- DSLs will signpost and refer to appropriate support agencies
- DSLs will lead on TAF meetings where is it appropriate for them to do so
- DSLs will utilise Children and Family Wellbeing Service using the **Request for Support online form**

- DSLs will refer to CSC where Early Help has not been successful in reducing risk and meeting unmet needs using **Lancashire Continuum of Need and Thresholds Guidance** (appendix 7) and CSC referral form (appendix 10) and Lancashire specific guidance.
- 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

Managing Referrals

All staff members, in particular the DSL, will be aware of the LA's arrangements in place for managing referrals. The DSL will provide staff members with clarity and support where needed. When making a referral to CSC or other external agencies, information will be shared in line with confidentiality requirements and will only be shared where necessary to do so.

The DSL will work alongside external agencies, maintaining continuous liaison, including multi-agency liaison where appropriate, in order to ensure the wellbeing of the pupils involved. The DSL will work closely with the police to ensure the school does not jeopardise any criminal proceedings, and to obtain help and support as necessary.

Where a pupil has been harmed or is in immediate danger or at risk of harm, the referrer will be notified of the action that will be taken within one working day of a referral being made. Where this information is not forthcoming, the referrer will contact the assigned social worker for more information.

The school will not wait for the start or outcome of an investigation before protecting the victim and other pupils: this applies to criminal investigations as well as those made by CSC. Where CSC decide that a statutory investigation is not appropriate, the school will consider referring the incident again if it is believed that the pupil is at risk of harm. Where CSC decide that a statutory investigation is not appropriate and the school agrees with this decision, the school will consider the use of other support mechanisms, such as early help and pastoral support.

At all stages of the reporting and referral process, the pupil will be informed of the decisions made, actions taken and reasons for doing so. Discussions of concerns with parents will only take place where this would not put the pupil or others at potential risk of harm. The school will work closely with parents to ensure that the pupil, as well as their family, understands the arrangements in place, such as in-school interventions, is effectively supported, and knows where they can access additional support.

Appendix 1

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to:

- **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. Section 157 of the same act and the Education (Independent Schools Standards) (England) Regulations 2003 require proprietors of independent schools (including academies) to have arrangements to safeguard and promote the welfare of children.

- **Working Together to Safeguard Children 2018** guides education establishments of their role within inter-agency working to safeguard and promote the welfare of children. This is **the government's statutory guidance for all organisations and agencies** who work with, or carry out work related to, children in the United Kingdom.

- **Keeping Children Safe in Education, September 2023**: The Department for Education (DfE) has updated the statutory safeguarding and child protection guidance for schools and colleges in England, Keeping Children Safe in Education. This guidance sets out what schools and colleges in England must do to safeguard and promote the welfare of children and young people under the age of 18.

- **Guidance for Safer Working Practice 2022**

- **The Children Act 1989 & 2004**

- **The Prevent Duty –** The Prevent duty is **the duty in the Counter-Terrorism and Security Act 2015** that's sets out guidance for the LA and its partners to have due regard to the need to prevent people from being drawn into terrorism.

- **Female Genital Mutilation Act 2003** as inserted by the Serious Crime Act 2015

- **Sexual Offences Act 2003**

- **Equality Act 2010**

- **Counter-Terrorism and Security Act 2015**

- **Domestic Abuse Act 2021**

Non-Statutory or Other Guidance

- Sexual Offences Act 2003
- Equality Act, 2010
- Promoting the Health and Well-being of Looked After Children, 2015
- DfE (2015) 'What to do if you're worried a child is being abused'
- DfE (2018) 'Information sharing'
- DfE (2020) 'Governance handbook'
- DfE (2017) 'Child sexual exploitation'

- DfE (2022) 'Recruit teachers from overseas'
- UKCIS (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'
- DfE (2022) 'Working together to improve school attendance'
- DfE (2023) 'Meeting digital and technology standards in schools and colleges'
- DfE (2022) 'Searching, Screening and Confiscation'

Linked School Policies

- Online Safety Policy
- Positive Behaviour Policy
- Anti-Bullying Policy
- Care and Control Policy
- Acceptable Use Policy
- Attendance Policy
- PSHE Policy
- RSE Policy
- RE Policy
- SEND policy
- Code of Conduct
- Whistleblowing Policy
- Health and Safety Policy

Appendix 2a
Wishes and Feelings

Wishes and Feelings

Name of child:
Date:
Completed by:

The questions are examples of asking the same thing in a different way, it is not required to answer all questions in each box.

What do you feel is working well (at school)? What do you enjoy? What are your favourite things to do? What are you proud of? What are your achievements?
What do you find difficult (at school)? What don't you like about school? Is there anything you find hard?
What help would you like in school? What can we do to support you?
Is there anything that worries you in school? Is there anything bothering you?
What are the child's hobbies and interests?
Who are the child's friends?
Any additional information or things of note

Child Success Plan – CSP

At Sandylands we believe that all children can be successful. This plan will detail some additional support that can be put in place to overcome barriers to learning and allow the child to be successful and achieve their potential.

Name of child		Class:	Date:
Key Worker			
Family Link Worker			

Opportunities that Sandylands will provide: *For more guidance on what could be included here, see Appendix 1*		
Academic	Engagement	External Support
What could we do to help [the child] with learning?	*What could we do to help [the child] with engaging with school?*	*What could we do to help [the child] with things outside of school?*
Additional Funding Needed		
What for:	Total:	
Teacher View	*Parental View*	*Child View*
Sign:	*Sign:*	*Sign:*
Review		
After _____ weeks		
Impact		
Further Support Needed		

Examples of Opportunities

Please note that this is a list of examples. Each child is different and it needs to be aimed at what interests and develops the child's ability.

Academic	Engagement	External Support
*Listening to the child read daily *Providing additional learning opportunities e.g. tutoring *Providing home learning packs e.g. pencil cases *Providing technology to support parental or child home learning e.g. laptop loan *Supporting the needs of a TLP *Support with possessions e.g. library books to develop reading *Targeted intervention/TA support	*Targeted for after school clubs *Targeted for cross curricular opportunities e.g. sports team, music lessons *Targeted for support linked to their interests e.g. support developing a hobby *Family Team support e.g. friendship groups, emotional regulation *Support with school events e.g. Afternoon Tea, Craft boxes, specialist meals	*Financial support for hobbies/ school trips *Financial signposting e.g. Foodbank, Christmas *Mental health support e.g. EP *Community support e.g. Stanleys *Signposting for specific support e.g. pathway, local events *Providing uniform, PE kit, Sports kit *Support with FSM application *Providing housing support e.g. bedding, toys

Appendix 3
DSL Contacts

Key Personnel and Training Details

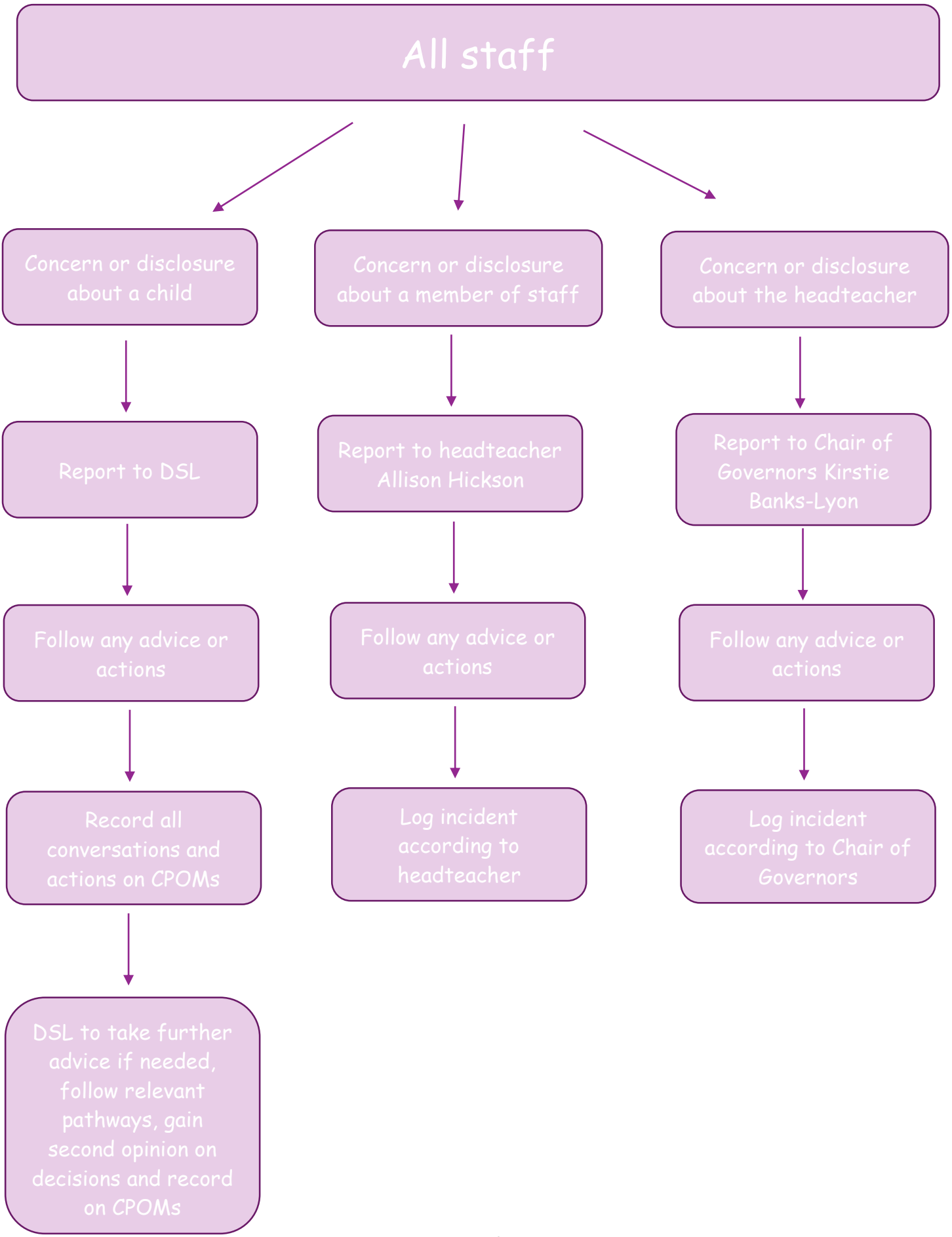
Safeguarding Team (Trained as DSL)	**Role**	**Date of DSL refresher**	**Contact number (school)**	**Personal Contact number (emergency)**	**Contact email**
Allison Hickson	Headteacher	Oct-24	01524 410286	SENSITIVE INFORMATION AVAILABLE FROM FAMILY TEAM OR SCHOOL OFFICE	
Penny Lupton	Deputy Head	Jun -24	01524 410286		
Liz Wildon	Pastoral Lead	Sept-25	01524 410286		
Helen Stephenson	SENCO	Jun -24	01524 410286		
Jennifer McClaren	Leader for EYFS	Jun -24	01524 410286		
Geraldine Dixon	Health and Safety/ CLA Lead	Oct-24	01524 410286		
Angela Cokell	Upper KS2 Lead	Sept-25	01524 410286		
Gavin Goulds	Lower KS2 Lead	May-25	01524 410286		
Dawn Brook	Family Support Worker	Sept-25	01524 410286		
Nicola Miller	Family Support Worker	Jun -24	01524 410286		
Pippa Day	Family Support Worker	Jun -24	01524 410286		
Rachel Whitehead	Family Support Worker	Sept-25	01524 410286		

Role	**Name**	**Date of Training**
Chair of Governors	Kirstie Banks-Lyon	Safeguarding – May '22
Safeguarding Governor	Maggie Dodd	Safeguarding - April '22
Safer Recruitment	*Penny Lupton* *Liz Wildon* *Sam Ud-Din* *Daveene Rix*	May '22 June '22 July '22 Oct '22
Prevent Lead	Geraldine Dixon	Prevent Level 3 - May '22
Prevent Governor	Kirstie Banks-Lyon	Prevent – August '21

Appendix 4
Key Contacts

Name	Contact Number	e-mail
Lancashire Children's Social Care	0300 123 6720	see also Appendix 10
LCC Safeguarding Advice Line	01772 531196	CYPsafeeduc@lancashire.gov.uk
Social Worker Duty Line	01254 837975	
LCC School Safeguarding Officers Victoria Wallace, Mechelle Lewis and Sarah Holyhead	01772 51196	school.safeguarding@lancashire.gov.uk
LCC MASH Education Officers Matt Chipchase and Martine Blokland	01254 220989 01772 531643	matt.chipchase@lancashire.gov.uk martine.blokland@lancashire.gov.uk
LADO - Tim Booth, Shane Penn, Donna Green	01772 536694	LADO.admin@lancashire.gov.uk
Children and Family Wellbeing Service	01524 586509 (Westgate)	cfwlancasterrfs@lancashire.gov.uk
Whistleblowing	01772 532500	WhistleblowingComplaints@lancashire.gov.uk

Appendix 5
What to do flowchart



Appendix 6
Self-Declaration Form

NAME OF SCHOOL: Sandylands CP School
Staff declaration in relation to childcare disqualification.
This form is to be completed by all new staff who are to be employed in a 'relevant setting' before commencement of employment.

Name: _____ **Post**: _____

Please answer the questions set out below and sign the declaration overleaf to confirm that you are safe to work with and care for children. If there are any parts of the declaration that you are not able to meet, you should disclose this immediately to the head teacher.

This information will be used to ensure that the school is not employing any staff who are disqualified under the Childcare (Disqualification) Regulations 2018.

NB Protected cautions/convictions (ie those removed from police records) do not need to be disclosed.

Please circle yes or no against each question below:

• Are you disqualified from caring for children?	YES/NO
• Have you ever been cautioned or convicted of any offences against a child?	YES/NO
• Have you ever been cautioned or convicted of any violent or sexual offences against an adult?	YES/NO
• Have you been barred from working with children by the Disclosure and Barring Service (the DBS - this used to be known as the ISA)?	YES/NO
• If you have children, have your children, or children living within your household, at any time, been taken into care as a result of your care?	YES/NO or N/A
• Has a court order been made, at any time, in respect of a child under your care whilst the child was living in your care?	YES/NO
• Have you ever been refused registration or had registration cancelled in relation to childcare or a children's home or have you ever been disqualified from private fostering?	YES/NO
• Have you been found to have committed an offence overseas, which would constitute an offence regarding disqualification under the 2018 regulations if it had been committed in any part of the United Kingdom?	YES/NO

If you have answered **YES** to any of the questions above, please provide further information below:

……
……
……
……
……

I understand my responsibility to safeguard children and am aware that I am required to notify the head teacher of anything that may affect my suitability.

I will ensure that I notify the head teacher immediately of any changes to my situation with regard to the above.

I give permission for you to contact any previous settings, local authority staff, the police and the DBS to share information about my suitability to care for children.

I certify that to the best of my knowledge all the information I have given is correct. I understand that by deliberately giving false or incomplete answers I may be suspended from duty and may be liable to summary dismissal with possible referral to the police.

I give permission for the school to retain this declaration on my personal file.
(Employees who do not wish this declaration to be retained on their personal file should delete this line. The school will then ensure that the personal file only records the date the declaration was made, details of any additional safeguarding restrictions and whether or not an Ofsted waiver has been granted)

Signed (Staff member) ……

Date ……

Name in block capitals ……

Signed (Headteacher) ……

Date ……

Name in block capitals ……

For the attention of the Headteacher

Please record any action taken where the staff member has indicated 'YES' in answer to one or more of the questions above.

……
……
……
……
……
……
……
……
……

Appendix 7
Lancashire Continuum of Need Thresholds and Guidance
https://www.lancashiresafeguarding.org.uk/resources/assessment-and-referral.aspx

Signs and Indicators

Abuse is defined as a form of maltreatment of a child which involves inflicting harm or failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing the ill treatment of others – this can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family, institutional or community setting by those known to them or by others, e.g. via the internet. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by one or multiple adults or other children.

Physical abuse is defined as a form of abuse which may involve actions such as hitting, shaking, throwing, biting, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical abuse can also be caused when a parent fabricates the symptoms of, or deliberately induces, illness in a child. Staff are aware of Female Genital Mutilation, a form of Physical abuse.

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

Sexual abuse is defined as abuse that involves forcing or enticing a child to take part in sexual activities, not necessarily involving violence, and regardless of whether the child is aware of what is happening. This may involve physical contact, including assault by penetration, or non-penetrative acts, such as masturbation, kissing, rubbing, and touching outside of clothing. It may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can be perpetrated by people of any gender and age.

Neglect is defined as the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of a child's health or development. This may involve a parent or carer failing to provide a child with adequate food, clothing or shelter (including exclusion from home or abandonment); failing to protect a child from physical or emotional harm or danger; failing to ensure adequate supervision (including through the use of inappropriate caregivers); or failing to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Physical	Emotional	Sexual	Neglect
• Unexplained injuries • Injuries on certain parts of the body • Injuries in various stages of healing • Injuries that reflect an article used • Flinching when approached • Reluctant to change • Crying / emotional • Afraid of home • Behavioural extremes • Apathy / depression • Wanting arms and legs covered even in very hot weather • Scratches • Bite marks • Bruises- in places that are not usually harmed in play • Burns of all kinds • Fearful watchfulness • Failure to thrive	• Extreme withdrawal • Extreme aggression • Constant wetting or soiling • Frequent vomiting • Persistent rocking movement • Very poor language development • Inability to relate to peers or adults • Failure to thrive • Attention seeking • Low self esteem • Apathy • Depression / Self harm <u>Perpetrator</u> • Drink/drug/solvent abuse • Persistently Overprotective • Constantly shouting at, threatening or demeaning a child • Withholding love and affection • Regularly humiliating a child	• Itching / soreness in the genital area • Unexplained rashes or marks in the genital area • Pain on urination • Difficulty in walking or sitting • Stained or bloody underclothes • Recurrent tummy pains or headaches • Bruises on inner thighs or buttocks • Frequent masturbation • Inappropriate sexual behaviour / knowledge / language for age • Making sexual advances to adults or other children • Wary of adults / being approached • Running away from home • Unexplained gifts / money • Eating disorders / self-harm	• Constant hunger / stealing food • Over eats when food is available • Poor standard of hygiene • Untreated illness • Extreme tiredness • Unkempt • Medical appointments missed • Poor growth • Poor / late attendance • Being regularly left alone or unsupervised • Dressed inappropriately for weather conditions • Having few friends and / or being withdrawn • Ill equipped for school

Referral Form for Additional Support and Inclusion

Please make sure all relevant fields are completed and send to Pastoral Lead - Liz Wildon.

Name of child:		Class:	Date:	
Referred by:			Attendance: %	
Attainment:	☐GD	☐ARE	☐BELOW	☐WELL BELOW
Progress:	☐EXCELLENT	☐AVG	☐BELOW AVG	☐WELL BELOW

Support previous or current: (e.g. CP plan, CIN, TAF, CAF, EHA, PEIS, EP, Family Team, TA Support, BP, TLP, SEN)

Tick all that apply

☐ Safeguarding Involvement
☐ TLP
☐ Behaviour Plan
☐ EP
☐ PEIS (JW)
☐ External Agencies:
……
☐ Internal Support - TA/Family Worker:…….
☐ Other
……..……

Summary of request:

☐ Behaviour at school
☐ Behaviour at home
☐ Struggling with work/home learning
☐ Financial support
☐ Food Bank
☐ Attendance
☐ Relationship breakdown
☐ Other – please detail below

To be completed by Family Team

Support offered:

Views gained: ☐child's view ☐teacher's view ☐ parent's view ☐external agency's view

……. assigned family worker

Actions:

Triaged by:	Date triaged:

Review after ….. weeks:

Reviewed by:	Date reviewed:

Appendix 10
CSC referral form

https://www.lancashire.gov.uk/practitioners/supporting-children-and-families/safeguarding-children/requesting-support-from-childrens-services/

The online form has now replaced the previous method of referring to Children's Social Care.

Appendix 11
Prevent Duty Channel Pathway

RISK ASSESSMENT – EXTREMISM AND RADICALISATION

'Radicalisation' is defined as the process by which people come to support/promote extremism or terrorism or and in some cases, to then participate in terrorist activity.

'Extremism' is vocal or active opposition to fundamental British Values including **Democracy**, **Rule of Law, Individual Liberty and Mutual Respect and Tolerance of those with different faiths or beliefs**. This also includes calling for the death of our Armed Forces.

Since the publication of the '**Prevent Strategy',** there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have attempts to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a narrow and rigid ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

Keeping children safe from these risks is a safeguarding matter and is approached in the same way as safeguarding children and young people from any other risks. Children and young people should be protected from messages of all violent extremism including but not restricted to eg those linked to extreme Islamist ideology or to Far Right/White Supremacist Ideology, Irish Nationalist and Loyalist Paramilitary groups and extremist Animal Rights groups.

'Prevent' in the context of counter terrorism is intervention before any criminal offence has been committed and is with the intention of preventing individuals or groups from committing crimes

Requirement 1 - Leadership and Management	**Score 1 to 4**	**Evidence & actions arising from assessment**
School leaders and those responsible for governance are aware of the requirements and recommendations of the Counter Terrorism and Security Act (the Prevent Duty) and the Prevent Strategy upon schools, Pupil Referral Units (PRUs) and Alternative Provision Providers (APPs). They understand their respective roles and carry these out effectively, implementing the Prevent duty in a whole school approach.		
The school has an identified strategic Prevent lead who understands the expectations and key priorities to deliver the Prevent Duty and has the authority to make relevant decisions on behalf of their organisation. The identified Lead works with key stakeholders to communicate the Prevent strategy.		
Leaders and those responsible for governance have a secure understanding of the potential risk in the local area of pupils being drawn into terrorism, including support for extremist ideas that are part of terrorist ideologies.		
The school has clear and robust policies and procedures in place for protecting children at risk of radicalisation.		
Leaders, those responsible for governance and all staff exemplify British Values in their attitudes and behaviours.		
Leaders, staff and pupils reflect a positive and respectful environment; pupils are safe, they feel safe and understand how to share any concerns.		
Requirement 2 - Risk Assessment	**Score 1 to 4**	**Evidence & actions arising from assessment**
A Prevent risk assessment has been undertaken to ascertain the risk of pupils being drawn into terrorism, or supporting extremist ideas that are part of terrorist ideology.		
There is a clear escalation policy about the appropriate time to call the police.		
Prevent risks are explicitly referenced in the School Evaluation Form (SEF).		
The school is alert to local, national and international incidents which may affect the local community. Where appropriate these are discussed with pupils.		
Requirement 3 - Working in Partnership	**Score 1 to 4**	**Evidence & actions arising from assessment**
The school has a good working relationship with safeguarding partnerships in the area, including the Local Safeguarding Children's Partnerships and Police. Partnership working should include as a minimum access to Prevent training, risk assessment and awareness and implementation of developing good practice.		
The Designated Safeguarding Lead (DSL) has access to up-to-date risk information about extremism and terrorism (and other important local community risk issues) that may affect pupils (or the school), to enable completion/update of a Prevent risk assessment.		

The school's DSL (and any deputies) have access to effective Prevent advice and are aware of local procedures for making a Prevent referral. This is reflected in the school's Safeguarding policy.		
Requirement 4 – Training	**Score 1 to 4**	**Evidence & actions arising from assessment**
Staff are given access to regularly updated Prevent awareness training that gives them the knowledge and confidence to identify those who may be vulnerable to radicalisation, and know what to do when such concerns are identified.		
The school's new staff induction programme includes Prevent awareness training which highlights school specific requirements and procedures.		
The impact and effectiveness of the training have been tested and the findings have informed the CPD offer for staff and been recorded in any School Improvement Plan.		
Safer recruitment training has been carried out by leaders, managers and those responsible for governance.		
Requirement 5 – Online Safety	**Score 1 to 4**	**Evidence & actions arising from assessment**
Leadership Governors, trustees and DSL understand and take responsibility for online safety as outlined in Keeping Children Safe In Education (KCSIE).		
Staff All staff receive appropriate online safety training (including cyber awareness) at induction as well as regular updates to equip them with relevant skills and knowledge of trends and developments.		
Filtering and monitoring The school has appropriate filtering and monitoring systems in place and you understand the provider's submission to the UK Safer Internet Centre.		
Policy and procedure The school's approach to online safety is reflected in the child protection and Safeguarding policy and other relevant policies including mobile, social media, smart technology and remote learning.		
Parental engagement The school proactively engages with parents and carers to help promote online safety principles and reporting at home, including messaging, guidance and safety settings on home systems and these messages are regularly updated.		
Curriculum and learning (1/2) Online safety is reflected in curriculum planning in line with Teaching Online Safety in Schools and other current guidance including how to share concerns.		
Curriculum and learning (2/2) Online safety principles are aligned with British Values and implemented in an age appropriate way to encourage and support pupils to interact online in a respectful and tolerant way.		
Requirement 6 – Safeguarding School Premises	**Score 1 to 4**	**Evidence & actions arising from assessment**
The school has clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised.		
There is an effective due diligence process on the use of school premises and facilities by outside agencies and groups.		
The school has effective emergency response strategies in place such as evacuation/lockdown/invacuation. Staff and pupils are familiar with these.		
Requirement 7 – Building children's resilience to radicalisation	**Score 1 to 4**	**Evidence & actions arising from assessment**
The school effectively prepares pupils for life in modern Britain, developing their understanding of British Values and embedding these within curriculum and the expectations of behaviours of pupils and staff.		
Pupils engage with views, beliefs and opinions that are different from their own in considered ways.		
As part of a whole school approach to building resilience to radicalisation, the school provides a safe environment for dialogue about challenging and controversial issue, supporting pupils to understand how they can influence and participate in decision-making.		
The school delivers provision that helps pupils develop skills to critically assess information, supporting them to recognise risks and make safe choices online and offline.		

Prevent Duty Checklist

	Yes	No	Comments/evidence	Further action	Date
Does your safeguarding policy make explicit that the school sees protection from extremism & radicalisation as a safeguarding issue?					
Are the lead responsibilities for Prevent clearly identified in the policy? • Prevent Safeguarding Lead? • Prevent Governor Lead? • Prevent Curriculum Lead? • Responsibility for checking visitors to school? • Responsibilities for checking premises use by external agencies? • Responsibility for ensuring commissioned services are complying with the Prevent Duty? • Responsibility for record keeping to demonstrate compliance with the Prevent Duty?					
Have all school staff received training on Prevent?					
Have the Designated Safeguarding Leads and Back Ups been trained?					
Have Governors received training on Prevent?					
Does your induction programme cover Prevent issues?					
Does your safeguarding policy make explicit how Prevent concerns should be reported within school?					
Have you checked that all staff know what they should do if they have a Prevent concern and who it should be reported to?					
Do you have a clear statement about how the Prevent agenda is addressed preventatively through the curriculum and other activities?					
Have the Prevent curriculum interventions been mapped across the age range and subject areas?					
Is there a clear statement about the range of interventions the school can offer individuals at risk?					
Is there a clear understanding of information sharing and when cases should be referred to the police/MASH?					
Has the school ensured its internet security systems prevent access to unauthorised or extremist websites?					
Is there a clear vetting policy on the use of school premises and facilities by external agencies/ groups?					
Is there a clear visitor's policy that ensures visitors are vetted and adhere to the school value's and promote community cohesion?					
Are you sure your commissioned services are aware and adhering to the Prevent Duty?					
Do you keep appropriate records to enable you to demonstrate your compliance with the Prevent Duty?					

Prevent Referral Form

Information will be kept secure and confidential and will only be disclosed to those parties who have a legal and legitimate need to know.

Please note completed forms will be at OFFICIAL SENSITIVE Level.

Please complete the below details and email this form to:

concern@lancashire.pnn.police.uk

Please complete all details to the best of your knowledge. Leave blank if unknown.

Your details:

Date of referral			
Surname			
Forenames		Relationship to individual	
Contact no.			
Email			
Professional role (if applicable)			
Address			

Person or Place of Concern

Please include as much detail as possible

Ideology CT/DE (please select one of the boxes opposite) **See below guidance on these options**	☐ Anti-Islamic ☐Anti-Semitic ☐ Islamist ☐XRW ☐Kurdish ☐XLW ☐ Loyalist ☐Republican ☐Sikh ☐Tamil ☐Animal Rights ☐Environmental ☐Other (please specify below)		
Institution/ Sector (only app if place of concern)			
Surname		D.O.B.	
Forenames		Gender	
Contact no.			
email			
Social Media Username			
Ethnicity		Nationality	
Religion		Place of Birth	
Address			

Appendix 12
Safeguarding Code of Conduct

Sandylands Community Primary School

Staff and Volunteers Safeguarding Code of Conduct
2023/2024

IF YOU HAVE A CONCERN ABOUT A CHILD OR MEMBER OF STAFF, REPORT TO A DESIGNATED SAFEGUARDING LEAD AND RECORD ON CPOMS.
Please read the Safeguarding and Child Protection Policy for more detail.

DSL: Allison Hickson
Deputy DSLs: Liz Wildon, Penny Lupton, Helen Stephenson, Jennifer McLaren, Geraldine Dixon, Angela Cokell, Gavin Goulds, Dawn Brook, Nicola Miller and Pippa Day

In this document, "staff" includes both paid staff, governors and volunteers.

1. Basic principles

- The welfare of the child always comes first.
- Staff are responsible for their own behaviour and should avoid any conduct, which would lead a reasonable person to question their motivation.
- Staff should work, and be seen to work, in an open and transparent way.
- Staff should discuss and/or take advice promptly from the Head Teacher or another DSL over any incident, which may give rise to concern.
- Allison Hickson is the senior designated lead for safeguarding and child protection, with Liz Wildon as the deputy DSL. (Other deputies include: Penny Lupton, Helen Stephenson, Jennifer McLaren, Geraldine Dixon, Angela Cokell, Gavin Goulds, Dawn Brook, Nicola Miller and Pippa Day).
- All staff are to be familiar with the school's child protection arrangements and understand their responsibilities to safeguard and protect children.
- Staff should be aware that breaches of the law and other professional guidelines could result in criminal and/or disciplinary action being taken against them.

2. Duty of Care

All staff have a duty to keep children safe and to protect them from physical and emotional harm. This duty is, in part, exercised through the development of respectful, caring and professional relationships between staff and pupils and behaviour by staff that shows integrity, maturity and good judgement.

3. Exercise of Professional Judgement

There may be times when staff have to make decisions or take action in the best interests of the child which could contravene this guidance or where no guidance exists. Staff are expected to make judgements about their behaviour which is in the best interests and welfare of the children in their charge and in so doing, will be seen to be acting reasonably.

4. Power and Positions of Trust

All adults working with children in school are in positions of authority and therefore are in positions of trust in relation to those children. A relationship between a member of staff and a pupil cannot be a relationship of equals. Staff have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification.

5. Confidentiality

Staff must treat information they receive about children in a discreet and confidential manner. If staff are in doubt about sharing information they hold of which has been requested, they should seek advice from the head teacher or another DSL. (If abuse is alleged or suspected, then staff have a duty to speak to the head teacher).

6. Propriety and Behaviour
All staff have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of children. Please see the Staff Code of Conduct.

7. Dress and Appearance
Staff's dress and appearance are matters of personal choice and self-expression. However, staff should wear clothing, which promotes a positive and professional image and is appropriate to their role. Staff should refrain from wearing denim and PE kits are not to be worn all day.

8. Gifts
There are occasions when children or parents wish to pass on small tokens of appreciation to staff, e.g. at the end of the school year and this is acceptable. It is unacceptable to receive gifts on a regular basis or of any significant value e.g. monetary. Any gifts **to** individual children will be part of an agreed reward system. Gifts from staff to children will be given equally and will be of insignificant value.

9. Infatuations
Staff should report any indications that a pupil may be infatuated with a member of staff.

10. Social Contact
Staff should not try to establish social contact with pupils for the purpose of friendship or to strengthen a relationship. Any planned social contact with pupils should be approved by the head teacher. Staff should not give pupils their personal details (e.g. telephone numbers, social media etc). Staff are not permitted to contact children or families using their own devices or personal accounts. Staff should report and record any situation, which they feel, might compromise the school or their own professional standing. Staff who use social networking sites on the internet should manage their accounts in such a way that personal information is not available to pupils or their families. Staff must not accept pupils or their family members as friends on social networking sites. Where staff are 'friends' or connected with family members of a pupil prior to employment, it should be disclosed to the head teacher where it will then be strongly recommended that they do not continue the online friendship, and they are responsible for their portrayal on social media. Please see the Social Media and Technology Policy for more information.

11. Photography, Videos and Other Creative Arts
Staff should be clear about the purpose of any activity, which involves photography, or video of children. Staff must not take, display or distribute images of children unless they have consent to do so. Staff will use school cameras, ipads and film recorders to photograph or film children. All staff must be aware of parental permission for sharing photographs on the school website, social media and in the local press.

12. Technology and Internet Use
Staff must adhere to the school's Online Safety Policy and sign the Acceptable Internet Use statement. Staff or children are not permitted to use their own personal devices in the presence of children which includes wearing smart technology e.g. watches. Visitors to site are asked not to use their mobile phones or technology in the presence of children. Staff are asked to switch off their data (e.g. 4G) and use the school Wi-Fi for internet access on devices e.g. mobile phone.

13. Physical Contact
There are occasions (including supporting children with SEND) when it is entirely appropriate and proper for staff to have physical contact with pupils, but it is crucial that they only do so in ways appropriate for their professional role. If a distressed pupil needs comfort and reassurance, then age-appropriate physical contact may be provided by staff but this contact must not be threatening, intrusive or subject to misinterpretation. The school has a Care and Control Policy on physical intervention, which must be followed. Staff should always seek to defuse situations. If force is required (i.e. to prevent a child causing injury to him/her self or others) it must be minimum force for the shortest period necessary. Any physical intervention should be reported and recorded to the head teacher.

14. Changing and Intimate Care
Staff supervision of children during changing should be appropriate to the needs and age of the children concerned and sensitive to the potential for embarrassment. All children have a right to safety, privacy and dignity when contact of an intimate nature is required (e.g. assistance with toileting). Children who require intimate care on a

regular basis as part of an ongoing medical need (or that is not usual for their age) should have a Care Plan drawn up and agreed with parents. Where children do not require a Care Plan, guidance in the Changing Children Policy should be followed.

15. Behaviour Management
All pupils have a right to be treated with respect and dignity. Force must never be used for punishment. Although humour can help to defuse a situation, sarcasm and demeaning or insensitive comments are never acceptable. Please see the Positive Behaviour Policy.

16. One to One Situations
Staff working in one to one situations with children may be more vulnerable to allegations. Staff should recognise this possibility and plan and conduct such meetings accordingly. Every attempt should be made to ensure that the safety and security needs of both staff and pupils are met.

17. Transporting Children
Wherever possible and practical it is advisable that transport is undertaken with at least one additional adult to the driver. Staff should ensure that their behaviour is safe, that the vehicle is roadworthy/appropriately insured and that the car is fitted with car seats in line with legislation if necessary.

18. Educational visits
Staff should be fully aware of all the guidance contained within the school's Educational Visits Policy alongside LA and national guidance and requirements. The Educational Visits Co-ordinator is **Geraldine Dixon** and she should be consulted on all aspects of educational visits, including risk-assessments.

19. First Aid and Administration of Medicines
Staff must adhere to the school's Health and Safety policy and arrangements and Administration of Medicines Policy. First aid should only be delivered by a trained first aider. Health and Safety lead is Geraldine Dixon.

20. Curriculum
There are some aspects of the curriculum, which can include or raise subject matter, which is sexually explicit. Staff must abide by the school's policy on Sex and Relationships Education and must not enter into or encourage inappropriate or offensive discussion about sexual activity.

22. Whistleblowing
Staff must report any behaviour by colleagues that raises concerns. Where there is a concern about a staff member, this should be reported to Headteacher Allison Hickson. Where there is a concern about the Headteacher, this should be reported to the chair of governors, Kirstie Banks-Lyon. Please see the Whistleblowing Policy for more information. Staff who are the subject of allegations are advised to contact their professional associations. Staff must take responsibility for recording and reporting any incident, which may result in being misinterpreted and/or an allegation being made.

23. Sharing Concerns and Recording Incidents
All staff should be aware of the school's Safeguarding and Child Protection procedures. All concerns are to be reported to a DSL immediately, then recorded on CPOMS with the facts or events. Actions should be taken either by the DSL or as directed by the DSL and each action recorded on CPOMS in relation to the original incident. All staff must use their own login to record concerns.

26. Informing the school of any change in circumstances
All staff are responsible for informing their line manager or the Headteacher if there is any change in their circumstances which may be seen as having an impact on their suitability to work with children. This may include for example, a criminal conviction, a police caution or any change to the information declared on the Staff Declaration (including information about other household members for staff working within the Early Years).

Updated September 2023

Appendix 13
Transfer of Safeguarding Records

Sandylands Community Primary School

Child Protection Record Transfer Form

Name	
Date of Birth	
Unique pupil number	
Home address	
Name of originating establishment	Sandylands Primary school
Address of originating establishment	Hampton Road, Morecambe LA3 1EJ
Name of current DSL	
Date file exchange took place by hand	
Date file posted by Special Delivery	
Date information received electronically	
Name of receiving establishment	
Address of receiving establishment	
Name of receiving DSL	
Signature of receiving DSL	

A copy of this form is to be kept by both the originating and the receiving educational establishments.

Appendix 14

Transfer of Control

Written Agreement of Safeguarding Responsibilities for a Third Party Provider using a School Site	
Description	**Yes/No – Evidence?**
1. Does the provider have a Child Protection Policy in place with appropriate arrangements for sharing and reporting any safeguarding/welfare concerns?	
2. Does the provider require it's staff/volunteers to access Group 1 / 2 Safeguarding Training (via their organisation or **http://www.lancashirechildrenstrust.org.uk/**	
3. Can the provider evidence appropriate recruitment and vetting arrangements including DBS/CRB clearance that are consistent with Keeping Children Safe in Education 2016 Providers can seek advice and resources to enable them to comply in this area via the DFE	
4. Can the provider provide evidence that relevant staff have been checked under the Disqualification under the Child Care Act 2006 requirements?	
5. Can the provider evidence an appropriate arrangements/ risk assessment for the activity including, but not limited to, arrangements for - • Gaining relevant background about any health conditions inc allergies • Contingency arrangements for a child who becomes ill or is not collected at the end of the session • Communication between provider and the school (access to mobile phone etc)	
6. Does the provider have a Code of Conduct for its staff / volunteers that is consistent with Guidance for Safer Working Practice for Adults Who Work With Children and Young people (2015) – Schools Portal – Schools Safeguarding Service (Guidance) page or http://www.education.gov.uk/e-learning/login/index.php	
7. Does the provider have a complaints procedure and management of allegations procedure?	
8. Is the provider affiliated to a local or national professional body?	
9. Does the provider have an appropriately trained First Aider?	
10. Does the provider have relevant insurance?	

Completed by …….. (Name) …… (Provider)

Received by …….. (Name) …… (School)

Date ……