



**DARWEN
VALE**

An Aldridge Community Academy 

Child Protection and Safeguarding Policy

Policy Title:	Child Protection and Safeguarding Policy
Version:	1.1
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Date Of Next Review:	07/09/22
Policy Upholder:	Andrew Bradley (Assistant Principal / DSL)

Author	Aldridge Education Andrew Bradley	Target group	All employees, consultants, and volunteers
Issued	September 2022		
Approval by	Board of Trustees	Next review	September 2023 (or sooner if updated Government guidance is issued)

Introduction

This is a statutory policy that all Aldridge schools must make available on their website.

Schools should ensure that the policy is compliant with the school's Local Authority/Local Safeguarding Partnership child protection procedures. Additional Local Authority procedures, or policies, should either be embedded within the policy or added as appendices to the Aldridge suite of Child Protection and Safeguarding Policies.

This policy will be reviewed annually.

The Child Protection and Safeguarding Policy *must* contain:

- the name of the policy – Child Protection and Safeguarding
- recognition of statutory responsibility
- an outline of the safeguarding principles to which the school adheres
- the name and responsibilities of the Designated Safeguarding Lead & Deputy
- outline where written arrangements for covering the Designated Safeguarding Lead and Looked After Child designated teacher (DLAC) when they are unavailable or off site
- the name and responsibilities of the Looked After Child designated teacher (DLAC)
- the name of the CEO
- the procedures for reporting and responding to a child protection/safeguarding concern
- reference to the Safer Recruitment Policy and other related policies such as: Anti-bullying, PSHE, Tackling Extremism and Anti-Radicalisation (PREVENT) and e-Safety Policies, and the Staff Code of Conduct
- a confidentiality statement
- an outline of practice with regard to staff (and visitors to school) working with pupils
- arrangements for monitoring and evaluation of the policy
- signatures, date (of sign-off) and date of next review.

Some text in the following policy is adaptable at the discretion of the school to fit the local context.

This will be monitored at audit to ensure that all local details, local contextual issues and procedures are in place, according to KCSIE September 2022.

Child Protection and Safeguarding Policy

Aldridge and **Darwen Vale High School** fully recognises its statutory responsibilities for Child Protection and Safeguarding. It is committed to promoting the welfare of children and young people and expect all staff and volunteers to share this commitment and be appropriately trained.

School Designated Safeguarding Lead (DSL)

The school has appointed a Designated Safeguarding Lead (DSL) from the senior leadership team in accordance with KCSIE September 2022 guidance.

The DSL (under the Headteacher) is responsible for matters relating to child protection and welfare in this school:

Andrew Bradley ABradley@darwenvale.com

In their absence, these matters will be dealt with by the Deputy DSL:

Kelly Lamster Kelly.Lamster@darwenvale.com

The DSL is key to ensuring that proper child protection and safeguarding procedures and policies are in place and adhered to. They will also act as a dedicated resource available for other staff, volunteers and Local Governors to draw upon. Parents are welcome to approach the DSL if they have any concerns about the welfare of any child in the school, whether these concerns relate to their child or any other. The DSL will liaise with the Local Authority and work with other agencies in line with statutory guidance *Working Together to Safeguard Children*, 2018-2021 and *Keeping Children Safe in Education*, September 2022.

There will always be cover for this role and arrangements for this are as follows:

If the DSL is off site, the Deputy DSL (Safeguarding Co-ordinator) should be made aware of safeguarding issues as listed in staff booklet - *Darwen Vale Safeguarding pack for staff*

LA Child Protection and Safeguarding

LA children's social care: Blackburn with Darwen CADs (Children's Advice and Duty Service) 01254 666 400

LA designated officer(s): LADO – Emma Boyle 01254 666 400

LA Channel Panel: Mayjabeen Hussain mayjabeen.hussain@blackburn.gov.uk

Looked-After Children

The Designated Teacher for Looked-After Children (DLAC) is:

Lynsey Belham LBelham@darwenvale.com

The DLAC has received appropriate training and will make an annual report to the Local Governing Body and the Trustees in accordance with the latest statutory guidance. The

Local Governing Body will consider the information in the report under the scheme of delegation. The Trustees will take any appropriate action.

The DLAC will liaise with the Virtual Head for Looked-After Children to ensure that the funding assigned to the child/young person is put to best use. The role will also encompass the needs of post-LAC students. The arrangements for covering this role should the DLAC be absent or unavailable are as follows:

If the DLAC is off site, the SENCO should be made aware of any issues regarding a LAC

Sharron Pollitt (SENCO) SPollitt@darwenvale.com

Trust contacts (Aldridge)

Safeguarding Lead: Karen Foster Karen.Foster@aldridgeeducation.org

Education Directors: Jane Fletcher CEO jane.fletcher@aldridgeeducation.org

Stephanie Newman Stephanie.Newman@aldridgeeducation.org

Legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance, [*Keeping Children Safe in Education September 2022*](#), [*Working Together to Safeguard Children 2018 \(updated 2020\)*](#), and the [*Governance Handbook*](#). We comply with this guidance and the procedures set out by our local safeguarding partnership.

This policy is also based on the following legislation:

- Parts 3 and 4 of the schedule to the [*Education \(Independent School Standards\) Regulations 2014*](#), which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school
- [*The Children Act 1989*](#) (and [*2004 amendment*](#)), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [*Serious Crime Act 2015*](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [*Statutory guidance on FGM*](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [*The Rehabilitation of Offenders Act 1974*](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [*Safeguarding Vulnerable Groups Act 2006*](#), which defines what 'regulated activity' is in relation to children
- Statutory [*guidance on the Prevent duty*](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- [*The Human Rights Act 1998*](#), which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the [*European Convention on Human Rights*](#) (ECHR)

- [The Equality Act 2010](#), which makes it unlawful to discriminate against people regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means our governors and headteacher should carefully consider how they are supporting their pupils regarding these characteristics. The Act allows our school to take positive action to deal with particular disadvantages affecting pupils (where we can show it's proportionate). This includes making reasonable adjustments for disabled pupils. For example, it could include taking positive action to support girls where there's evidence that they're being disproportionately subjected to sexual violence or harassment
- [The Public Sector Equality Duty \(PSED\)](#), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps us to focus on key issues of concern and how to improve pupil outcomes. Some pupils may be more at risk of harm from issues such as sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination
- The [Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#) (referred to in this policy as the "2018 Childcare Disqualification Regulations") and [Childcare Act 2006](#), which set out who is disqualified from working with children.

This policy also meets requirements relating to safeguarding and welfare in the [statutory framework for the Early Years Foundation Stage](#). It considers local procedures and any guidance from the Department for Education relating to Coronavirus and Covid 19 (where still relevant) and the latest version of the Ofsted Inspection Framework. Additional guidance should continue to be read in conjunction with this policy.

This policy complies with our funding agreement and articles of association.

Scope and publication

Safeguarding and child protection is everyone's responsibility and as such this policy applies to all staff (including agency staff), Trustees, Local Governing Body members, central team staff and volunteers working in each school and applies wherever staff or volunteers are working with pupils even where this is away from the school, for example at an activity centre or on an educational visit. This policy is published on the school's website and can also be made available in large print or another accessible format if required.

The Trustees will facilitate a whole-trust approach to safeguarding, ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development

The Trustees and Local Governing Body Members take seriously their responsibility under Section 175 of the Education Act 2002 and are aware of their obligations in relation to the legislation and statutory guidance above to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our schools to identify, assess, and support those children who are suffering harm.

The DfE defines safeguarding and promoting the welfare of children as:

- protecting children from maltreatment
- preventing impairment of children's mental and physical health or development

- ensuring children are growing up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes.

Children includes everyone under the age of 18.

Child protection is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect **specific** children who are suffering, or are likely to suffer, significant harm.

Effective child protection is essential as part of wider work to safeguard and promote the welfare of children. However, all agencies and individuals should aim to proactively safeguard and promote the welfare of children so that the need for action to protect children from harm is reduced.

Principles

The school has a statutory duty to promote and safeguard the welfare of children and have due regard to guidance issued by the Department for Education¹. This school recognises its legal and moral duty to promote the wellbeing of children, protect them from maltreatment, and respond to child abuse, as well as its responsibility to follow the local inter-agency procedures of **Blackburn with Darwen** Safeguarding Multi-agency Partnership (MAP). The Multi-agency partnership consists of three member groups – the Police, the Clinical Commissioning Group and the Local Authority Social Care. These have been established from September 2019. We recognise the importance of a whole school approach to safeguarding and child protection; all systems, processes and policies should operate with the best interests of the child at their heart and in accordance with local procedures.

We believe that every child, regardless of age, has at all times and in all situations a right to feel safe and protected from any situation or practice which results in a child being physically or psychologically damaged. We believe that children must receive the right help at the right time to address risks and prevent issues escalating.

We believe that children have the right to have their views heard and considered by all professionals when making decisions to keep the child safe from harm. We will actively enable and encourage children to participate in an open dialogue with all school stakeholders about safeguarding matters and include them in decisions about safeguarding practices, developing an inclusive and open ethos to keeping them safe.

We agree that we have a primary responsibility for the care, welfare and safety of the pupils in our charge, and we will carry out this duty through our teaching and learning, extra-curricular activities, pastoral care and extended school activities. We will teach about safeguarding, including keeping safe online, as part of providing a broad and balanced curriculum covering relevant issues through personal, social health and economic education/RSHE and teach children to recognise when they are at risk and how to get help when they need it.

¹ Keeping Children Safe in Education, September 2022 & Working Together to Safeguard Children, 2018 (updated 2020)

We additionally understand that as a school we play a crucial role in preventative education. This is in the context of a whole-school approach to preparing pupils for life in modern Britain, and a culture of zero tolerance of sexism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment. This will be underpinned by our behaviour policy, pastoral system and as above, our inclusive and regularly delivered RSHE curriculum.

We always maintain an attitude of 'it could happen here'. When we have concerns about the welfare of a child, staff will always act in the best interest of the child and will raise these with the school's Designated Safeguarding Lead. In exceptional circumstances, such as in an emergency or a when a genuine concern has not been appropriately acted upon, staff members will speak directly to children's social care.

The school seeks to adopt an open and accepting attitude towards children as part of their responsibility for pastoral care. The school hopes that parents and children will feel free to talk about any concerns and will see school as a safe place if there are any difficulties at home.

We recognise that a child who is abused or who witnesses violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth.

We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm. We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal, to aggressive or withdrawn.

Every complaint or suspicion of abuse from within or outside the school will be taken seriously and in all proper circumstances will be referred to an external agency such as children's social care services, the LA designated officer(s), police or the NSPCC, without investigation by the school. (The appropriate person(s) only (Headteacher and/or DSL or deputy DSL) will have completed the relevant information gathering and due consideration process appropriate to their level of skill and expertise, prior to seeking further advice or making a referral.)

The LA children's social care services, LA designated officer(s) and NSPCC contact details will be displayed throughout the school for ease of reference for the school community and children.

The name of the school's Designated Safeguarding Lead and their deputy will be clearly advertised throughout the school, with a statement explaining the school's role in referral and monitoring.

The name of the CEO will be clearly displayed in the school office for school staff.

Equality statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- have special educational needs or disabilities or certain health conditions
- those who are educationally disadvantaged
- are young carers
- are looked-after or previously looked after
- may experience discrimination due to their race, ethnicity, religion, gender identification or sexuality.
- have English as an additional language
- are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic abuse
- are at risk of so-called honour-based abuse including FGM and/or forced marriage, sexual exploitation, or radicalisation
- appear vulnerable to criminal exploitation
- are asylum seekers
- are at risk due to either their own or a family member's mental health needs
- are missing from education
- whose parent/carer has expressed an intention to remove them from school to be home educated.

Roles and responsibilities

School staff (including central team, volunteers, students, Trustees and Local Governing Body members)

All staff will safeguard children's wellbeing and promote their welfare: protecting them from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and by taking appropriate action to enable all children to have the best outcomes.

All staff MUST read Part 1 or Annex A (long or condensed version (for staff who do not work directly with children) and Annex B of the Department for Education's statutory safeguarding guidance, [*Keeping Children Safe in Education September 2022*](#), and review this guidance at least annually. It is a recommendation from the Trust that all staff also read Part 5.

All staff will sign a declaration at the beginning of each academic year to say that they have reviewed the guidance.

Trustees, Education Directors, Safeguarding Lead, members of the School Leadership Teams, Designated Safeguarding Leads and their deputies, and members of the Central Team should read the document in its entirety.

All staff will be aware of:

- our systems which support safeguarding, including the child protection policy (including procedures for dealing with child-on-child abuse), staff code of conduct, the role and identity of the designated safeguarding lead (DSL) and deputy/deputies, the online

safety policy, the behaviour policy, and the safeguarding response to children who go missing from education

- the early help process and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- the process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- what to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- the signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child-on-child abuse, child sexual exploitation (CSE), child criminal exploitation (CCE), Domestic Abuse, indicators of being at risk from or involved with serious violent crime, FGM, radicalisation and serious violence (including that linked to county lines)
- mental Health problems and how in some cases they are an indicator of the child being at risk of harm
- the terms victim and perpetrator ensuring they recognise that not everyone who has been subjected to abuse considers themselves a victim or would want to be described that way thus using a term that the child is comfortable with; equally for alleged perpetrator(s)/perpetrators thinking carefully about what terminology is used (especially in front of children) as, in some cases, abusive behaviour can be harmful to the perpetrator too. (As a school we will decide what's appropriate and which terms to use on a case-by-case basis)
- the importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe
- the fact that children can be at risk of harm inside and outside of their home, at school and online
- the fact that children who are (or who are perceived to be) lesbian, gay, bi or trans (LGBT) can be targeted by other children and thus will provide a safe space for these pupils to speak out and share their concerns
- what to look for to identify children who need help or protection.

All new staff and volunteers will receive basic safeguarding training as part of their induction and be expected to read and understand the Child Protection and Safeguarding Policy.

The section on training and the appendix of this policy outline in more detail how staff are supported to do this.

Main responsibilities of the DSL

Managing referrals (from school staff or others from outside the school)

- refer all cases of suspected child abuse to children's social care services
- refer all safeguarding concerns involving adults (staff & volunteers) to the LA designated officer(s)
- refer an individual to the Disclosure and Barring Service (when a staff member has harmed or poses a risk of harm, to a vulnerable adult or child, or has been dismissed for

harming a vulnerable adult or child or would have been dismissed had they not left employment). **This is a legal duty and the school will work with the Safeguarding Lead and Education Directors in completing and making the referral**

- refer to the Teaching Regulation Agency (TRA) (formerly NCTLs Teacher Services or Employer Access Online Service) when checking the Teacher's Prohibition List for all teachers employed by the school and for making referrals for teacher misconduct². Teaching Regulation Agency (TRA) checks will be completed on all staff involved in teaching
- inform the Police (cases where a crime may have been committed) with due regard to NPCC 'When to call the police' guidance
- liaise with the Headteacher to inform him/her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

Training

Receive appropriate training every two years (or more regularly) and ensure that updates are accessed on an annual basis through the Local Authority or MAP.

Training should provide designated safeguarding leads with a good understanding of their own role, and the processes, procedures and responsibilities of other agencies, particularly children's social care.

They should:

- understand the importance of working closely and information sharing, both within the school and college, and with the three safeguarding partners, other agencies, organisations and practitioners
- understand and participate in the assessment process for providing early help and intervention through the MAP
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation
- understand and participate in child protection conferences and reviews, including providing reports
- ensure each member of staff has access to and understands the school's Child Protection and Safeguarding policy and procedures, especially new, agency/supply and part-time staff
- be alert to and support the specific requirements of children in need, those with educational needs, looked after children, children with SEND, children with a social worker, children with certain health conditions and young carers
- attend relevant and refresher training courses, including online safety
- organise child protection induction, and update training annually for all school staff
- encourage a culture among all staff of listening to children and taking account of their wishes and feelings, and any measures the school may put in place to protect them

² <https://www.gov.uk/government/collections/teacher-misconduct>

- ensure that at least one interview panel member of each interview has undertaken Safer Recruitment training.

Raising awareness

- ensure the school's policies are known and used appropriately
- ensure the school's Child Protection and Safeguarding policy is reviewed annually and the child protection procedures are in line with the LA, MAP, working with the Local Governing Bodies and Trust to achieve this
- ensure the Child Protection and Safeguarding Policy and procedures are available publicly, parents are aware of them and that referrals about suspected abuse or neglect may be made and the role of the school in this
- link with the local MAP to make sure staff are aware of training opportunities and the best local policies on Child Protection and Safeguarding
- keep written records of concerns about a child even if there is no need to make an immediate referral
- maintain detailed, accurate, secure written records of concerns and referrals and ensure actions are recorded and acted upon
- ensure that all child protection records are kept confidentially and separately from pupil records, in line with the Retaining Records Policy, and are passed on to the child's next school in a confidential and secure manner, ensuring a confirmation receipt is obtained on delivery
- ensure that the existence of the child protection file is marked on the pupil records
- ensure that any pupil with a child protection plan who is absent from the educational setting without explanation is referred to children's social care³ immediately
- ensure the school follows up any unexplained absences immediately and refer this to the appropriate agency (educational welfare service, social care or the police) if the child cannot be located. Ensure that the school follows local Child Missing in Education procedures
- encourage a culture of listening to children and taking account of their wishes and feelings, in any measures the school may put in place to protect them
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection that children, including children with a social worker, are experiencing, or have experienced, with teachers and school leadership staff
- ensure that the school, and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; support teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children
- have a good understanding of harmful sexual behaviour
- ensure they know and have discussed the local response to sexual violence and sexual harassment with police and local authority children's social care colleagues to inform the school's policies

³ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/307867/Statutory_Guidance_-_Missing_from_care__3_.pdf

- be confident that they know what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment, and be confident as to how to access this support
- be aware that children must have an 'appropriate adult' to support and help them in the case of a police investigation or search. Further information can be found in the Statutory guidance - [PACE Code C 2019](#)

<https://www.gov.uk/government/publications/pace-code-c-2019/pace-code-c-2019-accessible>

- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation
- understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school
- provide, with the Headteacher, a termly report for the Local Governing Body
- provide the Trust with termly safeguarding reports.

The DSL and their deputy must undertake child protection training and training in inter-agency working every two years (or more regularly) and will attend annual refreshers provided by the LA/MAP to remain updated on policy, procedures and developing concerns nationally and regionally.

Their full responsibilities are outlined in the job descriptions of both the DSL and the Deputy DSL.

The Headteacher

The Headteacher is responsible for the implementation of this policy, including:

- ensuring that staff (including temporary staff) and volunteers are informed of this policy as part of their induction; and
- understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect
- communicating this policy to parents when their child joins the school and via the school website
- ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- ensuring that all staff undertake appropriate safeguarding and child protection training and updating the content of the training regularly
- acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (See Appendix 3)
- making decisions regarding all low-level concerns, though they may wish to collaborate with the DSL on this
- ensuring the relevant staffing ratios are met, where applicable
- making sure each child in the Early Years Foundation Stage is assigned a key person
- ensuring the school has at least two emergency contact details for each pupil/student.

Reporting and recording

It is the responsibility of all adults in school to ensure that any safeguarding concerns they may have, are reported to the Designated Safeguarding lead in school.

Darwen Vale requires all staff to record non-urgent concerns on CPOMS as soon as possible, within the same day. All forms required are held within CPOMS. Should you be a visitor to school and wish to report a concern safeguarding forms can be accessed from reception.

Any urgent concerns, where a child might be at risk of significant or immediate harm must be reported immediately to the DSL (or in their absence the DDSL) and then reported in writing onto CPOMS or other suitable recording system as soon as possible within the same day or as directed by the DSL on that occasion.

All reports will include complete details of the child, any others involved and of the incident. All names will be written in full, and all people mentioned will be given their designation (i.e., "Fred, father of John"). As much as possible the language used by the child/student in any disclosure, will be reported and not substituted by the adult reporting.

The report will be considered a formal document and so all details must be clear so that, if referenced at a later stage, the person reading it has a clear understanding of who is involved and what occurred.

Reports may be submitted as part of legal proceedings.

Where a child/student has such a file, this will be indicated on their general pupil file.

Next steps for the concern will be followed up by the DSL and DDSL. (See referral procedures.)

Reporting systems for our pupils

Where there is a safeguarding concern, we will take the child's wishes and feelings into account when determining what action to take and what services to provide.

We recognise the importance of ensuring pupils feel safe and comfortable to come forward and report any concerns and/or allegations.

To achieve this, we will:

- put systems in place for pupils to confidently report abuse
- ensure our reporting systems are well promoted, easily understood and easily accessible for pupils
- make it clear to pupils that their concerns will be taken seriously, and that they can safely express their views and give feedback.

At Darwen Vale

- *Pupils can report any concerns to any member of staff, or through the safeguarding email address. In the first instance a student should look to report to their form tutor or a member of the safeguarding team.*
- *Pupils are made aware of the reporting procedures through the assembly program, posters around the academy, the Vale Values curriculum (PSHE, RSE & British Values) and through taught sessions in subject specific areas – e.g. Science curriculum RSE*

- *Any pupil should feel safe to disclose information as they will be taken seriously, and any allegation will be fully investigated*

Confidentiality and information sharing

Timely information sharing is essential to effective safeguarding

The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe (KCSIE Sept 2022 paragraph 119) except in circumstances where damage may be done to a person or group of people; ‘this includes allowing practitioners to share information without consent...’ (KCSIE Sept 2022 paragraph 118). Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children, and where appropriate the school will seek advice from [Aldridge](#).

The school will ensure that all child protection records are kept confidential and only allow disclosure to those who need the information in order to safeguard and promote the welfare of children. The school will cooperate with police and children’s social services to ensure that all relevant information is shared for the purposes of child protection investigations.

Regardless of any duty of confidentiality, if any member of staff has reason to believe that a child may be suffering harm, or be at risk of harm, their duty is to forward this information without delay to the designated safeguarding lead (who in turn will refer immediately to the local authority children’s social care) in accordance with this policy. All staff may raise concerns directly with children’s social care services.

The school will ensure that a clear protocol regarding communication using walkie-talkies is established and shared with relevant staff so no compromise or detriment to any safeguarding information.

Recognising abuse and taking action

Staff (including temporary staff), volunteers and Local Governing Body Members must follow the procedures set out below in the event of a safeguarding issue.

We choose to refer via the DSL in the majority of cases because they may have wider knowledge about the family/circumstances that is unknown to the rest of staff. This also ensures that the person responsible for Safeguarding and Child Protection has a comprehensive picture of what is happening in school.

Nevertheless, where a staff member has a concern and the DSL or DDSL cannot be located or where the staff member feels the response from the DSL/DDSL is inadequate, the staff member **MUST** refer the case into Social Care using the processes and procedures below.

If a child is in immediate danger

Early identification of abuse and neglect is vital. Staff will always speak to the Designated Safeguarding Lead (DSL) to escalate their concerns. **In exceptional circumstances, such as in an emergency or if they believe that a genuine concern that they have has not be appropriately addressed, they will speak *directly* to children’s social care.**

Should the DSL or their deputy not be contactable **immediately**, make a referral to children's social care and/or the police **immediately** if a child is in immediate danger or at risk of harm. ***Anyone can make a referral.***

Tell the DSL as soon as possible if you make a referral directly.

Please see Safeguarding @ Darwen Vale for further information.

Should you be unable to access this document then the link below will give you the numbers for BwD social care team.

<https://www.gov.uk/report-child-abuse-to-local-council>

If a child makes a disclosure to you

If a child discloses a safeguarding issue to you, you should:

- listen to and believe them. Allow them time to talk freely and do not ask leading questions. Staff should not take a decision as to whether or not the abuse has taken place
- stay calm and do not show that you are shocked or upset
- tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner
- reassure them that you are taking their disclosure seriously, will help keep them safe and that they are not creating a problem for reporting abuse, sexual violence or sexual harassment
- explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
- write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it. The record should include the date, time and place of the conversation and the essence of what was said and done by whom and in whose presence. The record should be signed by the person making it and should use names, not initials. The record and any evidence must be kept securely and handed to the DSL as soon as possible
- sign and date the write-up and pass it on to the DSL. Alternatively, if appropriate, make a referral to children's social care and/or the police directly and tell the DSL as soon as possible that you have done so. Aside from these people, do not disclose the information to anyone else unless told to do so by a relevant authority involved in the safeguarding process.

Bear in mind that some children may:

Not feel ready, or know how to tell someone that they are being abused, exploited or neglected.

Not recognise their experiences as harmful.

Feel embarrassed, humiliated or threatened. This could be due to their vulnerability, disability, sexual orientation and/or language barriers.

None of this should stop you from having a 'professional curiosity' and speaking to the DSL if you have concerns about a child you should.

- Record concerns onto CPOMS.
- Speak to the DSL/DDSL at your earliest opportunity
- **If you think the student is in immediate danger, then find the DSL immediately**

Blackburn with Darwen follows the Lancashire Continuum of need (See appendix) and if a child shows signs of sexual harm, emotional harm, physical abuse or neglect then the continuum is used to make referrals to child services.

The link below is the GOV.UK webpage for reporting child abuse to your local council:

<https://www.gov.uk/report-child-abuse-to-local-council>

Do not investigate suspicions regarding child protection issues.

Action by the Designated Safeguarding Lead – concerns about children

The action to be taken by the DSL will take into account:

- the local inter-agency procedures of the Blackburn with Darwen Safeguarding Partnership
- the nature and seriousness of the suspicion or complaint. A complaint involving a serious criminal offence will always be referred to children's social care or the Police. In case of serious harm, the Police will be informed from the outset
- the wishes of the pupil who has complained, provided that the pupil is of sufficient understanding and maturity and properly informed. However, there may be times when the situation is so serious that decisions may need to be taken, after all appropriate consultation, that override a pupil's wishes
- the wishes of the complainant's parents provided they have no interest which is in conflict with the pupil's best interests and that they are properly informed. Again, it may be necessary, after all appropriate consultation, to override parental wishes in some circumstances. If the designated safeguarding lead is concerned that disclosing information to parents would put a child at risk; s/he will take further advice from the relevant professionals before making a decision to disclose
- duties of confidentiality, so far as applicable (and as referenced above).

Referral

If there is room for doubt as to whether a referral should be made, the DSL will consult with children's social care services on a no names basis without identifying the family. However, as soon as sufficient concern exists that a child may be at risk of significant harm, the DSL will make a referral without delay. If the initial referral is made by telephone, the DSL will confirm the referral in writing to children's social care services within 24 hours. If no response or acknowledgment is received within three working days, the DSL will contact children's social care services again. Should the school require further support in escalating the case then they will contact the Safeguarding Lead.

If you discover that FGM has taken place, or a pupil is at risk of FGM

The Department for Education's *Keeping Children Safe in Education September 2022* explains that FGM comprises 'all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs'.

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in Appendix 4.

Any teacher who discovers that an act of FGM appears to have been carried out on a **pupil under 18 must** immediately report this to the Police, personally. This could be that they

- are informed by a girl under 18 that an act of FGM has been carried out on her; or
- observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth.

This is a mandatory, **statutory duty**, and teachers may face disciplinary sanctions for failing to meet it. (KCSIE September 2022 and Serious Crime Act 2015). Thereafter, they may discuss their concerns with the DSL.

The duty above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

Any other member of staff who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL and follow our local safeguarding procedures.

Any member of staff who suspects a pupil is *at risk* of FGM or discovers that a pupil aged 18 or over appears to have been a victim of FGM, should speak to the DSL and follow our local safeguarding procedures.

If unable to speak to the DSL or a member of the safeguarding team then the MOS should refer direct to the police, attain a log number then contact child services

If you have concerns about a child (as opposed to a child being in immediate danger)

Figure 1 illustrates the procedure to follow if you have concerns about a child's welfare and the child is not in immediate danger.

Where possible, speak to the DSL first to agree a course of action. Alternatively, make a referral to local authority children's social care directly (see 'Referral' below).

You can also contact the charity NSPCC on 0808 800 5000 if you need advice on the appropriate action.

Early help

All staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

Any staff member who has a concern about a child's welfare should follow the referral processes.

If early help is appropriate, the DSL will support you in liaising with other agencies and setting up an inter-agency assessment as appropriate.

We will discuss and agree, with statutory safeguarding partners, levels for the different types of assessment, as part of local arrangements.

The DSL will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

Referral

If it is appropriate to refer the case to local authority children's social care or the police, the DSL will make the referral or support you to do so.

If you make a referral directly, you must tell the DSL as soon as possible.

The local authority will decide within one working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must contact the local authority and make sure the case is reconsidered to ensure the concerns have been addressed and the child's situation improves.

If you have concerns about extremism

If a child is not at immediate risk of harm, where possible, speak to the DSL first to agree a course of action. Alternatively, make a referral to local authority children's social care directly if appropriate (see 'Referral' above).

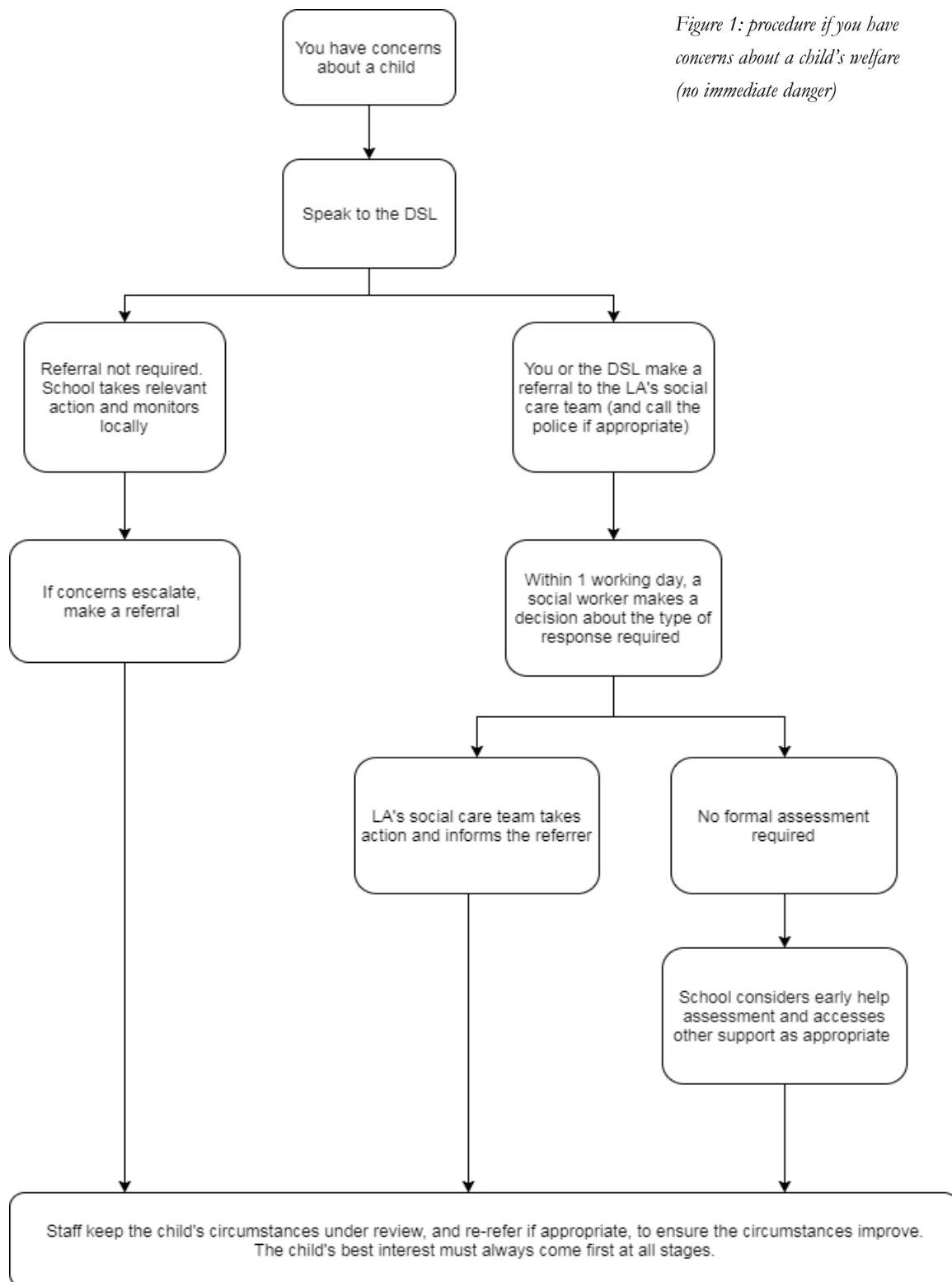
Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include [Channel](#), the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, that school staff and Local Governors can call to raise concerns about extremism with respect to a pupil. You can also email counter.extremism@education.gov.uk. **Note that this is not for use in emergency situations.**

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- think someone is in immediate danger
- think someone may be planning to travel to join an extremist group
- see or hear something that may be terror related.

Figure 1: procedure if you have concerns about a child's welfare (no immediate danger)



Allegations of abuse made against other pupils (child-on-child abuse)

Harmful Sexual Behaviours/Sexual Violence and Sexual Harassment

All staff should be aware that children are capable of abusing other children, should be able to identify this, be aware of the importance of their role in preventing it and know how to respond where they feel a child may be at risk. They must know to act on any concerns immediately and speak to the DSL without delay.

We recognise that even if there are no reported cases of child-on-child abuse, it may still be taking place but is just not being reported. We have a zero-tolerance approach to abuse, and it will never be tolerated or passed off as 'banter', 'just having a laugh' or 'part of growing up' as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.

We recognise that the abuse can happen in or out of school, face-to-face or online and can occur simultaneously between the 2; that it is more likely that girls will be victims and boys' perpetrators, but all child-on-child abuse is unacceptable and will be taken seriously

Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns.

Further guidance is given about child-on-child sexual violence and sexual harassment below:

Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- physical abuse which includes hitting, kicking, shaking, biting, hair-pulling or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment such as sexual comments, remarks, jokes and online sexual harassment which may be stand alone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nude and semi-nude images and/or videos and/or live streams (also/previously known as sexting or youth produced sexual imagery) (see Appendix 2)
- up skirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause their victim humiliation, distress or alarm. This is a criminal offence thus there is a duty to report to the police
- initiation/hazing type violence and rituals (this could 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).

When considering instances of harmful sexual behaviour between children, we will consider their ages and stages of development. We recognise that children displaying harmful sexual behaviour have often experienced their own abuse and trauma and will offer them appropriate support.

Further support can be found in [UK Council for Internet Safety \(UKCIS\) Guidance: Sharing nudes and semi-nudes advice for education settings working with children and young people \(December 2020\)](#)

If a pupil makes an allegation of abuse against another pupil:

- you must tell the DSL and record the allegation, but do not investigate it
- the DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- the DSL will put a risk assessment and support plan into place for all children involved – the victim(s), the child(ren) against whom the allegation has been made and any other children affected by child-on-child abuse – with a named person they can talk to if needed, aware there may be physical and mental health implications requiring further support as well as signposting for additional support. This will include considering school transport as a potentially vulnerable place for a victim or alleged perpetrator(s)
- the DSL will take the lead role in any disciplining of the alleged perpetrator(s). School will provide support at the same time as taking any disciplinary action
- if the incident is a criminal offence and there are delays in the criminal process, the DSL will work closely with the police (and other agencies as required) while protecting children and/or taking any disciplinary measures against the alleged perpetrator. We will ask the police if we have any questions about the investigation
- disciplinary action can be taken while other investigations are going on, e.g. by the police. The fact that another body is investigating or has investigated an incident doesn't (in itself) prevent our school from coming to its own conclusion about what happened and imposing a penalty accordingly. We will consider these matters on a case-by-case basis, considering whether:
 - taking action would prejudice an investigation and/or subsequent prosecution – we will liaise with the police and/or LA children's social care to determine this
 - there are circumstances that make it unreasonable or irrational for us to reach our own view about what happened while an independent investigation is ongoing (See KCSiE 2022 Paragraph 543 for further detail)
- the DSL will contact the children and adolescent mental health services (CAMHS/ELCAS), if appropriate.

If a victim asks the school not to tell anyone about the sexual violence or sexual harassment:

- there's no definitive answer, because even if a victim does not consent to sharing information, staff may still lawfully share it if there's another legal basis under the UK GDPR that applies
- the DSL will have to balance the victim's wishes against their duty to protect the victim and other children
- the DSL should consider that: Parents or carers should normally be informed (unless this would put the victim at greater risk)

- the basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care
- rape, assault by penetration and sexual assault are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. While the age of criminal responsibility is 10, if the alleged perpetrator is under 10, the starting principle of referring to the police remains.

Regarding anonymity, all staff will:

- be aware of anonymity, witness support and the criminal process in general where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system
- do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment, for example, carefully considering which staff should know about the report, and any support for children involved
- consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities

The government's [information sharing advice for safeguarding practitioners](#) includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information.

If staff are in any doubt about sharing information, they should speak to the DSL (or deputy)

We will create a supportive environment in school and minimise the risk of child-on-child abuse by:

- being proactive with action to minimise the risk of child-on-child abuse, and creating a supportive environment where victims feel confident in reporting incidents
- challenging any form of derogatory or sexualised language or behaviour between peers including requesting or sending sexual images
- being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys; listening for conversations; being observant about any behavioural changes
- ensuring our curriculum helps to educate pupils about appropriate behaviour and consent
- ensuring pupils know they can talk to staff confidently and confidentially by voicing their concern with a MOS they feel comfortable with relaying this information to the DSL, only MOS who need to know will be made aware of the disclosure.
- being alert to reports of sexual violence and/or harassment that may point to environmental or systemic problems that could be addressed by updating policies, processes and the curriculum; or could reflect wider issues in the local area that should be shared with safeguarding partners
- supporting children who have witnessed sexual violence, especially rape or assault by penetration. We will do all we can to make sure the victim, alleged perpetrator(s) and any witnesses are not bullied or harassed

- considering intra familial harms and any necessary support for siblings following a report of sexual violence and/or harassment
- ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy
- dealing with any child-on-child abuse in a timely manner

Informing parents/carers

Parents/carers will normally be kept informed as appropriate of any action to be taken under these procedures. However, there may be circumstances when the DSL will need to consult the LA designated officer(s), the Police and/or the Headteacher before discussing details with parents/carers.

The DSL will, along with any relevant agencies (this will be decided on a case-by-case basis):

- meet with the victim's parents or carers, with the victim, to discuss what's being put in place to safeguard them, and understand their wishes in terms of what support they may need and how the report will be progressed
- meet with the alleged perpetrator's parents or carers to discuss support for them, and what's being put in place that will impact them, e.g. moving them out of classes with the victim, and the reason(s) behind any decision(s) .

External agencies

Whether or not the school decides to refer a particular complaint to children's social care services or the police, the parents and pupil will be informed of their right to make their own complaint or referral to the children's social care services or the child protection unit of the Police and will be provided with contact names, addresses and telephone numbers, as appropriate.

Specific safeguarding concerns

All staff should have an awareness of the safeguarding issues that can put children at risk of harm. Behaviour linked to issues such as drug taking, alcohol abuse, deliberately missing education and consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as youth produced sexual imagery) put children in danger. We will take into account the specific needs of children and young people in difficult circumstances and will ensure that their additional needs are taken into account and dealt with according to the local authority arrangements and KCSIE September 2022.

Such circumstances include:

- child abduction and community safety incidents
- children and the court system
- children with family members in prison
- child criminal exploitation / child sexual exploitation
- county lines
- cybercrime
- domestic abuse

- homelessness
- modern slavery and the National Referral Mechanism
- so-called 'honour-based' abuse (HBA) preventing radicalisation
- child-on-child abuse
- sexual violence and sexual harassment between children in schools.

See Appendix 2 below for more details.

Children with special educational needs, disabilities, or certain health conditions

Children with special educational needs (SEN) and disabilities or certain health conditions can face additional safeguarding challenges and are 3 times more likely to be abused than their peers. These challenges can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying (including online), grooming and radicalisation without outwardly showing any signs
- communication barriers and difficulties in managing or reporting these challenges.

To this end, we will ensure there is extra pastoral and communication support for children with SEN, disabilities and certain health conditions.

Any abuse involving pupils with SEND will require close liaison with the DSL (or deputy) and the SENCO

Children with a social worker

It is recognised that when a child has a social worker, it is an indicator that they are more at risk than most pupils. This may mean that they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health.

We take these needs into account when making decisions in the best interests of their safety, welfare and educational outcomes.

- Attendance – Any pupils who do not attend and are deemed by the academy to be vulnerable will be called before 10am on the first day of their absence.
- Attendance – Pupils who are Vulnerable and have difficulty attending school will be put forward for the Emotional Based School Avoidance Program delivered by the academy
- Pastoral – a representative from the student's year group will attend every CP, CIN, CAF meeting as required and also ensure a 30 day phone-call is made to the social worker if required.
- Academic – the Safeguarding Team & DLAC will meet with Heads of Department to ensure academic attainment is in line with expected progress.

Looked-after and previously looked-after children

We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, we will ensure that:

- appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements
- the DSL has details of children's social workers and relevant virtual school headteachers.

We have appointed a designated teacher, [Lynsey Belham \(DLAC\)](#), who is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with [statutory guidance](#).

The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role.

As part of their role, the designated teacher will:

- work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to
- work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans.

The use of 'reasonable force' in schools and colleges

There are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children and young people.

The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to violence or injury.

'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.

When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, we will, in considering the risks, carefully recognise the additional vulnerability of these groups (under the Equality Act 2010) in relation to making reasonable adjustments, non-discrimination and their Public Sector Equality Duty.

Further detail is found in the **School Behaviour Policy**.

Contextual safeguarding

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors in the wider community outside the school and/or can occur between children outside the school.

All staff, but especially the Designated Safeguarding Lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence. They should consider the context within which such incidents and/or behaviours occur. Assessments of children should consider whether wider environmental factors/risks/issues are present in a child's life and whether they are a threat to their safety and/or welfare. Details of the school's key contextual issues are shared with the Trust via the Strategic Safeguarding Group.

Darwen Vale is situated in an area of high deprivation and is ethnically diverse, as a result should issues of neglect and racism occur these need to be discussed with the safeguarding team.

(Children's social care assessments should consider such factors, so it is important that schools provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.)

Further information can be found in Appendix 2 below; KCSIE September 2022 Part 1, Annex B, Working Together to Safeguard Children (2018, updated 2020) and www.contextualsafeguarding.org.uk

Safeguarding concerns about a staff member, supply teacher, volunteer or contractor

At [Darwen Vale High School](#) we recognise the possibility that adults working in the school may harm children, including governors, volunteers, supply teachers, agency staff or contractors. If you have concerns about any adult in the school, speak to the Headteacher without delay, in their absence the DSL.

Where there are concerns about the Headteacher, this should be referred to the CEO who **MUST** inform the Chief Executive Officer of the Trust immediately.

You can also discuss any concerns about any staff member, volunteer or contractor with the DSL.

The Headteacher/CEO/DSL will then follow the procedures set out in the Trust Managing Allegations Against Staff or Low-Level Concerns Policy, as appropriate.

If a staff member feels unable to raise their concerns/issues with their Headteacher then report it directly to the Local Authority Designated Officer (LADO); if they feel that their genuine concerns are not being addressed, they must refer to the Whistleblowing Policy and/or contact the trust or the NSPCC Whistleblowing advice line directly.

For Early Years

Where appropriate, the school will inform Ofsted of the allegation and actions taken, within the necessary timescale (see Trust Managing Allegations Against Staff Policy for more detail).

Managing safeguarding concerns and allegations about staff

The school has policies and procedures (see above list) for dealing with allegations against staff (including supply staff, volunteers and contractors) that aim to strike a balance between the need to protect children from abuse and the need to protect staff and volunteers from false, malicious or unfounded allegations. These procedures follow the DfE guidance *Keeping Children Safe in Education September 2022*, and should be used where an allegation is made about a person working in a school/college that provides education for children under 18 years of age, including members of staff, supply staff, volunteers or contractors, that they have:

- behaved in a way that has harmed a child or may have harmed a child
- possibly committed a criminal offence against or related to a child, OR
- behaved towards a child or children in a way that indicates he or she 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 – this includes behaviour taking place both inside and outside the school.

(These are also known as the harm test)

All allegations will be reported to the Headteacher immediately, or to the Chair of the Local Governing Body and the CEO in the initial stages where the Headteacher is the subject of the allegation.

In the cases of all allegations against staff or volunteers the Headteacher will then inform the relevant CEO who will escalate this to the COO and the Head of HR at the Trust as a serious reportable issue.

Allegations must not be shared with other staff, parents or pupils.

On receiving an allegation, the Headteacher/Principal has to decide whether the concern is an allegation or low-level concern. The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold for referral to the Local Authority Designated Officer (LADO) (see below).

When a person reports an allegation of abuse against a member of staff or volunteer at the school, which appears to meet the above criteria, the Headteacher will immediately contact the LA designated officer(s) before further action is taken. Where there is any doubt as to whether the criteria have been met the LADO must be informed.

Before contacting the LADO, schools and colleges should conduct basic enquiries in line with local procedures to establish the facts to help them determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation.

The LADO's role is not to investigate the allegation, but to ensure that an appropriate investigation is carried out, whether that is by the police, children's social care, the school or college, or a combination of these.

Where an allegation is made about a supply teacher, whilst the school is not the employer, they should ensure that all 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. (KCSiE September 2022 Paragraphs 373-376).

The accused person will be informed of the allegation as soon as possible after the designated officer has been consulted. Appropriate support and a representative will be provided to keep the accused person informed of the progress of the case as appropriate.

Suspension will not be an automatic response to an allegation. Full consideration will be given to all the options, subject to the need to ensure:

- the safety and welfare of the pupils or pupil concerned
- the need for a full and fair investigation.

Detailed guidance is given to staff to ensure that their behaviour and actions do not place pupils or themselves at risk of harm, or of allegations of harm toward a pupil. This guidance is contained in the Staff Code of Conduct, and the Staff Handbook/Induction Handbook if the school has one.

Ceasing to use staff

If the school ceases to use the services of an accused member of staff (or a Local Governor/ member or volunteer) because they are unsuitable to work with children, a compromise agreement will **not** be used. A referral to the Disclosure and Barring Service (DBS) will be made. If the staff member is a teacher, a referral may/will be made to both the Disclosure and Barring Service and the Secretary of State via the Teaching Regulations Agency (TRA) **by the school with the support of the Regional Education Directors/ Safeguarding Lead if required**. Any such incidents will be followed by a review of the safeguarding procedures within the school, with a report being presented to the Local Governors and the Trust without delay.

Resignation

If a member of staff (or Local Governor or volunteer) tenders his/her resignation, or ceases to provide his or her services, any child protection allegations will still be followed up by the school. Resignation will not prevent an investigation or the conclusion of an investigation and may prompt detailed referrals being made to the DBS and/or the TRA.

Criminal proceedings

The school will consult with the LA designated officer(s) following the conclusion of a criminal investigation as to whether any further action, including disciplinary action, is appropriate and if so, how to proceed.

Record keeping and retention of documentation

Details of **substantiated** (sufficient evidence to prove the allegation) and **unsubstantiated** (insufficient evidence to prove or disprove the allegation) allegations will be recorded on the employee's file and retained at least until the employee reaches the normal retirement age or for a period of ten years from the date of the allegation, if this is longer.

Substantiated allegations will be referred to in references.

Unsubstantiated allegations will not normally be referred to in references requests, but if the Headteacher is explicitly requested, s/he will seek the advice of the LA designated officer(s) before responding to the request.

Allegations that are found to have been **malicious** (sufficient evidence to prove the allegation and there has been a deliberate act to deceive), **false** (sufficient evidence to disprove the allegation) or **unfounded** (where there is no evidence or proper basis which supports the allegation being made) will be removed from the employee's records.

Malicious and unsubstantiated allegations made by students/pupils

Where an allegation by a student/pupil is shown to have been deliberately invented or malicious, the Headteacher will consider whether to take disciplinary action in accordance with the school's behaviour policy. The LA designated officer(s) will refer the matter to children's social care to determine whether the child is in need of services, or to consider if the child might have been abused by someone else. Schools may choose to note this malicious allegation on the student's/pupil's record for information only, where a pattern of malicious referrals might be made. (See KCSIE September 2022, Part 4 for further guidance).

Low Level Concerns about staff behaviour

Concerns may be graded low level if the concern does not meet the criteria for an allegation; and the person has acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work. Example behaviours include, but are not limited to:

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

[Schools should ensure that their Code of Conduct is clear about what low-level concerns are and why it is important that such concerns are shared.]

If the concern has been raised via a third party, the Headteacher/Principal should collect as much evidence as possible by speaking:

- directly to the person who raised the concern unless it has been raised anonymously
- to the individual involved and any witnesses.

Reports about supply staff and contractors should be notified to their employers, so any potential patterns of inappropriate behaviour can be identified.

The school will work to ensure a culture of openness, trust and transparency so staff feel encouraged and feel confident about what appropriate behaviour is, about confidentially sharing low level concerns, addressing unprofessional behaviour and/or are able 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.

Low-level concerns should be reported to the DSL (who will inform the Headteacher) or the Headteacher (or CEO if about the Headteacher) and recorded in writing, (KCSIE 2022 paragraph 72/73) including:

- name* of individual sharing their concerns
- details of the concern
- context in which the concern arose
- action taken.

(if the individual wishes to remain anonymous then that should be respected as far as reasonably possible)*

The headteacher will be the ultimate decision-maker in respect of all low-level concerns, though they may wish to collaborate with the DSL (and it should be explained to staff how they will work together in the process/procedure for confidentially sharing low-level concerns.

Records must be kept confidential, held securely and comply with the Data Protection Act 2018. School should decide how long they retain such information, but it is recommended that it is kept at least until the individual leaves their employment (see above).

Records should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified.

If there is any doubt about the low-level concern and whether it meets the threshold or not the school should contact the LADO

If a concerning pattern of behaviour is identified and now meets the criteria for an allegation, then the matter should be referred to the LADO.

If the records' review identifies that there are wider cultural issues within the school that enabled the behaviour to occur, we will review/revise our policies or processes or deliver extra training to minimise the risk of it happening again.

Whistleblowing

All staff are required to report to the Headteacher, or the CEO in his/her absence, any concern or allegations about school practices or the behaviour of colleagues which are likely to put pupils at risk of abuse or other serious harm. There will be no retribution or disciplinary action taken against a member of staff for making such a report provided that it is done in good faith.

Concerns regarding the Headteacher should be made to the CEO whose contact details are readily available to staff. Advice should be sought from the LADO, the

Trust or the NSPCC Whistleblowing advice line who provide independent advice. Concerns regarding proprietors or Trustees should be referred to the LADO and the CEO.

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 – lines are available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk.

More information about whistleblowing can be found within the Whistleblowing Policy or at <https://www.gov.uk/whistleblowing>

Safer recruitment

To ensure that children are protected whilst at this school, we will ensure that our staff and volunteers are carefully selected, screened, supervised and trained.

We accept that it is our responsibility to follow government guidance regarding safer recruitment.

We will ensure that the checks will be made in conjunction with the relevant agencies including the Teaching Regulation Agency (TRA), the Disclosure and Barring Service (DBS) and the Home Office.

The checks include:

- identity, including name and current address
- right to work in the UK
- qualifications
- police checks through the DBS (free for volunteers KCSiE 2022 footnote 101)
- children's barred list
- overseas checks
- references (in accordance with the Safer Recruitment Policy)
- medical fitness
- prohibition from teaching
- prohibition from management (where applicable to the role)
- relevant criminal records checks/ professional standing letter from professional regulating authority in the country in which the applicant has worked, for overseas applicants
- Childcare (Disqualification) Regulations 2009 (for staff member but not "disqualification by association")
- online search on shortlisted candidates.

These checks will be made in accordance with the Safer Recruitment Policy. They will be made in accordance with the role applied for.

For overseas checks post EU exit 1st January 2021, see KCSiE Part 3 and <https://www.gov.uk/guidance/recruit-teachers-from-overseas>.

All checks made will be recorded on the school's Single Central Record (also known as the Register) in line with the guidance. Any other checks (medical, references) are not necessarily required to be recorded but may be at the discretion of the organisation. All the

checks however must be maintained in the staff personnel files and appropriately recorded as being so (e.g., on a staff personnel file checklist).

Full details of our safer recruitment procedures are set out in the school's Safer Recruitment Policy.

E-Safety / Online Safety at home

We recognise that technology is a significant component of many safeguarding and wellbeing issues and can provide the platform for harmful and inappropriate online material. We endeavour to do everything possible to address this including:

- having robust processes in place to ensure the online safety of pupils, staff, volunteers and governors
- protecting and educating the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones')
- setting clear guidelines for the use of mobile phones for the whole school community
- establishing clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate.

The areas of risk are categorised into four areas:

- **content:** being exposed to illegal, inappropriate or harmful material
- **contact:** being subjected to harmful online interaction with other users
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm
- **commerce:** risks such as online gambling, inappropriate advertising, phishing and/or financial scams.

With a view to this, we will ensure that appropriate filters and monitoring systems are in place at school to reduce the risk when using the school's network and regularly review these. We are aware of many children having unlimited and unrestricted access to the Internet via various mobile phone networks. To minimise inappropriate use, as a school we have a no mobile phones policy (Students are not allowed to access their mobile device during the day). All use of technology within the academy is monitored *Smoothwall*, any instances of incorrect use are highlighted, and students sanctioned by their year team leaders in line with school behaviour policy

(Further advice for appropriateness of filters, including for Prevent duty, can be found in KCSIE September 2022, paragraphs 134-147 and *UKSIC: appropriate filtering and monitoring*).

We will also ensure that:

Pupils and students are taught about safeguarding, including online safety in school and when online at home ensuring they are aware of how to report anything deemed inappropriate

Parents are educated about online safety through the school website, school communications and parents' evenings ensuring they are aware of how to report anything deemed inappropriate. We will reinforce the importance of online safety making parents

aware of what we ask children to do online e.g. sites they need to visit or who they will be interacting with online.

Staff are trained annually on safe internet use and online safeguarding issues (e.g., cyberbullying, online radicalisation).

<https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>

Full details are set out in the Trust **E-Safety Policy** and in the government guidance document [Teaching online safety in school, June 2019](#).

KCSiE September 2022: Paragraph 132 and Annex B, Additional advice and guidance (P155-157) for Online Safety contains full guidance, support, information and resources to support school, DSL and leadership teams in this area.

Mobile phones and cameras

Staff are allowed to bring their personal phones to school for their own use but will limit such use to non-contact time when pupils are not present. Staff members' personal phones will remain in their bags or cupboards during contact time with pupils.

Staff will not take pictures or recordings of pupils on their personal phones or cameras.

We will follow the General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use in the school.

See – Behaviour Policy – for specifics on Mobile phone usage and sanctions

Record-keeping

We will hold records in line with our Retaining Records Policy.

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing. If you are in any doubt about whether to record something, discuss it with the DSL.

Records will include:

- a clear and comprehensive summary of the concern
- details of how the concern was followed up and resolved
- a note of any action taken, decisions reached and the outcome.

Non-confidential records will be easily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.

Safeguarding records relating to individual children will be retained for a reasonable period of time after they have left the school.

Safeguarding records which contain information about allegations of sexual abuse will be retained for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry.

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded promptly and securely, and separately from the main pupil file.

To allow the new school/college to have support in place when the child arrives, this should be within:

- 5 days for an in-year transfer, or within
- the first 5 days of the start of a new term.

In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

Concerns and referrals will be kept in a separate child protection file for each child.

Darwen Vale High School keep all safeguarding records on CPOMS with the additional paper files for any documentation sent to the academy from outside agencies.

All paper-based record are stored within the safeguarding office which is locked, or occupied throughout the day. The paper records are also stored in locked filing cabinets. All records are held in conjunction with GDPR and any documentation requested by outside agencies is redacted as appropriate

Training

All staff

All staff members will undertake safeguarding and child protection training at induction, including on whistleblowing procedures and online safety, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect. This training will be regularly updated and will be in line with advice from our local safeguarding partnership, national guidance/initiatives and will have regard to the Teachers' Standards. The mandatory training for staff is the child protection policy, the behaviour policy, the staff behaviour policy (code of conduct), the children missing education guidance and the role and identity of the DSL and the deputy DSLs. Staff are expected to have read these documents.

The DSL will plan the training cycle so that it covers all aspects of child protection and safeguarding according to the school's contextual needs and in line with the whole-Trust safeguarding approach and training content overview.

All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

Staff will also receive regular safeguarding and child protection updates (e.g., through emails, e-bulletins, briefings and staff meetings) as required, but at least annually.

Volunteers, agency/supply staff and contractors working in school will receive appropriate training.

All staff of the Trust, including Trustees, members of the central team, Safeguarding Lead and Education Directors will undertake training relevant to their roles and responsibilities.

The DSL and deputies

The DSL and **deputies** will undertake child protection and safeguarding training at least every two years.

In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).

They will also undertake Prevent awareness training.

Trustees and Local Governing Body Members

All Trustees and Local Governors will receive training about safeguarding and child protection (including online) at induction, which is updated regularly, to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities, such as providing strategic challenge. It is also so that they can be assured that safeguarding policies and procedures are effective and support the school to deliver a robust whole-school approach to safeguarding

Staff who have contact with pupils and families

All staff who have contact with children and families will have supervisions which will provide them with support, coaching and training, promote the interests of children and allow for confidential discussions of sensitive issues.

Prevention

We recognise that the school plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.

The school will therefore:

- work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to
- include regular consultation with children, e.g., through safety questionnaires, participation in anti-bullying initiatives, participation in the UNICEF Rights Respecting Schools Award or other effective ways of teaching children about their rights (United Nations Convention on the Rights of the Child)
- encourage self-esteem and self-assertiveness, through the curriculum as well as relationships, whilst not condoning aggression or bullying
- promote a caring, safe and positive environment within the school
- liaise and work together with all other support services and those agencies involved in the safeguarding of children
- support families through Early Help initiatives
- provide explicit teaching on safeguarding, equalities and British Values, which is mapped throughout the curriculum

- provide specific teaching on Relationships Education, Relationships and Sex Education and Health Education as outlined by the government requirements making this compulsory in September 2020.

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

(See Public Health England: Rise Above for resources and KCSiE September 2022 Paragraphs129-132)

As well as ensuring that we address child protection concerns, we will also ensure that children who attend the school are kept safe from harm whilst they are in our charge.

To this end, this policy must be seen in the light of the following school's policies and procedures:

- Anti-bullying Policy: the school will also ensure that bullying is identified and dealt with promptly. Sexualised behaviour, or bullying that is homophobic, trans gendered or gender prejudiced in nature, or where there appear to be links to domestic abuse in the family home will be addressed via local child protection procedures. Concerns about forced marriage and honour-based abuse will be addressed via local child protection procedures
- Staff Safer Recruitment Policy
- Staff Code of Conduct
- Racist & Discriminatory Incidents
- Confidentiality and Data Protection
- Behaviour Policy (including rewards and sanctions, and the use of exclusion) and the school rules
- Health and Safety Policy
- Physical intervention/Restraints
- Allegations made against members of staff
- Low-Level Concerns Policy
- Tackling Extremism and Anti-Radicalisation (PREVENT) Policy
- Young Carers
- Missing Pupils Policy
- Looked-After Children Policy
- Attendance and Punctuality Policy
- Registration of Pupils Policy
- E-Safety Policy
- Curriculum Policy.

So that any harm caused by other pupils can be minimised, we will pay particular attention to:

- Personal, Social and Health Education, Relationships Education and Relationships and Sex Education: child protection issues will be addressed through the curriculum as appropriate. Further details can be found in Relationships and Sex Education Policy.

Alternative Provision

Where a school places a pupil with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil and should be satisfied that the provider meets the needs of the pupil. (KCSIE 2022, paragraph 167-168)

Schools should obtain written confirmation from the alternative provider that appropriate safer recruitment checks have been carried out on individuals working at the establishment, i.e., those checks that the school would otherwise perform in respect of its own and agency staff.

Adults who supervise children on work experience

Schools organising work experience placements should ensure that the placement provider has policies and procedures in place to protect children from harm.

Consideration must be given in particular to the nature of the supervision and the frequency of the activity being supervised, to determine what, if any, checks are necessary. These considerations would include whether the person providing the teaching/training/instruction/supervision to the child on work experience will be:

- unsupervised themselves
- providing the teaching/training/instruction frequently (more than three days in a 30-day period, or overnight).

If the person working with the child is unsupervised and the same person is in frequent contact with the child, the work is likely to be regulated activity. If so, the school will ask the employer providing the work experience to ensure that the person providing the instruction or training is not a barred person and receive confirmation in writing.

Schools are not able to request an enhanced DBS check with barred list information for staff supervising children aged 16 to 17 on work experience.

If the activity undertaken by the child on work experience takes place in a 'specified place', such as a school or college, and gives the opportunity for contact with children, this may itself be considered to be regulated activity. In these cases, and where the child is 16 years of age or over, the work experience provider should consider whether a DBS enhanced check should be requested for the child/young person in question. (DBS checks cannot be requested for children/young people under the age of 16).

Children staying with host families (homestay)

Schools quite often make arrangements for their children to have learning experiences where, for short periods, the children may be provided with care and accommodation by a host family to whom they are not related i.e., as part of a foreign exchange visit or sports tour, often described as 'homestay' arrangements (see Annex D of KCSIE September 2022 for further details).

School should:

- consider the suitability of the adults in the host families

- obtain a DBS enhanced certificate with barred list information for any adults in the host home. (Where these are volunteer hosts, the check can be obtained free of charge by the school).

NB: Where there are 16-18-year-olds also living in the house, schools can obtain an enhanced DBS check for these but cannot request a Barred list check.

Where schools arrange overseas homestays for their own students, they should liaise with their partner schools abroad to establish a shared understanding of the arrangements in place before and during the visit. They should be satisfied that the arrangements are appropriate and sufficient to safeguard their pupils. The school retains the safeguarding responsibility for their students.

Where 'homestays' extend to 28 days or more for a child aged under 16 (under 18 if the child has disabilities) this may amount to 'private fostering' (Children's Act 1989) and must be treated accordingly.

Private fostering - LA notification when identified

Private fostering occurs when a child under the age of 16 (under 18, if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home. A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer. Such arrangements may come to the attention of school staff through the normal course of their interaction, and promotion of learning activities, with children.

School staff should notify the designated safeguarding lead when they become aware of private fostering arrangements.

The school must be clear who has parental responsibility.

The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their legal duty to inform the LA at least six weeks prior to the arrangement starting (it is a criminal offence not to do so).

The school itself has a mandatory duty to inform the local authority of the private fostering arrangements, and thus allow the local authority to check that the arrangement is suitable and safe for the child.

Privately fostered children are a potentially vulnerable group who should be monitored by the LA especially if they have come from another country or could be affected by abuse, neglect, trafficking, CSE or modern-day slavery.

(A comprehensive guidance on the circumstances in which private fostering may arise can be found at DfE statutory guidance *Children Act 1989 Private fostering*).

NSPCC

- the school will clearly advertise the NSPCC contact and Child Line details with a statement about their statutory powers to take action to safeguard children
- the school will clearly advertise the NSPCC dedicated helpline for reporting concerns/suspicions regarding Female Genital Mutilation (FGM) and Gangs

- the school will clearly advertise the NSPCC Whistleblowing advice line which provides free advice for professionals who wish to raise concerns about how child or young adult protection issues are being handled in their own or other organisations.

School premises

The school will take all practicable steps to ensure that school premises are as secure as circumstances permit, conducting regular risk assessments and maintaining a log of risk assessments, and other health and safety checks. All reportable incidents will be reported to the Trust promptly and health and safety processes followed.

Visitors and parents are not allowed into school buildings without a visitor's badge and will be accompanied by a member of staff whilst inside the building(s). Visitors wishing to enter a school building must sign in on arrival and sign out again on departure. Un-badged and unaccompanied visitors inside buildings will be challenged by a member of staff and escorted to the office to complete the signing-in procedures. Those visiting the school site to collect or drop off children or to watch matches or concerts are restricted to appropriate areas and will be directed as to which locations are available to them.

Schools will check the identity of all new agency staff on arrival (by requesting photo id) and ensure the person presenting themselves for work is the same person that the agency has provided vetting checks for.

Before and after school activities

Where permission has been given for the use of school premises to bodies (such as sports clubs) to provide out-of-school-hours activities, Aldridge expects that it will ensure that these bodies have appropriate Child Protection and Safeguarding policies and procedures (including appropriate police checks) and that there are arrangements in place to link with the school on such matters. Such considerations will be made explicit in any contract or service level agreement with these bodies.

Contracted services

Where the school contracts its services to outside providers, Aldridge expects that it will ensure that these providers have appropriate Child Protection and Safeguarding policies and procedures, and that there are arrangements in place to link with the school on such matters. Such considerations will be made explicit in any contract or service level agreement with the provider. (See also the **Trust Safer Recruitment Policy**).

Lettings

As part of the school's letting procedures, all reasonable checks will be made to ensure hirers will not be using the school premises to promote any extremist views. The school will follow guidance set out in Tackling Extremism and Anti-Radicalisation (Prevent) and Letting policies.

Monitoring and evaluation of safeguarding procedures

Any serious child protection incidents at the school will be followed by a review of the safeguarding procedures within the school and a prompt report to the CEO

and the Trust. In addition, the DSL will monitor the operation of this policy and its procedures and will make a termly report to the Local Governing Body and termly reports to the Trust.

The Trust will undertake an annual review of this policy and how their duties under it have been discharged. They will ensure that any deficiencies or weaknesses with regard to child protection arrangements at any time are remedied or reported without delay.

Prior to any review of the policy, feedback will be sought from Education Directors, Safeguarding Lead, student school council, pupils, staff and parents on the effectiveness of the policy.

The Safeguarding Strategic Group, formed of the Safeguarding Lead, the Secondary DSLs and the CEO meet six times a year to review the progress of child protection and safeguarding against the current arrangements and any action planning.

The Trust will undertake an annual safeguarding review to monitor policy into practice. The findings will be shared with the Trustees, the Education Directors, the Safeguarding Strategic Group and the schools. The Trust will ensure, through the Safeguarding Lead, that all actions arising from the review are addressed appropriately and in a timely manner.

Staff should receive training on how to identify vulnerable learners and understand that there may be additional safeguarding vulnerabilities for pupils with SEN and disabilities (SEND), and certain health conditions and how those barriers can be overcome.

Safeguarding disabled children, practice guidance 2009.

Additional safeguarding information

There are three appendices attached to this policy which supplement the information in this policy, they are:

- Appendix 1: Types of abuse and neglect.
- Appendix 2: Specific contextual safeguarding issues.
- Appendix 3: Useful statutory documents and guidance materials.
- Appendix 4: Darwen Vale Safeguarding Pack for all Staff (Inc. Lancashire continuum of need and referral documentation in the absence of CPOMS).
- Appendix 5: Darwen Vale Safeguarding Pack for all visitors and volunteers
- Appendix 6: Darwen Vale Safeguarding Team

[Please attach any school or local authority referral documents or reference online reporting systems in use.](#)

Links with other policies

This policy links to the following policies and procedures:

- Anti-bullying (which includes Racist issues)
- Attendance
- Behaviour (which includes Positive handling)
- Concerns and Complaints
- Curriculum
- Exclusions

- First aid
- Health and safety
- Induction
- Low-Level Concerns Policy
- Managing Allegations against staff
- Managing Medicines Policy
- Online safety
- Privacy notices
- Risk Management
- Safer Recruitment
- Sex and relationship education
- Staff code of conduct
- Whistleblowing
- Child on Child and Sexual Harm and Violence policy

Additional contact information

NSPCC helplines

Main contact: 0808 800 5000 (help@nspcc.org.uk)

ChildLine: 0800 1111

FGM direct line: 0800 028 3550

Gangs direct line: 0808 800 5000

Whistleblowing advice line: 0800 028 0285

Forced Marriage Unit

020 70080151 (fmfco.gov.uk)

Tackling Extremism and Radicalisation (Prevent)

counter.extremism@education.gsi.gov.uk

020 7340 7264

This Policy was evaluated and approved by the Trustees of Aldridge in September 2022.

Date reviewed: September 2022

Signed by: **Jane Fletcher** Chief Executive, Aldridge

This policy will be reviewed annually

These appendices are based on the Department for Education's statutory guidance, Keeping Children Safe in Education September 2022.

Appendix 1: Types of abuse and neglect (see KCSiE 2022 (Part 1))

Abuse, including neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap. Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm.

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

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional abuse may involve:

- conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction
- seeing or hearing the ill-treatment of another
- serious bullying (including cyberbullying.), causing children frequently to feel frightened or in danger
- exploitation or corruption of children including CSE/CCE
- psychological abuse including radicalisation
- so-called 'honour-based' abuse used to control behaviour within families to protect perceived cultural or religious beliefs or honour, including forced marriage and FGM.

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

The activities may involve:

- physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.
- Non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet)
- female genital mutilation (FGM) Appendix 2
- child Sexual Exploitation (CSE) Appendix 2
- forced marriages.

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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

Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate caregivers)
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Appendix 2: Further safeguarding information

Mental Health

All staff should also be aware that mental health problems could, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. School staff are not expected or trained to diagnose mental health conditions or issues but are well placed to observe children day-to-day and may notice behaviours that may be of concern suggesting they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following this child protection policy and speaking to the designated safeguarding lead or a deputy.

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

Children missing from education

A child going missing from education is a potential indicator of abuse or neglect and may also raise concerns about other safeguarding issues; such children are at risk of being victims of harm, sexual and criminal exploitation or radicalisation and to help prevent the risks of going missing in future.

There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- are at risk of harm or neglect
- come from Gypsy, Roma, or Traveller families
- come from the families of service personnel
- go missing or run away from home or care
- are supervised by the youth justice system
- cease to attend a school
- come from new migrant families.

In response to the guidance in Keeping Children Safe in Education (2022) the school has:

- staff who understand what to do when children do not attend regularly
- appropriate policies, procedures and responses for pupils with unauthorised absence and/or who go missing from education (especially on repeat occasions)
- staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage
- procedures to inform the local authority when we plan to take pupils off-roll when they:
 - leave school to be home educated
 - move away from the school's location

- remain medically unfit beyond compulsory school age
- are in custody for four months or more (and will not return to school afterwards)
- are permanently excluded.

We will ensure that pupils who are expected to attend the school but fail to take up the place will be referred to the local authority.

When a pupil leaves the school, we will record the name of the pupil's new school and their expected start date.

The school will follow up with parents/carers where pupils are not at school and thus need to ensure they have provided two up to date contact numbers. The school will inform the local authority if a child leaves the school without a new school being named and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is in immediate danger or at risk of harm.

See attendance policy, DfE: *Children missing education: statutory guidance for local authorities*, Sept 2016

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child (male or female) into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual, and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

Staff should be aware of the indicators of and range of risk factors for CSE, CCE, Gang involvement and County Lines, as they may signal that children are at risk from or are involved with serious violent crime.

Child sexual exploitation

Child sexual exploitation (CSE) is a form of child sexual abuse. It occurs where an individual/group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased

status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. It does not always involve physical contact; it can occur through the use of technology. (*Child Sexual Exploitation* February 2017)

This can involve violent, humiliating and degrading sexual assaults, but does not always involve physical contact and can happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam

Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

Indicators of sexual exploitation can include a child:

- appearing with unexplained gifts or new possessions e.g., Money, clothes, mobile phones etc
- associating with other young people involved in exploitation
- relationships with controlling or significantly older individuals or groups, (having older boyfriends or girlfriends)
- isolation from peers/social networks
- excessive receipt of texts/phone calls (unknown adults or peers)
- concerning use of internet or other social media
- suffering from sexually transmitted infections or becoming pregnant
- displaying inappropriate sexualised behaviour
- evidence or suspicions of physical or sexual assault
- suffering from changes in emotional wellbeing, including self-harm
- increasing secretiveness around behaviours
- misusing drugs and/or alcohol
- going missing for periods of time, or regularly coming home late
- regularly missing school or education, or not taking part in education.

Potential vulnerabilities

Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues:

- having a prior experience of neglect, physical and/or sexual abuse
- lack of a safe/stable home environment, now or in the past (or parental substance misuse, mental health issues or criminality, for example)
- recent bereavement or loss
- social isolation or social difficulties
- absence of a safe environment to explore sexuality
- economic vulnerability
- homelessness or insecure accommodation status

- connections with other children and young people who are being sexually exploited
- family members or other connections involved in adult sex work
- having a physical or learning disability
- being in care (particularly those in residential care and those with interrupted care histories)
- sexual identity.

More information can be found in: [Child sexual exploitation: Definition and a guide for practitioners \(DfE 2017\)](#)

Child criminal exploitation

Child criminal exploitation (CCE) is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence.

The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

Indicators of criminal exploitation can include a child:

- appearing with unexplained gifts or new possessions
- associating with other young people involved in exploitation
- suffering from changes in emotional wellbeing
- misusing drugs and alcohol
- missing for periods of time or regularly come home late
- regularly missing school or education or who do not take part in education.

If a member of staff suspects CCE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate. (See KCSIE Sept 2022 Annex B)

County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas (within the UK), using dedicated mobile phone lines or other form of 'deal line'.

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move (and store) drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection.

Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

Indicators of criminal exploitation can include a child missing from education or home for periods of time.

If a member of staff suspects involvement in county lines, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team, the police and relevant support agencies, if appropriate. (See KCSIE Sept 2022 Annex B)

Domestic abuse

The Domestic Abuse Act April 2021 (Part 1) defines domestic abuse as any of the following behaviours, either as a pattern of behaviour, or as a single incident, between two people over the age of 16, who are 'personally connected' to each other:

- physical or sexual abuse
- violent or threatening behaviour
- controlling or coercive behaviour
- economic abuse (adverse effect of the victim to acquire, use or maintain money or other property; or obtain goods or services)
- psychological, emotional or other abuse.

People are 'personally connected' when they are or have been married to each other or civil partners; or have agreed to marry or become civil partners. If the two people have been in an intimate relationship with each other, have shared parental responsibility for the same child, or they are relatives.

The definition of Domestic Abuse applies to children if they see or hear, or experience the effects of, the abuse; and they are related to the abusive person.

(The definition can be found here:

<https://www.legislation.gov.uk/ukpga/2021/17/part/1/enacted>)

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. It can be physical, sexual, financial, psychological or emotional. It can also include ill treatment that isn't physical, as well as witnessing the ill treatment of others – for example, the impact of all forms of domestic abuse on children.

Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home. Children who witness domestic abuse are also victims.

For secondary schools: older children may also experience and/or be the perpetrators of domestic abuse and/or violence in their own personal relationships. This can include sexual harassment.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children and affect their health, wellbeing, development and ability to learn. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Operation Encompass

Operation Encompass operates in the majority of police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs. Police forces not signed up to operation encompass will have their own arrangements in place.

Operation Encompass provides an advice and helpline service for all staff members from educational settings who may be concerned about children who have experienced domestic abuse. The helpline is available 8AM to 1PM, Monday to Friday on 0204 513 9990 (charged at local rate).

National Domestic Abuse Helpline

The National Domestic Abuse Helpline can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.

Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

[NSPCC- UK domestic-abuse Signs Symptoms Effects](#)

[Refuge what is domestic violence/effects of domestic violence on children](#)

[SafeLives: young people and domestic abuse](#)

FGM

FGM, as defined on P12 above, typically takes place between birth and around 15 years old; although it is believed that the majority of cases happen between the ages of 5 and 8 years old.

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

Page 12 of this policy sets out the procedures to be followed if a staff member discovers that an act of F appears to have been carried out or suspects that a pupil is at risk of FGM.

Indicators that FGM has already occurred include:

- a pupil confiding in a professional that FGM has taken place
- a mother/family member disclosing that FGM has been carried out
- a family/pupil already being known to social services in relation to other safeguarding issues
- a girl:
 - having difficulty walking, sitting or standing, or looking uncomfortable

- finding it hard to sit still for long periods of time (where this was not a problem previously)
- spending longer than normal in the bathroom or toilet due to difficulties urinating
- having frequent urinary, menstrual or stomach problems
- avoiding physical exercise or missing PE
- being repeatedly absent from school or absent for a prolonged period
- demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
- being reluctant to undergo any medical examinations
- asking for help, but not being explicit about the problem
- talking about pain or discomfort between her legs.

Potential signs that a pupil may be at risk of FGM include:

- the girl's family having a history of practising FGM (this is the biggest risk factor to consider)
- FGM being known to be practised in the girl's community or country of origin
- a parent or family member expressing concern that FGM may be carried out
- a family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues
- A girl:
 - having a mother, older sibling or cousin who has undergone FGM
 - having limited level of integration within UK society
 - confiding to a professional that she is to have a 'special procedure' or to attend a special occasion to 'become a woman'
 - talking about a long holiday to her country of origin, including visiting a family elder, or another country where the practice is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged period
 - being withdrawn from PSHE or similar.
 - requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
 - talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
 - being unexpectedly absent from school
 - having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication.

The above indicators and risk factors are not intended to be exhaustive.

So-called 'honour-based abuse' (HBA)

This encompasses incidents or crimes, which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing.

All forms of so-called HBA are abuse (regardless of the motivation) and should be handled and escalated as such.

Where staff are concerned that a child might be at risk of HBA, they must contact the Designated Safeguarding Lead as a matter of urgency.

Forced marriage

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of one or both parties and where abuse, violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the 'one chance' rule, i.e. we may only have one chance to speak to the potential victim and only one chance to save them.

If a member of staff suspects that a pupil is being forced into marriage, they will speak to the pupil about their concerns in a secure and private place. They will then report this to the DSL.

The DSL will:

- speak to the pupil about the concerns in a secure and private place
- activate the local safeguarding procedures and refer the case to the local authority's designated officer
- seek advice from the Forced Marriage Unit on 020 7008 0151 or fm@fco.gov.uk
- refer the pupil to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate.

Preventing radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs.

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

Schools have a duty to prevent children from being drawn into terrorism – the 'Prevent Duty' (Counter Terrorism and Security Act 2015). The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk.

We will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding partnership and local police force.

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the Internet.

We will ensure that suitable Internet filtering is in place and equip our pupils to stay safe online at school and at home.

Staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral.

Staff should be aware of Channel - a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.

The government website [Educate Against Hate](#) and charity [NSPCC](#) say that signs that a pupil is being radicalised can include:

- refusal to engage with, becoming abusive to, or intolerant of peers who are different from themselves (based on faith, culture, gender, race or sexuality)
- becoming susceptible to conspiracy theories and feelings of persecution/ verbalising anti-western/British views
- changes in friendship groups and appearance
- rejecting activities they used to enjoy
- converting to a new religion
- isolating themselves from family and friends
- talking as if from a scripted speech/advocating messages similar to extremist groups/imposing extremist views/practices on others
- an unwillingness or inability to discuss their views
- a sudden disrespectful attitude towards others
- increased levels of anger/advocating violence towards others
- increased secretiveness, especially around internet use
- expressions of sympathy for extremist ideologies and groups, or justification/glorification of their actions, especially to other faiths or cultures – verbally or through any written or artwork
- accessing and/or sharing extremist material online, including on Facebook or Twitter
- possessing extremist literature, attending extremist events/rallies
- being in contact with extremist recruiters and joining, or seeking to join, extremist organisations.

Children who are at risk of radicalisation may have low self-esteem or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

If staff are concerned about a pupil, they will follow our procedures set out on Page 10 of this policy, including discussing their concerns with the DSL.

Staff should **always** take action if they are worried.

Further information on the school's measures to prevent radicalisation are set out in other school policies and procedures.

Sexual violence and sexual harassment between children in schools

Sexual violence and sexual harassment can occur:

- between 2 children of any age and sex
- through a group of children sexually assaulting or sexually harassing a single child or group of children
- online and face to face (both physically and verbally).

Sexual violence and sexual harassment exist on a continuum and may overlap.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school.

If a victim reports an incident, it is essential that staff make sure they are reassured 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 any form of abuse or neglect. Nor should a victim ever be made to feel ashamed for making a report.

When supporting victims, staff will:

- reassure victims that the law on child-on-child abuse is there to protect them, not criminalise them
- regularly review decisions and actions, and update policies with lessons learnt
- look out for potential patterns of concerning, problematic or inappropriate behaviour, and decide on a course of action where we identify any patterns
- consider if there are wider cultural issues within the school that enabled inappropriate behaviour to occur and whether revising policies and/or providing extra staff training could minimise the risk of it happening again
- remain alert to the possible challenges of detecting signs that a child has experienced sexual violence, and show sensitivity to their needs .

Some groups are potentially more at risk. Evidence shows that girls, children with SEN and/or disabilities, and lesbian, gay, bisexual and transgender (LGBT) children are at greater risk.

Staff should be aware of the importance of:

- challenging inappropriate behaviours

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts.
- dismissing or tolerating such behaviours risks normalising them.

If staff have any concerns about sexual violence or sexual harassment, or a child makes a report to them, they will follow the procedures set out in section 7 of this policy, as appropriate. In particular, section 7.8 and 7.9 set out more detail about our school's approach to this type of abuse.

Serious violence

Indicators which may signal that a child is at risk from, or involved with, serious violent crime may include:

- increased absence from school
- change in friendships or relationships with older individuals or groups
- significant decline in performance
- signs of self-harm or a significant change in wellbeing
- signs of assault or unexplained injuries
- unexplained gifts or new possessions (this could indicate that the child has been approached by, or is involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation (see above)).

Risk factors which increase the likelihood of involvement in serious violence include:

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

Staff will be aware of these indicators and risk factors. If a member of staff has a concern about a pupil being involved in, or at risk of, serious violence, they will report this to the DSL.

Checking the identity and suitability of visitors

All visitors will be required to verify their identity to the satisfaction of staff and to leave their belongings, including their mobile phone(s), in a safe place during their visit.

If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.

Visitors are expected to sign the visitors' book and wear a visitor's badge.

Visitors to the school who are visiting for a professional purpose, such as educational psychologists and school improvement officers, will be asked to show photo ID and:

- will be asked to show their DBS certificate, which will be checked alongside their photo ID, or
- the organisation sending the professional, such as the LA or educational psychology service, will provide prior written confirmation that an appropriate level of DBS check has been carried out (if this is provided, we will not ask to see the DBS certificate).

All visitors to our setting, including visiting speakers, will be accompanied by a member of staff at all times. We will not invite into the school any speaker who is known to disseminate extremist views and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise pupils or staff.

Non-collection of children

If a child is not collected at the end of the session/day, we will:

- Ensure all contacts on the schools MIS are contacted
- Ensure other agencies are contacted should nobody with parental responsibility be able to be contacted.
- No child will be allowed to leave The Academy if the child is not collected by an appropriate adult.

Missing pupils

Our procedures are designed to ensure that a missing child is found and returned to effective supervision as soon as possible. If a child goes missing, we will:

- Identify the child is missing through a rigorous attendance procedures (See attendance policy)
- Make every effort to contact home regarding the absence, including home visits by our attendance officer.
- Should no contact be made referral to the appropriate external agency (i.e. Police)

Sharing of nude and semi-nude images and/or videos and/or live stream ('sexting')

Your responsibilities when responding to an incident

If you are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos (also known as 'sexting' or 'youth produced sexual imagery'), you must report it to the DSL immediately.

You must not:

- view, copy, print, share, store or save the imagery yourself, or ask a pupil to share or download it (if you have already viewed the imagery by accident, you must report this to the DSL)
- delete the imagery or ask the pupil to delete it

- ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- say or do anything to blame or shame any young people involved.

You should explain that you need to report the incident and reassure the pupil(s) that they will receive support and help from the DSL.

Initial review meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff – this may include the staff member who reported the incident and the safeguarding or leadership team that deals with safeguarding concerns. This meeting will consider the initial evidence and aim to determine:

- whether there is an immediate risk to pupil(s)
- if a referral needs to be made to the police and/or children's social care
- if it is necessary to view the image(s) in order to safeguard the young person (in most cases, images or videos should not be viewed)
- what further information is required to decide on the best response
- whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown)
- whether immediate action should be taken to delete or remove images or videos from devices or online services
- any relevant facts about the pupils involved which would influence risk assessment
- if there is a need to contact another school, college, setting or individual
- whether to contact parents or carers of the pupils involved (in most cases parents/carers should be involved).

The DSL will make an immediate referral to police and/or children's social care if:

- the incident involves an adult
- there is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)
- what the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage or are violent
- the imagery involves sexual acts and any pupil in the images or videos is under 13
- the DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of nude and semi-nude images and/or videos (for example, the young person is presenting as suicidal or self-harming).

If none of the above apply then the DSL, in consultation with the [\[headteacher/head of school\]](#) and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care. The decision will be made and recorded in line with the procedures set out in this policy.

Further review by the DSL

If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review to establish the facts and assess the risks.

They will hold interviews with the pupils involved (if appropriate).

If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

Informing parents/carers

The DSL will inform parents/carers at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

Referring to the police

If it is necessary to refer an incident to the police, this will be done through 101 call in the first instance, should there be immediate threat to the child then through 999.

Recording incidents

All incidents of sharing of nude and semi-nude images and/or videos, and the decisions made in responding to them, will be recorded in line with the school's record-keeping arrangements.

Curriculum coverage

Pupils are taught about the issues surrounding the sharing of nudes and semi-nudes as part of our

Vale Values and computing curriculums. Teaching covers the following in relation to the sharing of nude and semi-nude images and/or videos:

- what it is
- how it is most likely to be encountered
- the consequences of requesting, forwarding or providing such images, including when it is and is not abusive and when it may be deemed as online sexual harassment
- issues of legality
- the risk of damage to people's feelings and reputation.

Pupils also learn the strategies and skills needed to manage:

- specific requests or pressure to provide (or forward) such images
- the receipt of such images

This policy on the sharing of nude and semi-nude images and/or videos is also shared with pupils so they are aware of the processes the school will follow in the event of an incident.

Upskirting

'Upskirting' typically involves taking a picture under a person's clothing (not necessarily a skirt) without their permission and/or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence. This offence comes under the Voyeurism (Offences) Act 2019. Anyone of any gender, can be a victim.

Appendix 3: Useful statutory documents and guidance materials

- Children Missing Education 2016 - statutory guidance
- Data Protection Toolkit for Schools, openbeta, August 2018
- Government Guidance Disqualification under the Childcare Act 2006, Revised September 2018
- Guidance for Safer Working Practice for professionals working in education settings February 2022
- Improving the educational outcomes of Children in Need of help and protection – Children in Need review
- Information sharing: advice for practitioners providing safeguarding services, July 2018
- Mental health and behaviour in schools, Nov 2018
- Ofsted Education Inspection Framework September 2022
- Ofsted Inspecting Safeguarding in Early Years Education and Skills Setting, 2019 (updated August 2021)
- Ofsted Positive environments where children can flourish, 2018 (updated October 2021)
- Ofsted School Inspection Handbook September 2022
- Ofsted School Monitoring Handbook September 2022
- Teacher status checks; information for employers (2014, updated June 2021)
- Prevent Duty - Departmental Advice, June 2015
- Revised Prevent duty guidance: for England and Wales (updated April 2021)
- Preventing and Tackling Bullying, July 2017
- Regulated activity in relation to children 2012
- Searching screening and confiscation, January 2018
- [UK Council for Internet Safety \(UKCIS\)](#) Sharing nudes and semi-nudes: advice for education settings working with children and young people, December 2020
- Teaching online safety in school, June 2019
- What to do if you're worried a child is being abused, March 2015
- Home Office's Preventing youth violence and gang involvement
- Home Office's Criminal exploitation of children and vulnerable adults: county lines guidance

Appendix 4: Darwen Vale Safeguarding Pack for Staff 2022-2023

Scope

This document sets out practical information for staff (Full/Part Time or volunteers) at Darwen Vale High School to ensure all young people are always safeguarded.

Contents

1. What safeguarding is and your role in school
2. Dealing with disclosures
3. Flow chart for raising concerns about a child
4. Checklist for recording a disclosure or a concern
5. Pro forma for recording a disclosure or a concern
6. Listening to young people
7. Indicators of abuse and neglect
8. Login details to training programmes
9. Keeping Children Safe in Education Part 1 with link to digital version
10. Aldridge Education Trust safeguarding policy with link to website
11. Login for learning platform
12. Aldridge Education Trust safeguarding policy with link to digital version
13. CPOMS information including how to log in for the first time
14. Flowchart summarising processes
15. What happens following a disclosure?
16. Local Authorities continuum of need
17. Other key agencies
18. Useful phone numbers
19. Links to other agencies

Safeguarding in school and **YOUR** role

Safeguarding is defined as the process of ensuring that all children are:

- Protected from maltreatment.
- Prevented from having impairment in mental and physical health or development.
- Able to grow up in circumstances consistent with the provision of safe and effective care.
- Able to have the best outcomes and take appropriate action to ensure this.

Safeguarding is everyone's responsibility, and you have a duty to ensure that you uphold this responsibility. Within this document you will find information and guidance in relation to the definitions of abuse as defined within Working Together to Safeguard Children July 2018, possible signs and symptoms of abuse as well as information on talking and listening to children. When a child makes a disclosure to you or tells you something that makes you concerned about their safety and wellbeing it is imperative that you pass this information on to the Designated

Safeguarding Lead (DSL) (Andrew Bradley) or Deputy DSL (Kelly Lamster or other team member) as soon as possible. Included in this document is information about logging the information using CPOMS (Section 13 of this document explains how to do this).

This document forms part of the induction process and ongoing training in Safeguarding you will receive from the DSL/Deputy DSL's and this is in line with statutory guidance Keeping Children Safe in Education 2022. Part of your induction will include reading this document (Part 1) and being aware of your role in safeguarding children when they are in schools care.

The Designated Safeguarding Lead (DSL) at Darwen Vale is:
Andrew Bradley

The Deputy DSLs at Darwen Vale are:
Kelly Lamster (Safeguarding Co-Ordinator)
Sharron Pollitt (SENCO)
Claire McKenna
Darren Adcroft
Traci Scott
Donna Gray

Child Protection - Dealing with disclosures in school

Children experiencing distress or abuse may seek to communicate this in school to a member of staff, often because this is the place where they feel most safe, secure and listened to. It is not unusual for them to also choose members of staff seen to be on the periphery of the staff teaching team, such as the pastoral team, caretakers or classroom support staff and catering staff, because they may be perceived as having less authority and less intimidating. It is important to make sure therefore that ALL staff know how to respond to a disclosure from a child.

If a child discloses harm to any staff member it must be remembered that the school role is **to recognise and refer abuse, not to investigate**. This is to avoid contamination of evidence gained in any subsequent investigation undertaken by Police &/or Children's Social Care and to ensure that the child is not placed in the stressful position of having to repeat their story time after time.

'Not investigating' does not mean that the staff member receiving the concern cannot ask any questions. However, careful thought needs to be given to how and what questions are asked, avoiding anything that can be interpreted as 'leading' the child, however professional curiosity is permitted. The basic rule of thumb is that staff should **ONLY** ask enough questions of the child to clarify whether there is a child protection concern and is that child at risk? Once the child has clarified that they are being harmed or are at risk (or the staff member is reassured that the child is safe), no further questions are required.

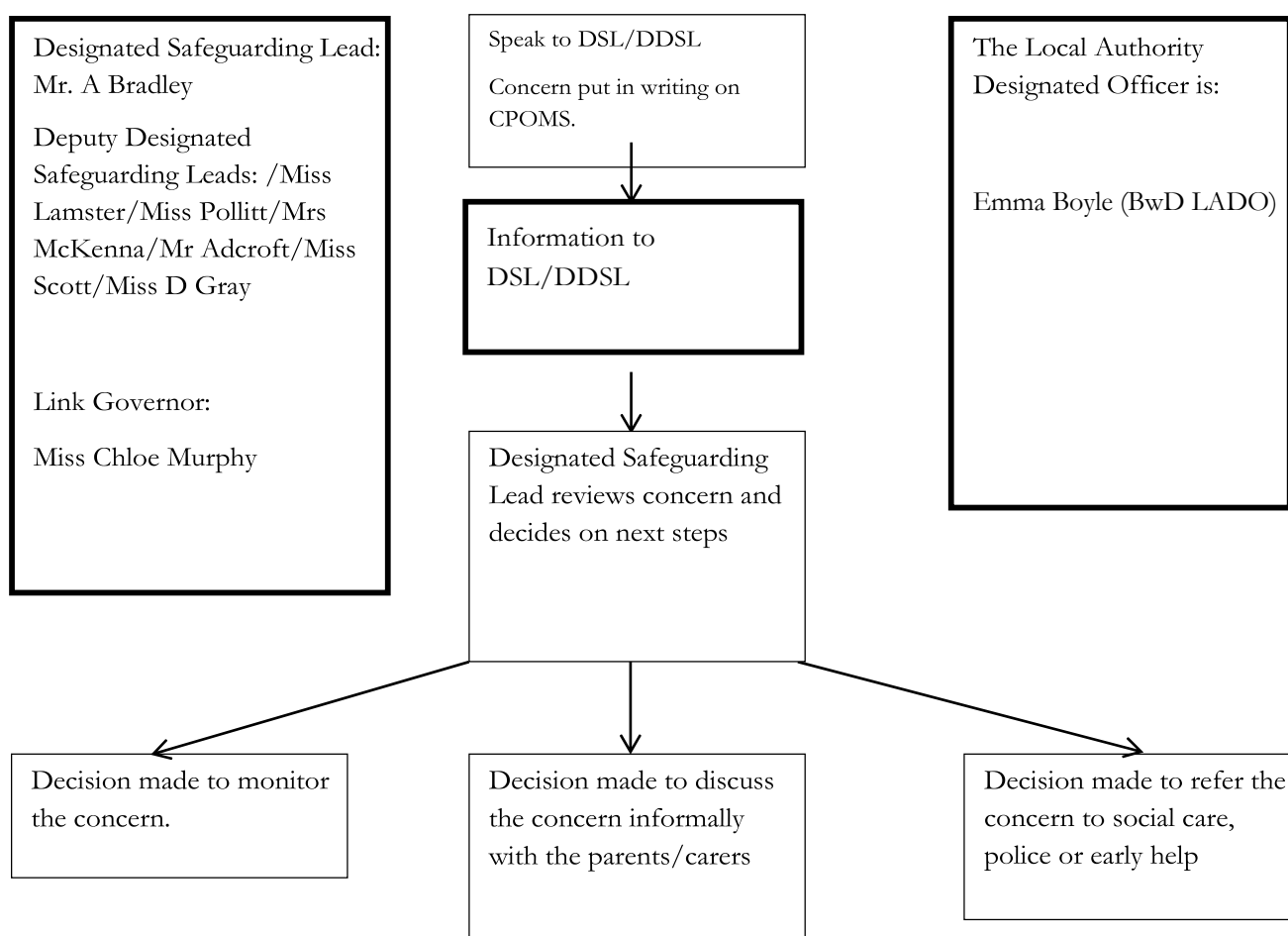
If a child presents with an injury accompanied by a clear disclosure that they have been harmed, or makes a clear sexual disclosure it should not be necessary to question the child other than perhaps to clarify who was involved and when the incident took place. The child should be listened to actively and their story carefully recorded. In this situation the staff member should ensure that.

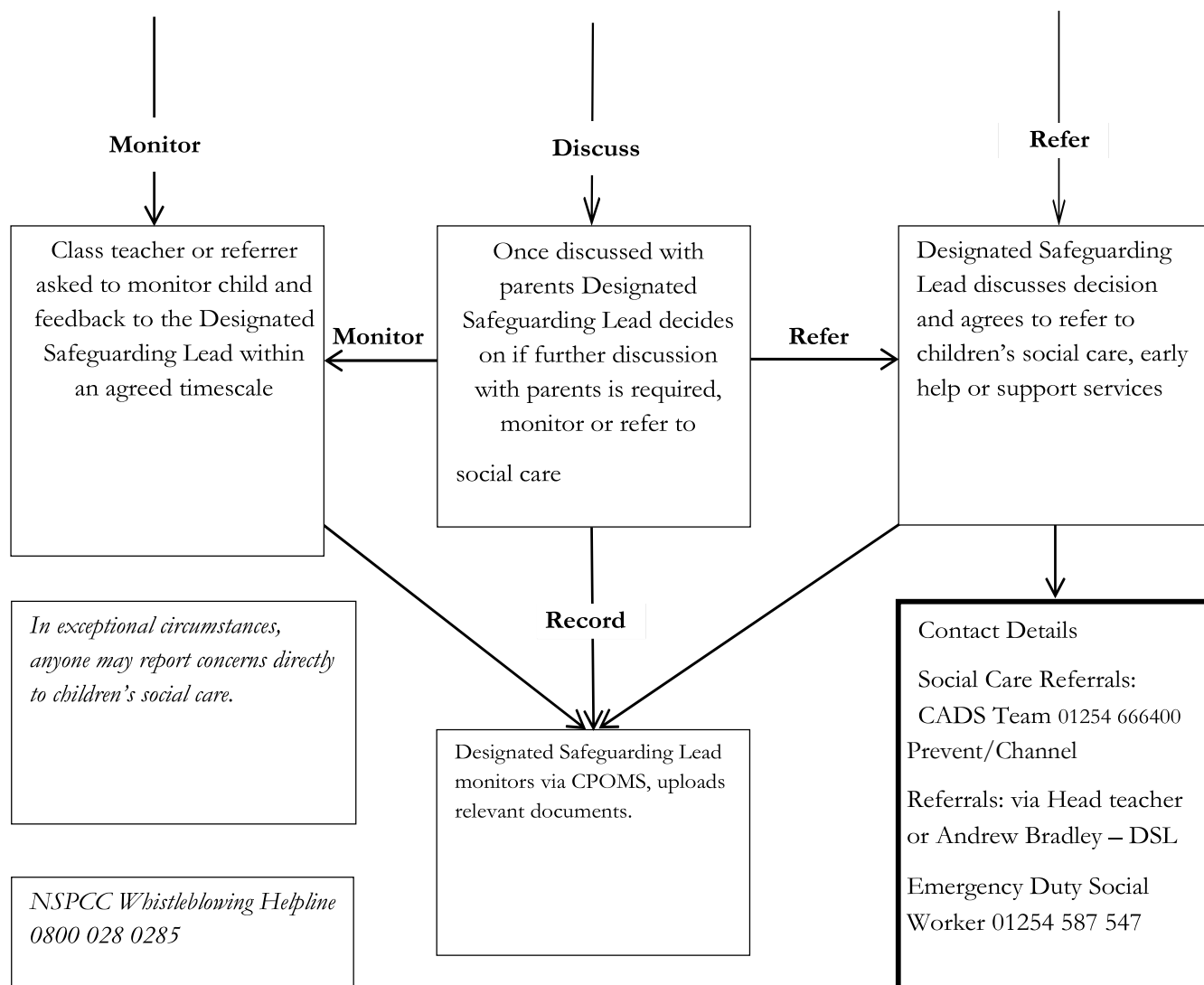
- **immediate information is shared with the Designated Safeguarding Lead (or alternative DDSL in DSL's absence). It is likely that such a scenario will require immediate**

consultation about action to be taken and an urgent referral to Specialist Children's Services will be necessary.

In other situations where the child appears to be making a possible disclosure or has a suspicious injury, it is reasonable to ask open, non-leading questions in order to establish the child's story. Examples of questions are. "That's a nasty bruise, how did it happen? Tell me about what happened? You seem a bit upset, and I'm worried about you, is anything troubling you? Can you tell me more about that?"

FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD





Staff disclosure checklist

- Child clearly identified.
- Name, designation and signature of the person completing the record?
- Date and time of any incidents or when a concern was observed.
- Date and time of written record?
- If a third party has raised concerns, are details of this person included (name, relationship to the child and their contact details if relevant)?
- Distinguish between fact, opinion and hearsay
- Concern described in sufficient detail, i.e., no further clarification necessary.
- Child's own words used. (Swear words, insults, or intimate vocabulary should be written down verbatim)
- Are the names of all parties who were involved in the incident, including any witnesses to an event included? Is it clear what their relationship is to the child?

- Record free of jargon?
- Written in a professional manner without stereotyping or discrimination?
- What did you say or do in response to the concern?
- Record of concern completed in a timely manner.
- Record of concern passed to DSL in a timely manner.
- The record includes an attached completed body map (if relevant) to show any visible injuries (body map available at reception)
- Is any additional paperwork, e.g. handwritten notes of conversation with parents attached securely to this record?

CPOMS is the MIS (Management Information System) that is used by school to record all safeguarding and welfare concerns, therefore all disclosures made, or concerns identified need to be recorded directly into this system by school staff.

For volunteers, temporary staff, contractors or visitors to the school who do not have access to CPOMS should use the following form, copies of which can be accessed from the main reception in school in the visitors safeguarding pack.

Once completed these forms, and any supplementary information (statements, drawings from the student), is returned to the DSL (Or deputing in the DSLs absence) in school.

Please remember that if the concern or disclosure relates to physical or sexual harm or abuse, then it needs to be reported immediately to the DSL.

Safeguarding Reporting Form

Name of Child / young person:			Year group (if known)
Day & date	Month	Year	Time recorded / reported

<p>Initial report of the concern / s: <i>In factual terms; and use of open ended questions to clarify e.g. Who, what, when and how What did the CYP say? How are they feeling? How is their behaviour? Are there any signs of injuries or pain? (if so illustrate on body map) Are any other children or adults involved?</i></p>
<p>Additional information: <i>Your views on what you know about the student. e.g. Any previous concerns? How are they doing in school? Any comments on their presentation, their personal circumstances (such as health, development and whether they have any additional needs, their social relationships with their family, friends and wider networks?)</i></p>
<p>Your response and actions to the concern: <i>What you have done / said to the student or agreed to do?</i></p>
<p>Your name : Your role or position: Your signature : <i>If not an employee of the school, please ensure you provide your contact details, should the DSL need to contact you regarding your concern.</i></p>
<p>To be completed by the DSL: Information shared with Parents / carers? <i>Are they aware of school's concerns / actions carried out to support / safeguard CYP? Do you have consent for this? If not rationale for not sharing information?</i></p>
<p>To be completed by the DSL: Information shared with other staff/ agencies? <i>Who, what, how and your rationale for this?</i></p>
<p>To be completed by the DSL:</p> <p>Outcome for the-student:</p>

Listening to Young People

If a Child Wants to Confide in You, You SHOULD

- Be accessible and receptive.
- Listen carefully and uncritically, at the child's pace.
- Take what is said seriously. Reassure children that they are right to tell.
- Tell the child that you must pass this information on.
- Make sure that the child is ok.
- Make a careful record of what was said.

You Should NEVER

- Make promises about confidentiality or keeping 'secrets' to children.
- Assume that someone else will take the necessary action.
- Jump to conclusions, be dismissive or react with anger, shock, horror etc.
- Speculate or accuse anybody.
- Investigate, suggest or probe for information.
- Confront another person (adult or child) allegedly involved.
- Offer opinions about what is being said or the persons allegedly involved.
- Forget to record what you have been told.
- Fail to pass this information on to the correct person (the Designated Safeguarding Lead or the Deputy Safeguarding Lead).

Recordings Should

- State who was present, time, date and place.
- Be written in ink and be signed by the recorder.
- Be passed to the DSL/Head Teacher/Line Manager (as appropriate) immediately (certainly within 24 hrs).
- Use the child's words wherever possible.
- Be factual/state exactly what was said.
- Identify any opinions or interpretations which are offered. (Ideally, staff should record information verbatim and avoid the offering of opinions, insofar as that is possible. For children with communication difficulties, or who use alternative/ augmentative communication systems, opinion and interpretation will be crucial; be prepared to be asked about the basis for it and to possibly have its validity questioned if the matter goes to court).

Minimal Prompts and Body Language

- Think carefully about where you listen to children / young people. An ideal place would be a quiet office where you could leave the door open or a classroom that isn't being used.
- Think about how you use your body to make them feel safe / reassured, listened to, believed (e.g. think about eye contact, touch (with care), nods etc).
- Useful prompts which avoid closed questions include: "go on, you're doing really well.... tell me what you remember about that What else do you want to tell me

Potential Pitfalls

- Alongside the 'don'ts' outlined above; the following things can also get in the way of us taking appropriate action:
- Fear you may be wrong
- Attitude of 'it couldn't happen here'.

- Doubts about the child's truthfulness.
- Anger and distress.
- Child's attempts to bind you to secrecy.
- Uncertainty or scepticism re procedures and consequences.
- Unresolved personal feelings.
- Not wanting to interfere in family life.
- Not wanting to harm relationships with parents or carers.

So Why Refer?

- Children have a right to be safe and protected.
- You have a duty to safeguard children.
- You have only one 'piece of the jigsaw'.
- Abuse and neglect continue because of the secrecy and silence that often surrounds them.
- Children rarely lie about abuse.
- An abuser may abuse many other children who also have a right to protection.

Indicators of abuse and neglect

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

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

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

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Important

Keeping Children Safe in Education (KCSiE Sept 2022) is a document containing statutory government guidance that sets out the legal duties all staff in education must follow in order to safeguard and promote the welfare of children and young people aged 18 years and under in schools, colleges and educational settings across the United Kingdom.

Included in this pack is the link to the document that all staff must have access to annually and must also provide evidence that it has been read (Part 1 Only). Please read this document carefully.

[Keeping Children Safe in Education Sept 2022](#)

The document titled **Working Together to Safeguard Children** is also a relevant document when it comes to understanding our roles and responsibilities in school. Staff should be familiar with this document

[Working together to safeguard children](#)

As well as the KCSiE document staff should also be familiar with the schools own safeguarding policy. It is the responsibility of **ALL STAFF** to ensure they are aware of processes and procedures. The policy is updated annually and can be found on the school website or by following the link.

[Safeguarding & Child Protection Policy 2022](#)

Training

Safeguarding training will be delivered in school in a variety of ways, including staff completing online courses. In order to facilitate this please ensure that you are registered on the Blackburn with Darwen learning site. You will be directed to complete a range of programmes throughout the year. All training records are updated by the admin team and any certificates allocated on course completion should be sent to Cathy Kenyon and Zakyyah Hussain.

All staff must complete the online unit Safeguarding Children levels 1 and 2 and Prevent training these can be accessed by following the links below

Safeguarding Levels 1 & 2

https://blackburn.melearning.university/course_centre

Prevent

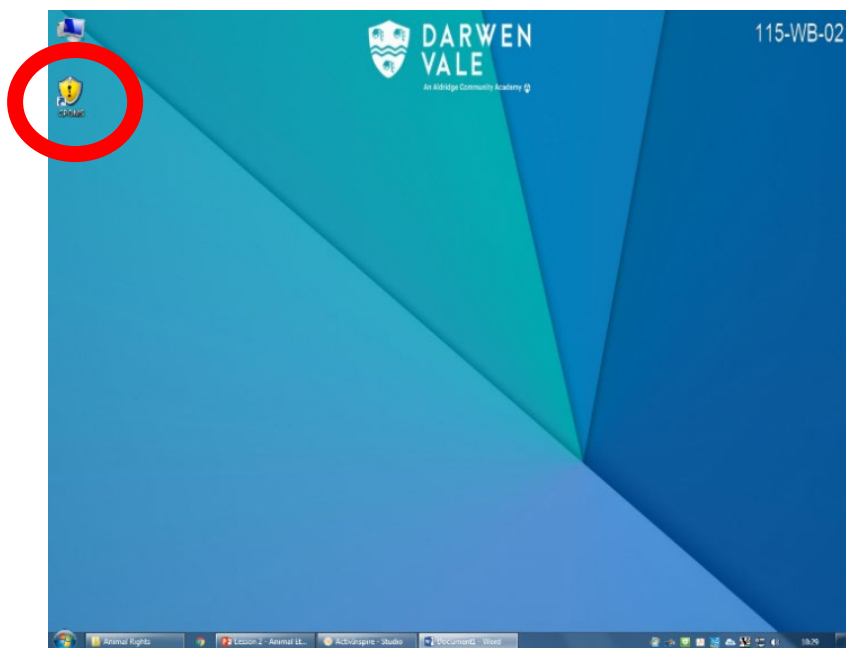
<http://www.elearning.prevent.homeoffice.gov.uk/>

CPOMS

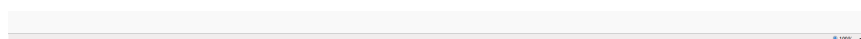
CPOMS is the market leading software solution for monitoring Safeguarding, wellbeing and all pastoral issues. Working alongside schools existing safeguarding processes, CPOMS is an intuitive system which helps to ensure that children, young people and adults are safe and fully supported.

We have CPOMS in school for all staff to record safeguarding concerns. In essence it allows better record keeping in relation to safeguarding incidents or concerns with key staff being able to access all information relating to all students. In order to log onto CPOMS please follow this simple guide.

On your desktop screen you should now have the CPOMS icon.



Open up CPOMS and you will be taken to a log on screen



To log in for the first time click underneath the LOG IN box. It says 'Forgotten your password or using CPOMS for the first time' this is just under the login button.

Use your school email address and every user needs to set up your own password. Input your school email address and then click '**Reset Password.**' This will then send you a unique hyperlink to your email address which will enable you to create your first CPOMS password.

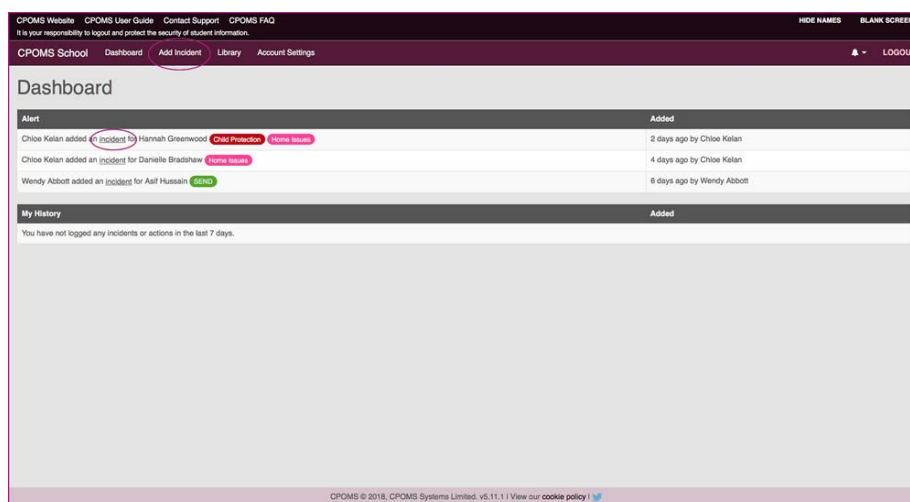
Once you have created your first password, go back to your CPOMS log in page and enter your email address, password and click the 'Login' button.

Restricted Access Dashboard

Once you are logged in to CPOMS, you will see an 'Alert' and 'My History' section.

If you have been alerted to anything at all within CPOMS it will display within your 'Alert' section to view.

The 'My History' section will list any incidents or actions that you have added in the last 7 days for your information.



Above is an example of the screen you will see when you have logged onto CPOMS. This is your dashboard.

You can only access the incidents you have added unless someone alerts you to an incident. This may be because you raised an initial concern or you are linked to the student in some way. (eg Form tutor/mentor). This will appear in the **Alert** section.

Now that you have access to CPOMS please look at the **Add Incident** tab. This is the area you will use to add any safeguarding incidents about any pupil in school. It is straightforward to complete. Remember this could include a phone call or a chat to a student who is perhaps vulnerable. Don't think anything is too insignificant to include, if in any doubt then add it as an incident.

Everything that you log will be seen by the DSL/DDSL, the pastoral team and outside audience. They may suggest an action based on the incident.

The main benefits of CPOMS is that it allows accurate and up to date record keeping, it will link things together and ensures that everyone who needs to know about incidents is made aware.

Safeguarding CPOMS

Please remember to be cautious when using CPOMS. Make sure your classroom whiteboard is not showing CPOMS and be sure to log out when you have used it.

Make sure you log everything as already mentioned. **However, if you have immediate concerns then you must still speak to the DSL in person. Logging onto CPOMS does not mean the matter has been sorted or reported. You must still find and speak to the DSL in person.**

Example of CPOMS teaching/support staff entry

Section 1

Issue / Incident - Report the incident as it has happened, include date, time & Location. Ensure all staff involved are named and role stated (eg Andrew Bradley Assistant Principal & DSL). If a child statement has been taken, please ensure it is typed in verbatim or the paper copy scanned into documents.

Section 2

Action - state what you will do as the intended action, e.g. parental phone-call, inform HOY/DSL etc. If any actions are completed ensure you type **COMPLETED** next to them.

Additional

Always class the incident as Cause for Concern - the safeguarding team will ensure the incident is attributed to the correct category when overseeing the incident.

If you are required to provide further information or follow-up action is required you will receive a response through CPOMS/Email

Staff who need to be alerted will be done automatically

Example

Viewed by 3

Show Alert OptionsAdd Linked StudentShow Audit HistoryOptions

<div>Kelly Lamster</div> <div>Fri, 26 Aug 2022 10:52</div> <div>Cause for Concern</div> <div>Status: Active</div> <div>Assigned to: Nobody</div>	28886	<div>During Period 5 today Jesse was particularly rude to me (Miss Fielding - Teacher of English) I asked Jesse to stay behind following the lesson to discuss this further as this was very much out of character Jesse opened up to me and divulged the following:- 'My mum and Dad had an argument last night and everything was kicking off. My Dad has lost his job and my mum is sick of him doing nothing around the house. They are always arguing about money at the moment and I just switch off to it and go to my bedroom' I advised Jesse that he was right to let us know about this and school are there to support both him and his family. I informed him that I would need to inform his Head of Year (Miss Lamster) so that we can make sure that everything is ok. Jesse understood. Actions I have spoken to Miss Lamster (Head of Year) to advise of the discussion held with Jesse. Miss Lamster said that she would speak with Jesse further and have a conversation with his parents.</div>
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Reporting a disclosure - A Step by step guide

1. Why are you concerned?
 - Disclosure
 - Appearance
 - Behaviour change
 - Witnessed concerning behaviour
2. Speak to the child and record what they say. **(see section Listening to the child in this document)** This information should then be recorded on CPOMS straightaway if you are a substantive member of staff, or via the Safeguarding Reporting Form if you are a volunteer, temporary staff, contractor or visitor
3. **If there are immediate concerns about the child then you must find the DSL and discuss. Speak to DDSL if DSL unavailable.**

During this discussion you should

- Clarify your concerns
 - Use child's own words
 - Do not wait until you next see the DSL or leave the matter overnight you must find the DSL/DDSL **immediately**.
4. DSL then makes decision about the referral and next steps. The member of staff involved may have to carry out further actions, with support from the DSL/DDSL.
 5. Referral will be based on several factors including
 - Is the child in immediate harm eg safe to go home
 - Does there need to be a discussion with other agencies
 - If the allegation is against a professional, then the LADO will need to be involved
 - If the allegation is against a member of staff, then The Principal needs informing before the DSL
 6. If child deemed to be in danger of significant harm or at risk, then a social care referral is made.

What happens following a disclosure?

DSL will make sure all information is recorded on CPOMS

DSL will provide feedback about the disclosure and let you know the next steps

The child's circumstances will be kept under review

Staff should continue to monitor and highlight further concerns to DSL

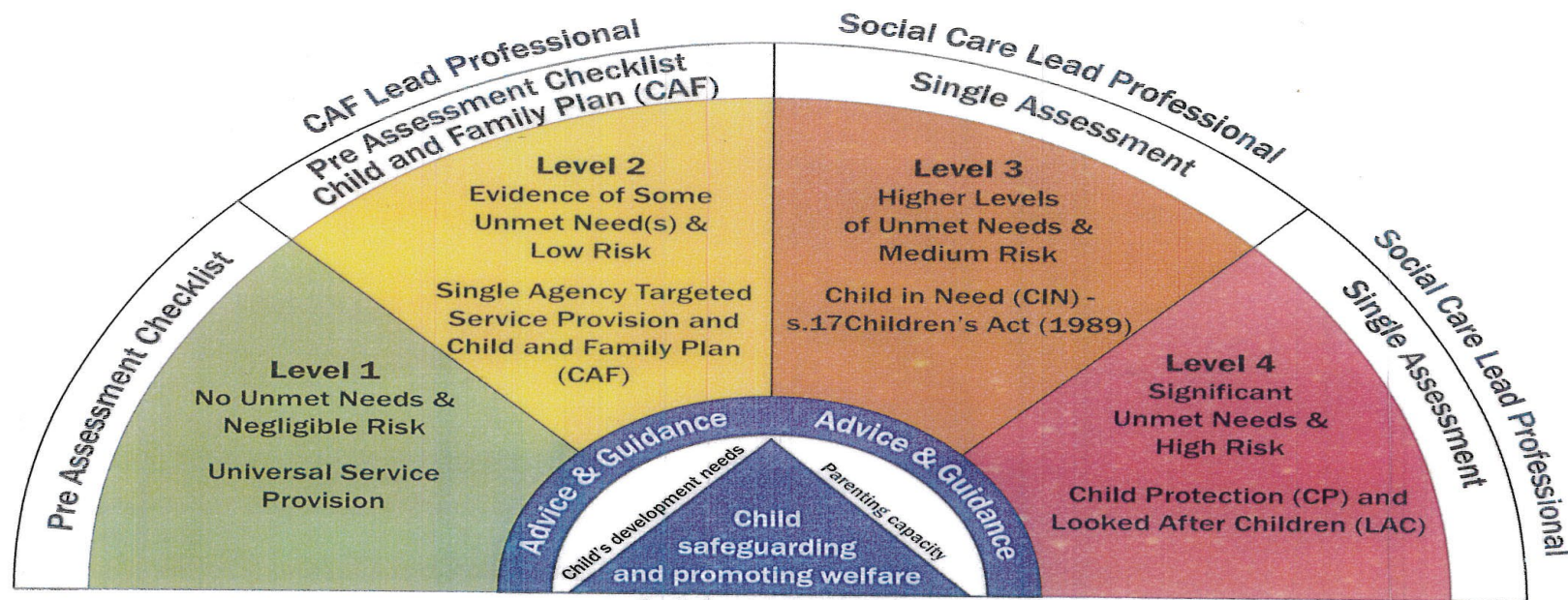
Should the DSL deem it necessary social care team (CADS) will carry out an assessment

A decision will be made on next steps. These could include

- Referral to police if a crime is deemed to have been committed
- Opening of a section 47 investigation which could result in a Child Protection order being established
- Following an assessment, Social Care could deem it as a Child in Need case which will see an immediate plan and support network established to avoid any further risks.
- A CAF (Common Assessment Framework) may be set up which will seek to support the child's additional needs that are not being met.
- School may be asked to take the lead in any interventions or to continue to monitor if it is decided no further intervention is necessary.

There are several agencies that can be alerted to support the child and/or family

The local authority will base its decision on a **continuum of need** see below



If in doubt, consult the Advice and Consultation Social Worker in MASH

Go straight to Level 4 as soon as risk of significant harm suspected

Important contact numbers and links to other agencies

Andrew Bradley (DSL) – Ext 205 - 07930490414

Sharron Pollitt (DDSL) – Ext 261

Kelly Lamster (DDSL) – Ext 230

Claire McKenna (DDSL) – Ext 232

Darren Adcroft (DDSL) – Ext 231

Traci Scott (DDSL) – Ext 228

Matthew Little (Principal) – Ext 202

Ian Richardson (Chair of Governors) – 07967 363731 rickythefish@icloud.com

Chloe Murphy (Safeguarding Governor) – 07480 282104 chloe_murphy@live.co.uk

Karen Foster (Trust Safeguarding link) – 07897 763 648 karenfoster@aldridgeeducation.org

Emma Boyle (LADO) – 01254 585184

Children's Services CADS – 01254 666400/Out of hours emergency 01254 587547

Laura McKelvey (CAF link worker) – 01254 666536

Police – 999 if immediate risk. Ring 101 for non-emergency contact/report a crime/welfare call

School Nurse – Rochelle Bevon - 01254 585000 (option 2 then option 1)

Email: lcn-tr.DarwenCFHS@nhs.net

ELCAS (Child and Adolescent Mental Health) - 01282 804806

Child Psychology - 01254 226480

BROOK Blackburn (sexual health advice) - 01254 268700

WISH (BwD Domestic Abuse advice) - 01254 260465

ENGAGE Team (Child Exploitation advice) - **01254 353882**

NSPCC Helpline - 0808 800 5000

The Samaritans – free phone 116 123

Appendix 5: Darwen Vale Safeguarding Pack for Visitors and Volunteers 2022-2023

Safeguarding advice for visitors and volunteers

Darwen Vale High School

Our school is committed to safeguarding children and promoting children's welfare and expects all staff, governors, volunteers and visitors to share this commitment and help us to maintain a vigilant and safe environment. It is our willingness to work in a safe manner and challenge inappropriate behaviour that underpins this commitment.

By signing in and out of the visitors' book you are agreeing to follow the advice within this leaflet. All visitors must wear the visitor's badge provided by reception. An adult without a badge will be stopped by staff and then accompanied to the school's reception to confirm they have signed in. **Visitors must be accompanied at all times by a member of the school staff, unless they are authorised by the Principal to be unaccompanied and have had an Enhanced DBS check.**

Unsupervised visitors: If your visit involves unsupervised contact with young people you will be asked to show the photographic ID badge provided by your employer and written confirmation of an Enhanced DBS check. This confirmation should be provided in advance of the visit.

If you are unable to provide evidence of an Enhanced DBS in advance of your visit then you may be required to show your Enhanced DBS Certificate.

If you have ANY concerns about a child's welfare or wellbeing or have a concern about the behaviour of any adult within the school towards a child:

- Discuss your concerns without delay with the Designated Safeguarding Lead (Andrew Bradley, if he is not in school then speak to one of the Deputy DSLs. **Remember it is important to share your concerns even if you are unsure.**
- If you have a concern about a member of staff you should speak to the Principal
- If you are concerned about raising a concern with the school then you can contact the NSPCC on 0800 028 0285 or help@nspccorg.uk
- Anyone can make a referral to Blackburn with Darwen Children's Services (tel: 01254 6664000)
- Concerns can also be made to the NSPCC

If a child makes a disclosure to you:

- Avoid being shocked or embarrassed.
- Listen to the child without interrupting them.
- Do not promise to keep a secret.
- Do not ask the child any leading questions.
- Reassure them that 'it is not their fault and they have done the right thing to tell you'.
- Write down what the child has told you by using the form of the back of this booklet. Make sure that what you record the disclosure using the child's own words

- Immediately following the disclosure report your concerns to the Designated Safeguarding Lead (see above) Ensure that you have signed and dated this form and hand it to the Designated Safeguarding Lead.
- Consider how best to manage your own feelings. If the disclosure has caused you to feel upset or distressed then please discuss this with the DSL
- Following reporting your concerns remember that the disclosure and the child's identity should remain confidential. Please do not discuss details of the disclosure with other school staff, friends or family

The school has a full code of conduct to encourage safer working practices for all adults working with young people, including our school safeguarding policy and advice regarding 'e-safety'.

Darwen Vale Safeguarding policy

http://www.darwenvale.com/files/ugd/1eca23_b724315c9da44cb0bd7206e0872666b1.pdf

Darwen Vale E-safety policy

http://www.darwenvale.com/files/ugd/1eca23_612af0ffa9534b329b6449b1e947ba97.pdf

Remember

- Provide a positive role model to young people
- Dress appropriately ensuring your clothing is not likely to be viewed as offensive or revealing
- Treat all members of the school's community with respect and tolerance
- Work with children so that you are visible by a member of the school staff
- Respect a child's privacy and dignity
- Always be able to justify any physical contact you have with a young person
- Always report any situations that arise that you may feel may give rise to a complaint or misunderstanding in respect of your own actions

Never:

- Photograph a child without the school's permission
- Never use your personal mobile phone in areas used by young people
- Ignore inappropriate behaviours towards children either by other children or adults
- Share personal details with a child
- Meet or contact the child out of school including by text, email, Facebook or other social media or give a child a lift home
- Discuss the school, children or adults working within the school on social media
- Make inappropriate comments to a child including racist, homophobic, sexist or sexualised comments
- Give gifts to a young person (unless part of the school's agreed rewards policy or with the agreement of your line manager) or show them preferential treatment

Other Safeguarding Guidance:

In the case of a fire follow the following procedures:

- There should be no delay in ringing 999 and requesting fire and police....

If a child or member of staff needs emergency treatment or first aid:

- There should be no delay in ringing 999 and requesting an ambulance....

Safeguarding Reporting Form

Name of Child / young person:			Year group (if known)
Day & date	Month	Year	Time recorded / reported
Initial report of the concern / s: <i>In factual terms; and use of open ended questions to clarify e.g. Who, what, when and how What did the CYP say? How are they feeling? How is their behaviour? Are there any signs of injuries or pain? (if so illustrate on body map) Are any other children or adults involved?</i>			
Additional information: <i>Your views on what you know about the student. e.g. Any previous concerns? How are they doing in school? Any comments on their presentation, their personal circumstances (such as health, development and whether they have any additional needs), their identity, race, religion and/or if known, their social relationships with their family, friends and wider networks?</i>			
Your response and actions to the concern: <i>What you have done / said to the student or agreed to do?</i>			
Your name : Your role or position: Your signature : <i>If not an employee of the school, please ensure you provide your contact details, should the-DSP DSL need to contact you regarding your concern.</i>			
To be completed by the DSL: Information shared with Parents / carers? <i>Are they aware of school's concerns / actions carried out to support / safeguard CYP? Do you have consent for this? If not rationale for not sharing information?</i>			
To be completed by the DSL: Information shared with other staff/ agencies? <i>Who, what, how and your rationale for this?</i>			
To be completed by the DSL: Outcome for the-student:			

Appendix 5: Darwen Vale Safeguarding



**DARWEN
VALE**

An Aldridge Community Academy

OUR SAFEGUARDING TEAM



Mr Bradley - Designated
Safeguarding Lead (DSL)
& Assistant Principal



Miss Lamster - Deputy
Designated Safeguarding Lead
& Head of Year



Mr Adcroft - Deputy
Designated Safeguarding Lead
& Head of Year



Mrs Pollitt - Deputy
Designated Safeguarding Lead
& SENDCO



Miss Scott - Deputy
Designated Safeguarding Lead
& Head of Year



Mrs McKenna - Deputy
Designated Safeguarding Lead
& Head of Year



Miss Gray - Deputy
Designated Safeguarding Lead
& Pastoral Support

SAFEGUARDING IS EVERYONE'S RESPONSIBILITY!