



WESTHOLME SCHOOL

SAFEGUARDING POLICY

Reviewed:	April 2016
Date of next review:	September 2016
Date of last whole school Level 1 staff training	- April 2014
Date of next whole school Level 1 staff training	- April 2017
Date of last whole school safeguarding update	- September 2015
Date of last Prevent training	- September 2015
Date of last DSL training	- December 2015
Date of next DSL training	- November 2017
Date of last Safer Recruitment training	- December 2015
Date of next Safer Recruitment training	- May 2017

Produced by: Deputy Head-Pastoral, Heads of schools and the Principal
Approved and authorised by Governors

To be read in conjunction with the following policies:

Staff Code of Conduct
Safer Recruitment Policy
Confidential Reporting [Whistleblowing] Policy
Supervision Policy
ICT Policy
Educational Visits Policy
Policy to Prevent Bullying
Staff ICT Acceptable Usage Policy
Behaviour Policy
Health and Safety Policy
PSHE Schemes of Work
Self Injury Policy
Eating Disorder Policy

Monitoring, evaluation and review

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Westholme School Safeguarding Policy

THIS POLICY ALSO APPLIES TO THE EYFS.

Safeguarding and promoting the welfare of children is defined as: protecting children 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 taking action to enable all children to have the best outcomes. Children includes everyone under the age of 18. Where a child is suffering significant harm, or is likely to do so, action should be taken to protect that child. Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk.

This policy is intended to give clear instructions to staff and others about expected procedures for dealing with child protection issues. Westholme is committed to the development of good practice and sound procedures. The aim of this policy is to ensure that safeguarding and child protection concerns and referrals may be handled sensitively, professionally and in ways which prioritise the needs of the child. It establishes procedures for dealing with cases of alleged or suspected abuse which might have occurred to or been perpetrated by (in or out of school) a member of the school community or other person.

This policy was written taking regard of the following DfE guidance: Keeping Children Safe in Education (July 2015) (KCSIE) guidance (including Disqualification under the Childcare Act 2006 and What to do if you're worried a child is being abused, March 2015), Working Together to Safeguard Children (2015) (WT) guidance (WT refers to the non-statutory advice: Information sharing (March 2015), Prevent Duty Guidance: for England and Wales (March 2015) (Prevent). Prevent is supplemented by non-statutory advice and a briefing note: The Prevent duty: Departmental advice for schools and childminders (June 2015), The Counter-Terrorism and Security Act (2015) and The Use of Social Media for On-line Radicalisation (July 2015). It was also written in accordance with the locally agreed inter-agency procedures of Blackburn with Darwen Borough Council.

The school is also a member of the Safeguarding in Education committee within the Blackburn with Darwen area. A representative (usually the Deputy Head – Pastoral) attends and contributes to the regular meetings with many other relevant agencies.

Introduction:

Westholme fully recognises the contribution it can make to protect children and support pupils in school. There are three main elements to our child protection and Safeguarding policy.

Prevention:

We provide a positive, safe environment and give teaching and pastoral support to pupils.

Protection:

By following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to Child protection concerns.

Support:

To pupils and school staff and to children who may have been abused.

This policy applies to all staff, governors and volunteers in school.

Westholme will therefore:

- a) Ensure we practice safe recruitment in checking the suitability of staff and volunteers to work with children (see Recruitment Policy, plus section below).
- b) Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to. We will foster positive relationships between staff and pupils through a strong and supportive pastoral system and effective teaching methods.
- c) Ensure that all staff are made aware of their safeguarding responsibilities, are familiar with the policy and are adequately trained in safeguarding procedures (including that anyone can make a referral to children's services).
- d) Develop and implement procedures for identifying and reporting cases, or suspected cases of abuse.
- e) Ensure that children know that there are adults in the school who they can approach if they are worried or in difficulty. The pupils will continue to have access to the school nurse, person responsible for the pastoral care of the pupil, class teachers, form tutors and staff in general.

- f) Include in the curriculum activities and opportunities for PSHEE which equip children with the skills they need to stay safe (including online) and /or communicate their fears and concerns about abuse. This will be supported by outside speakers and assemblies.
- g) Support pupils in accordance with their Child Protection Plan if required.
- h) Support pupils and their families through the Common Assessment Framework (CAF) and Team Around the Family (TAF) processes (TAF previously named TAC [Team Around the Child]).
- i) Ensure that every effort is made to establish effective working relationships with parents and colleagues from other agencies.
- j) Ensure that the Educational Visits Coordinator (EVC)/Head of school checks with the party leader, at the time of booking a trip, that assurance has been obtained that appropriate child protection checks and procedures apply to any staff employed by another organisation and working with the school's pupils on another site. Plus, any accompanying adults on the trip have had the appropriate DBS checks (if residential) and received an appropriate level of child protection training.
- k) The Deputy Head (Pastoral) and Heads of the Infant and Junior School will meet once a term to discuss issues, policies and share good practice on Safeguarding.
- l) Ensure that every child's previous school (outside of Westholme School where there are already rigorous transition procedures in place) is contacted to ask if there are any safeguarding records to share. The Deputy Head – Pastoral/Heads of School will follow up any instances where there is information to share to ensure the quick and efficient transfer of this information.

STAFF CODE OF CONDUCT

This separate document must be read by all staff of Westholme School. It is very clear regarding professionalism of staff, how to deal with certain situations including one to one tuition and other vulnerable situations and should ensure that staff do not put themselves in a position where allegations could be made against them. This document can be found with the Safeguarding Policy in the policies area on the school network and on the policies area of the school website.

Role of the Designated Safeguarding Lead (DSL)

The key elements of the role of the designated safeguarding lead (with reference to Annex B of KCSIE) are to:

- Coordinate the school's response to issues surrounding safeguarding and child protection.
- Organise regular staff training and conduct the inductions and training of new staff and trainees within school. General training is done by the Deputy Head (Pastoral) and Heads of the Infant and Junior schools for NQT and new staff (and trainees/volunteers).
- Undertake DSL safeguarding training every two years in order to:
 - understand the assessment process for providing early help and intervention
 - have a working knowledge of how Local Authorities (LA) conduct a child protection review conference
 - ensure each member of staff (especially those who are new or part time) has access to and understands the child protection policy and procedures
 - be alert to the specific requirements of children in need, those with special educational needs and young carers
 - keep detailed, accurate secure written records of concerns and referrals
 - encourage a culture of listening to children and taking account of their wishes and feelings, amongst all staff
- Be the person to whom staff report concerns.
- Continue to keep close links with the Local Safeguarding Children's Board LSCB to ensure staff are aware of training opportunities and the latest local policies on safeguarding.
- Be responsible for making a decision to refer a specific child for further assessment through social services/CAF/Continuum of Need (CON) process. This task will be always be carried out in conjunction with the Principal, especially ongoing enquiries under s.47 of the Children Act 1989 and police investigations. Decisions about referring a child to outside agencies should preferably be made jointly with the DSL and the Principal, unless the Principal is unavailable and the DSL judges that delay in referral will be detrimental to the child.
- Manage referrals and refer all cases of suspected abuse to:
 - LSCB (Local Safeguarding Children's Board)
 - Local Authority (LA) children's social care
 - the LADO (for child protection concerns and all cases that concern a member of staff)

- the Disclosure and Barring Service (DBS) where a person is dismissed or has left due to risk or harm to a pupil
- the police (when a crime has been committed)
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and deciding whether to make a referral by liaising with relevant agencies.
- Work with Governors and the Principal to ensure that the child protection policy is reviewed at least annually and procedures are updated and reviewed regularly.
- The main DSL from each site will also ensure that when children leave Westholme, their child protection file is copied for any new school or college as soon as possible but transferred separately from the main file. Confirmation of receipt will always be obtained. The DSL, working with the registrar, will also request any child protection/safeguarding information from the previous school or college of a child who joins Westholme (see Appendix D).
- ensure that the policy is available publicly and parents are aware of the procedures

Note: there is always cover for this role and the role-holder will be contactable. Key staff are trained at Level 3 and an appropriate nominee will act in case of absence see list of DSL trained staff below.

Governors

The Governors' responsibilities are to:

- have an effective and legally compliant child protection policy in place at all times
- audit compliance of the policy and review it annually, including a full report to Governors' meeting
- contribute to inter-agency working
- ensure that their safeguarding arrangements take into account the procedures and practice of the local authority (LA), as set up by the Local Safeguarding Children Board (LSCB)
- nominate a Governor responsible for child protection and responsible for monitoring the child protection and safeguarding policies of the school. These are currently Mrs Anne Booth and Mr Stephen Anderson
- appoint a DSL
- ensure that a member of the governing body liaises with the LA and any other partner agencies on issues of child protection if an allegation of abuse is made against the Head
- ensure that there are procedures in place to handle allegations against members of the staff and volunteers
- refer allegations against staff and volunteers to the local authority designated officer (LADO)
- have procedures in place to make referrals to the DBS if a person has been dismissed or removed due to safeguarding concerns (this is a legal duty and failure to refer when the criteria are met is a criminal offence).

Definitions of Abuse:

The difficulty lies in establishing the boundaries between unprofessional behaviour and abuse (where staff are involved) and between careless and cruel actions and abuse (where parents and others are involved). Staff and employees should not make such judgements and must always refer suspicions and allegations of abuse to the Designated Safeguarding Lead who will make an initial assessment of the known evidence.

An abused child is a boy or girl under the age of 18 years who has suffered, or is likely to suffer, physical neglect, failure to thrive, emotional or sexual abuse which any person caused or knowingly failed to prevent. This would include abuse of a child/young person by a stranger and abuse of a child/young person by a child/young person. A bullying incident will be treated as a child protection concern when there is reasonable concern to suspect that a child is suffering or likely to suffer significant harm (See Policy to Prevent Bullying).

The law recognises four broad categories of abuse:

Neglect

Physical Injury

Sexual Abuse

Emotional Abuse

It must be emphasised that these categories can, and often do, overlap. These types of abuse are explained in more detail further within this policy.

Training and support

Staff

See Appendix J for full outline of training requirements for Westholme Staff

In line with KCSIE guidance, Westholme will ensure that the Principal, Designated Safeguarding Leads, school nurse and the nominated governor for Child Protection attend child protection and inter-agency working training relevant to their role (DSL training) at intervals of no longer than 2 years. This also applies to Safer Recruitment training, although as governors other than the child protection governor are more likely to be involved in the recruitment of staff, they may be asked to attend this training instead.

All staff will receive training at least every three years on Child Protection, but all Westholme staff also receive formal annual safeguarding updates and some staff are required to have completed training in other areas such as FGM, Prevent and CSE (see Appendix J). New staff, including temporary staff and volunteers, are given training as part of their induction which includes:

- Westholme's Safeguarding Policy
- Staff Code of Conduct including the Confidential Reporting (Whistleblowing) procedure
- The identity of the Designated Safeguarding Lead/s
- A copy of Part 1 of KCSIE

Records are kept at all sites of all training by the lead DSL of that site.

Other training will be given as and when it seems appropriate for specific areas of safeguarding (e.g. radicalization, cyber-bullying, mental health (self harm, depression, anorexia etc.).

All staff have read at least part one of KCSIE (July 2015).

Pupils, Parents and Staff

In response to ongoing concerns regarding Child Sexual Exploitation (CSE) in the Blackburn area in particular the DSL has organised whole school 'prevention of CSE' days for pupils, parents and staff.

The PSHE programme, whole school and Year assemblies, curriculum lessons, notices around school and on form room notice boards and areas on the school website are all used to address and educate everyone in the dangers facing young people today (including e-safety and CSE, radicalisation, managing risks etc.) and how to safeguard against them. The school's e-safety coordinator (Dr Emma Riley) also ensures that staff and students are regularly updated regarding internet safety and CSE concerns.

See Safer Recruitment Policy for details of staff trained in Safer Recruitment

Level 3 Designated Safeguarding Lead trained staff

School Site	Name	Role	Expiry Date
Senior School:	Mrs Lynne Horner	(Principal)	05/11/17
<u>WHOLE SCHOOL LEAD</u>	<u>Mrs Jude Gough</u> goughj@westholmeschool.com (01254) 506070	<u>(Deputy Head-Pastoral)</u>	05/11/17
	Miss Francine Smith	(Deputy Head – Academic)	08/12/16
<u>DEPUTY LEAD</u>	Mr James Dumbill dumbillj@westholmeschool.com (01254) 506070	(Assistant Head)	08/12/16
	Mrs Rachel Waldron	(Head of 6 th Form)	05/11/17
	Mrs Deborah Hughes	(Head of Year 11)	08/12/16
	Mrs Adelle Moore	(Head of Year 10)	05/11/17
	Mrs Maxine Law	(Head of Year 9)	08/12/16
	Dr Emma Riley	(Head of Year 8)	08/12/16
Junior/Infant/Nursery School:	<u>Mrs Debbie Northin</u> northind@westholmeschool.com	<u>(Headteacher)</u> 3 months - Years 6	14/11/16

<u>DEPUTY LEAD</u> <u>EYFS LEAD</u>	<u>(01254) 692828</u>		
Junior	Mr Martin Haworth	(Deputy Head)	08/12/16
Junior	Mrs Jayne Shipley	(Senior Teacher)	05/11/17
Infant and Nursery: <u>DEPUTY LEAD</u>	<u>Mrs Judith Dixon</u> <u>dixonj@westholmeschool.com</u> <u>(01254) 686590</u>	<u>(Acting Headteacher-Infants)</u> Pre-School – Year 2	08/12/16
<u>DEPUTY LEAD</u>	<u>Mrs Joanne Church</u> <u>church@westholmeschool.com</u> <u>(01254) 686590</u>	<u>(Nursery Manager)</u> 3 months – 3 years	05/11/17
	Miss Emma Fox	(Senior Deputy Manager-Nursery)	05/11/17
School Nurse:	Mrs Shirley Hodson	School Nurse	05/11/17
Governors:	Mrs Anne Booth To contact Mrs Booth, please contact the PA to the governors (Mrs P North) in confidence on 01254 506070	(Safeguarding Governor)	05/11/17
	Mr Stephen Anderson	(Deputy Safeguarding Governor)	05/11/17

The DSL training has been provided by JH Child Protection Training or Blackburn with Darwen Safeguarding Board. It includes inter-agency working, participation in child protection case conferences, supporting children in need and record keeping and promoting a culture of listening to children.

Role of the Designated Safeguarding Lead in making an urgent initial assessment:

The Designated Safeguarding Lead will carry out an urgent initial assessment of all cases referred to them (see Appendix B). The purpose of this assessment is to discover: the nature of the suspicion or allegation, the validity of the suspicion or allegation based on the evidence, the likelihood of future harm to the child. The Designated Safeguarding Lead will refer to the confidential files on issues of child protection (held by the main Designated Safeguarding Lead [Deputy Head-Pastoral at Senior School and Heads at Infant/Junior Schools]); they will refer to school medical records, registers and pupil files. They may talk discreetly with staff or pupils to ascertain relevant information without revealing the nature of the enquiry.

This is not an investigation, although the child and staff might have to be interviewed (See guidance below).

A written record of the urgent initial assessment will be made (Appendix B), including signed statements where appropriate, which will be kept by the Designated Safeguarding Lead. On the basis of the urgent initial assessment the Designated Safeguarding Lead, usually in consultation with the Principal, will decide an appropriate course of action which might involve referring the matter to an outside agency or implementing disciplinary procedures with staff. The decision of the Designated Safeguarding Lead will be recorded on the urgent assessment report.

The urgent initial assessment must be completed promptly and within 24 hours of the allegation or suspicion being reported. If a welfare agency does need to be informed, this must also happen within 24 hours of a disclosure or suspicion of abuse.

School Child Protection Procedures

What should staff do if they have concerns about a child or young person in school?

Education professionals, staff or parents who are concerned about a child's welfare or who believe that a child is or may be at risk of abuse may make a referral to external agencies themselves if they wish (all relevant contact details/procedures contained within this policy) or should pass any information to the Designated Safeguarding Lead (DSL) in school; this should always occur as soon as possible and certainly within 24 hours. Staff should fill in a "Child Protection Incident Reporting Form" (Appendix A). **If at any time there is a risk of immediate serious harm to a child, a referral should be made to children's social care immediately.**

Designated Safeguarding Lead considerations (Child in Need or Child Protection?):

Is this case “risk” or “need”? (By definition, a child at risk is also a child in need) However, this will help to define the priority/level/immediacy of risk/need)

Can the level of need identified be met: in or by the school or by accessing universal services/ without referral to Children’s Integrated Services or other targeted services/ by working with the child, parents and colleagues?

What resources are available and what are their limitations?

Is the level of need such that a referral needs to be made to Children’s Integrated Services which requests that an assessment of needs be undertaken?

Is the level and /or likelihood of risk such that a child protection referral needs to be made (i.e. a child is suffering or is likely to suffer significant harm?)

What information is available: Child, parents, Family & environment?

Do the cultural norms of a family need to be taken into account?

What information is inaccessible and, potentially how significant might this be?

Who needs to be spoken to and what do they need to know?

Where can appropriate advice and support be accessed?

If there is not to be a referral what action will be taken (e.g. CAF[Child And Family assessment)/TAF [Team Around the Family], MASH [Multi-Agency Safeguarding Hub]referral, time-limited monitoring plan, discussion with parents or other professionals, recording?)

Feedback to staff who reported concerns to Designated Safeguarding Lead

Rules of confidentiality mean that it may not always be possible or appropriate for the DSL to feedback to staff who report concerns to them. Such information will be shared on a “need to know” basis only and the DSL will decide on which information needs to be shared, when and with whom. The primary purpose of confidentiality in this context is to safeguard and promote the child’s welfare.

Thresholds for referral to Children’s Services

Where a Designated Safeguarding Lead or line manager considers that a referral to Children’s Services may be required, there are two thresholds for and types of referral that need to be considered:

1) Is this a Child in Need?

Under section 17 (s.17 (10)) of the Children Act 1989, a child is in need if:

- a) He/She is unlikely to achieve or maintain, or have the opportunity to achieve or maintain a reasonable standard of health or development, without provision of services by a local authority;
- b) His/Her mental, emotional or physical health or development is likely to be impaired, or further impaired, without the provision of such services;
- c) He/She is disabled.

2) Is this a Child Protection Matter?

Under section 47 (1) of the Children Act 1989, a local authority has a duty to make enquiries where they are informed that a child who lives or is found in their area:

- a) Is the subject of an Emergency Protection Order;
- b) Is in Police Protection; or where they have:
- c) Reasonable cause to suspect that a child is suffering or is likely to suffer significant harm.

It is the “significant harm threshold” that justifies statutory intervention into family life. The Designated Safeguarding Lead will make judgments around “significant harm”, levels of “need” and when to refer.

Making referrals to Children’s Services (Even if a referral is not made it is vital that concerns are reassessed when situations do not improve. The sharing of information quickly is imbedded within the culture of the school and inaction challenged).

(Guidance for the Designated Safeguarding Lead)

1) Child in Need/ Section 17 Referrals

It is important that the relevant information is sent to the correct agencies. It is very important therefore, that the home address of the child/children involved is taken into account.

There are slightly different CAF forms and processes for accessing help from various agencies. If the child lives in Lancashire (but not Blackburn with Darwen) then the DSL should complete a common assessment Framework (CAF) form and email to: caf@lancashire.gov.uk

If the child/children live within Blackburn with Darwen the CAF form should be sent to Cafadmin@blackburn.gov.uk. If they live outside Lancashire e.g. Greater Manchester/North Yorkshire etc. then the correct forms must be completed – these can be found on the websites in the contact information at the end of this policy before the appendices.

This is a request for assessment/ support/services and, as such, consent must be obtained from the parent(s)/carers (and child/young person when appropriate), this should be identified on the CAF. It is important to emphasise that the CAF/TAF processes are about working together with the family – it is not something that is done to the family.

Where a parent/carer/child/young person refuses to consent, you should make clear your ongoing plans and responsibilities in respect of support, monitoring, etc, and the possibility of a child protection referral at some point in future if things deteriorate or do not improve.

This referral could be made if it is felt that the child/family are at Level 2 on the CoN (Continuum of Need) and should definitely made if they are at Level 3. Level 3 in Blackburn with Darwen should also be accompanied by a MASH referral. All DSLs have copies of the CoNs and they can also be found on the LSCB websites.

TAF meetings must take place within 4 weeks of the CAF being registered.

2) Child Protection/Section 47 Referral

This referral must be made if it is felt that the child/family are at Level 4 on the CoN and should be made **immediately**.

Make a telephone call to Lancashire Safeguarding Children board: 0845 0530009 (Out of hours: 0845 602 1043). Or on the number found in the contact section of this document for children who live outside of this area.

You will speak to a Customer Care officer whose role is to receive your referral information, enter it onto the appropriate IT system and forward to the relevant Social Work team Leader for consideration:

You should still complete a CAF form and should forward this as soon as possible and certainly within 48 hours.

You **do not** require the consent of a parent/carer or child/ young person to make a child protection referral.

A Children's Social Care Referral Form should be completed and emailed to cypreferrals@lancashire.gov.uk

A parent/carer should, under most circumstances, be informed by the referrer that a child protection referral is to be made. The criteria for not informing parents/carers are:

- a) Because this would increase the risk of significant harm to a child/ to children; or
- b) Because in the referrer's professional opinion, to do so might impede an investigation that may need to be undertaken;
- c) Because there would be undue delay caused by seeking consent which would not serve the child's best interests.

The best interest of the child is the primary consideration. We encourage joint working with parents where possible. Fear of jeopardizing a relationship with parents because of a need to refer is not sufficient justification for not telling them that you need to refer. On the contrary, this lack of openness will do little to foster ongoing trust, particularly as the source of referrals will be disclosed to parents except in a limited number of circumstances. If you feel that your own or another adult's immediate safety would be placed at risk by informing parents/carers then you should seek advice and /or make this clear on the forms and in any telephone contacts with Children's Services Tel: 0845 053 0009.

The population of Blackburn with Darwen/Lancashire/Greater Manchester etc. is multicultural. Race, ethnicity and culture should be taken into consideration by all agencies working to safeguard children and to promote their welfare.

The assessment process should have as an integral part the way in which different ethnic and cultural groups are influenced in their values, attitudes and behaviour by their religious beliefs and cultural traditions and the way in which family and community life is structured and organised. Professionals need a proper understanding of these influences and how they are likely to affect families. They should also be aware of the strengths and support systems available within families, ethnic groups and communities that can be built upon to help safeguard children and promote their welfare. At the same time, it is essential to maintain a focus on the needs of the individual child. Culture does not explain, or condone, acts of commission or omission that put a child at risk of significant harm. Professionals should guard against myths and stereotypes (both positive and negative) of black and ethnic minority families. Neither should a fear of being accused of racist practice prevent the necessary action being taken to safeguard a child. Careful assessment, based on evidence, of a child's needs and a family's strengths and weaknesses, will help to avoid any distorting effect of these influences on professional judgements.

Confidentiality

Confidentiality is paramount when working in the context of child protection.

1) Training in safeguarding will ensure that every adult working in the school understands the need for and basic principles regarding confidentiality.

This will include:

- Why a teacher must never guarantee confidentiality to a child.
- What they should say to a child who asks the adult to keep a secret and how the child should be advised that the information may need to be shared with others. (See guidance procedures below)
- who needs to be given this information
- Who should be contacted

2) It has been recognised that professionals can only work together to safeguard children if there is an exchange of relevant information between them. Any disclosure of personal information to others (including Children's Social Care services), must always have regard to both common and statute law.

3) Normally, personal information should only be disclosed to third parties (including other agencies) with the consent of the subject of that information (*Data Protection Act 1998, European Convention on Human Rights, Article 8*). Wherever possible, consent should be obtained before sharing personal information with third parties. In some circumstances, consent may not be possible or desirable but the safety and welfare of a child dictates that the information should be shared. The law permits the disclosure of confidential information necessary to safeguard a child or children. Disclosure should be justifiable in each case, according to the particular facts of the case, and legal advice should be sought if in doubt.

Records and Monitoring

Clear records are essential to good child protection practice. Westholme is clear about the need to record any concerns held about a child or children within our school, the status of such records and when these records, or parts thereof, should be shared with other agencies.

- Child protection concerns are recorded by the DSL and kept in a secure file as are records showing concern about the welfare or behaviour of a child.
- Staff need to be aware that these files are confidential within school and are there as a help to relevant staff, and as such are not public records.
- These files are subject to strict gate keeping procedures and may only be viewed by authorized staff.
- Teacher held notes will become part of general school records only after concern is felt to have been resolved, and then only after agreement from the Principal and DSL.
- The monitoring of the administration is the responsibility of the DSL
- Monitoring records indicate sufficient concerns to warrant a referral when the DSL and the Principal consider that the child is at risk of significant harm and that the school cannot support and protect the child.
- If a child transfers to another school their child protection file must be sent to the DSL of their new school.
 - Every child's previous school (outside of Westholme School where there are already rigorous transition procedures in place) is contacted to ask if there are any safeguarding records to share. The Deputy Head –

Pastoral/Heads of School will follow up any instances where there is information to share to ensure the quick and efficient transfer of this information.

Dealing with abuse by one or more pupils against another

If there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm because of suspected abuse by one or more pupils against them then child protection procedures should be actioned. This includes referring any such abuse to the LA as a child protection concern. In the event of pupil on pupil abuse, all children, whether perpetrator or victim, will be treated as being 'at risk'.

Staff guidance

Talking and Listening to Children:

Guidance for staff interviewing pupils

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 safe;
- Make a careful record of what was said.

You should NEVER

- Make promises about confidentiality or keeping "secrets" to children;
- Ask leading questions (i.e. questions requiring only a 'yes' or 'no' answer)
- Investigate or seek to prove or disprove possible abuse;
- Assume that someone else will take the necessary action;
- Jump to conclusions, be dismissive or react with shock, anger, 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)

Recording should

- State who was present, time, date and place;
- Be written in ink and be signed by the recorder;
- Be passed to the DSL or Principal immediately (or certainly within 24hrs)
- Use the child's words wherever possible;
- Be factual/state exactly what was said;
- Differentiate clearly between fact, opinion, interpretation, observation and/or allegation.

What information do you need to obtain?

- Schools have no investigative role in child protection (Police and Children's Integrated services will investigate possible abuse very thoroughly and in great detail, they will gather evidence)
- Never prompt or probe for information, your job is to listen, record and pass on;
- Ideally, you should be clear about what is being said in terms of **who, what, where and when;**
- The question you should be able to answer at the end of the listening process is "**might this child be a child protection matter?**"
- If the answer is yes, or if you are not sure, record and pass on immediately to the Designated Safeguarding Lead/ Principal/Head of School.

If you do need to ask questions, what is and is not ok?

- **Never** ask closed questions (i.e. ones where children can answer yes or no to. E.g. Did he touch you?)
- **Never** make suggestions about who, how or where someone is alleged to have touched, hit etc.
- If we must, use only **minimal prompts** such as: Go on.../ tell more about.../ tell me everything that you remember about that...
- Timescales are very important: “When **was the last time this happened?** Is an important question.

What else should we think about in relation to disclosure?

- Is there a place in school which is particularly suitable for listening to children?
- We need to think carefully about our own body language- how we present will dictate how comfortable a child feels in telling us about something which may be extremely frightening, difficult and personal;
- Be prepared to answer the “what happens next” question.
- We should never make face-value judgements or assumptions about individual children. For example, we know that (child.....) tells lies;
- Think about how you might react if a child DID approach you in school. We need to be prepared to offer a child in this position exactly what they need in terms of protection, reassurance, calmness and objectivity;
- Think about what support you could access if faced with this kind of situation in school.

Supporting Pupils at risk

Westholme recognises that children who are abused or who witness abuse or violence may find it difficult to have a positive outlook on life and to have high self-esteem. School may be the only stable, secure and predictable element in the lives of children at risk. Whilst at school they may still present with challenging and defiant behaviour.

It is also recognised that some children who have experienced abuse may in turn abuse others. This requires a measured, careful approach so that the child can receive appropriate help and support.

Westholme will endeavour to support pupils through:

- a) The curriculum to encourage self-esteem and self-motivation.
- b) The school ethos, which promotes a positive, supportive and safe environment and which gives all pupils and adults a sense of being respected and valued.
- c) The implementation of the school behaviour management policy.
- d) A consistent approach, which recognises and separates the cause of behaviour from that which is displayed.
- e) Regular liaison with other professionals and agencies who support the pupils and their families,
- f) A commitment to develop productive, supportive relationships with parents, wherever possible and as long as it is in the child’s best interests to do so.
- g) The development and support of a responsive and knowledgeable pastoral staff trained to respond appropriately in child protection situations.

We recognise that children with behavioural difficulties and disabilities are particularly vulnerable to abuse. School staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behaviour problems will need to be particularly sensitive to signs of abuse.

It must also be noted that in a home environment where there is domestic violence, drug or alcohol abuse, children may also be particularly vulnerable and in need of support or protection.

Categories of child abuse:

Physical abuse

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 feigns the symptoms

of, or deliberately causes, ill health to child whom they are looking after. This situation is commonly known as 'Fictitious illness by proxy' or 'Munchausen's syndrome by proxy'. Female Genital Mutilation (FGM) is also categorized under physical abuse (see further information within this policy).

□ □ Emotional abuse

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

□ □ Sexual abuse

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

□ □ Neglect

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

Possible indicators of Abuse:

See the NSPCC's child protection fact sheet 'Signs of child abuse' (www.nspcc.org.uk/signsofabuse) for further information.

Physical Abuse:

There can never be a definitive list of indicators of physical abuse but the following are cause for concern. The indicators can be divided into physical and behavioural indicators;

Physical Indicators:

- o Unexplained bruises, marks, welts, lacerations, abrasions
- o On face, lips, mouth
- o On torso, back, buttocks, thighs
- o In various stages of healing
- o Clustering forming regular patterns
- o Reflecting shape of article used e.g. belt, buckle, and electrical flex
- o On several different surface areas
- o Regularly appear after absence, weekends, or holiday
- o Bite marks or fingernail marks
- o Cigar, cigarette burns especially on soles, buttocks, palms or back
- o Immersion' burns, where hands and feet or body have been forcibly immersed in very hot water
- o Patterned like electrical burner, iron etc.

- o Rope burns on arms, legs, back or torso
- o Unexplained fractures to nose, skull, and facial structure in various stages of healing
- o See separate section within policy for indicators of FGM

Behavioural/Emotional indicators:

- o Significant changes in the child's behaviour
- o Difficult to comfort
- o Apprehension when other children cry
- o Above normal crying/irritability
- o Frightened of carers/parents
- o Afraid to go home
- o Rebelliousness
- o Behavioural extremes - aggressiveness-withdrawal - impulsiveness
- o Regresses to child-like behaviour
- o Apathy
- o Depression/poor peer relationships
- o Panics in response to pain
- o Refusal to discuss/improbable excuses given to explain injuries
- o Talking about punishment which seems excessive
- o Fear of parents being contacted
- o Self destructive tendencies
- o Chronic running away
- o Children's comments which give cause for concern

Emotional Abuse:

Physical indicators:

- o Failure to thrive
- o Not growing or putting on weight
- o Delays in physical development or progress
- o Behavioural/Emotional Indicators:
- o Physical, mental and emotional developmental delay
- o Talk about being punished in a way that seems excessive
- o Over react to mistakes
- o Develop sudden speech disorders
- o Show fear of new situations
- o Show inappropriate emotional responses to painful situations
- o Demonstrate neurotic behaviour - rocking, hair twisting, thumb sucking.
- o Self mutilation
- o Fear of parents being contacted
- o Show extremes of passivity or aggression
- o Become involved in drink/drug abuse
- o Chronic running away
- o Compulsive stealing
- o Scavenging for food
- o Be seen to 'buy' affection
- o Deterioration in general well-being

Emotional abuse causes damage to emotions and feelings and because it is difficult to measure it is the most difficult form of abuse to prove. Parents and carers can emotionally abuse children by being cold and unloving and not giving or returning love and affection. They may show an active dislike of a child by being rude and unpleasant all or most of the time, being negative and always complaining instead of praising. Equally can be inconsistent by being loving one day and very unpleasant the next. Often one child in the family becomes the 'scapegoat' or focus of family unpleasantness.

Neglect:

Neglect is not always easy to recognise, but the following may cause concern when considered in relation to the age of the child.

- o Constant hunger
- o Poor hygiene
- o Inappropriate dress
- o Poor state of clothing
- o Consistent lack of supervision
- o Unattended physical problems or medical needs
- o Abandonment
- o Weight problems
- o Stealing food
- o Constant fatigue, listlessness
- o Problems in relationship with care-giver
- o Regularly not collected on time from school
- o Frequent lateness, non attendance at school
- o Destructive tendencies
- o Low self esteem
- o Neurotic behaviour - rocking, hair twisting, thumb sucking
- o Begging

Sexual Abuse:

Physical indicators:

- o Pregnancy
- o Sickness
- o Excessive crying
- o Difficulty in walking/sitting down
- o Stained or bloody underclothing
- o Pain or itching in genital area

Behavioural / emotional indicators:

The possible emotional/behavioural signs of possible sexual abuse are likely to vary according to the extent of the abuse, the duration of the abuse and their age. Children of different ages have different levels of knowledge and understanding about sexual matters this means that sexual abuse will impact differently on a young child compared to an adolescent.

Children aged 11+

- o Hint about secrets they cannot tell
- o Say that a friend has a problem
- o Ask if you will keep a secret if they tell you something
- o Begin lying, stealing, blatantly cheating in the hope of being caught
- o Have unexplained sources of money
- o Start wetting/soiling
- o Show sudden, inexplicable changes in behaviour, such as becoming aggressive or withdrawn
- o Stop enjoying previously liked activities such as music, sport, and gym
- o Be reluctant to undress for PE
- o Become fearful of, refuse to see certain adults for no apparent reason
- o Act in a sexual way inappropriate to their age
- o Draw sexually explicit pictures depicting some act of abuse
- o Write about sexual acts that is inappropriate to their age
- o Seem old beyond their years
- o Develop eating disorders
- o Become depressed and even attempt suicide
- o Have a poor self image, self mutilate

- o Continually run away
- o Regress to younger behaviour patterns
- o Surround themselves with previously discarded cuddly toys
- o Say that they are no good, evil, dirty
- o Engage in criminal behaviour
- o Use drink and drugs to excess
- o Unable to concentrate
- o Have low self esteem
- o Sexually abuse themselves

These lists are not exhaustive.

Also see other signs of abuse for specific issues such as CSE and radicalisation in the relevant sections below.

Pupils are educated about e-safety, radicalisation, safeguarding, child sexual exploitation, bullying and building resilience etc. These topics are embedded within PSHE, targeted assemblies/whole school focus days, the curriculum and subject specific areas such as e-safety within the computing syllabus and radicalisation within the EPR syllabus etc. (See also Anti-Bullying Policy and PSHE Scheme of Work).

Westholme School has a very strong ethic amongst staff that children should be listened to. This stretches from support staff to class teachers to those with a larger pastoral responsibility such as Heads of Year (HoY), School Nurse and Senior Pastoral team. So there are plenty of people for pupils to talk to. There is also a Student Council where children can make their voices heard too.

Westholme School also employ the services of Child Action North West. They provide the school with staff who will act as lead professional and also family/child support on two CAF/TAFs at any one time. They also provide the school with a qualified counsellor one day a week at Senior School for any child who requires extra support. The referrals to this counsellor will be decided ultimately by the Deputy Head (Pastoral) but made in conjunction with the Assistant Head and Heads of Year.

Child Sexual Exploitation (CSE)

All staff must be aware of the threat of child sexual exploitation and the signs that may be displayed by a child that is a victim of it. CSE involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly ‘consensual’ relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

There are particular concerns within the local area of Blackburn about the rising number of cases of this sort of abuse. The school has very strong links with the ‘Engage’ team in Blackburn (01254 56145). They are a specialist team dedicated to tackling sexual exploitation in Blackburn with Darwen. The team has workers from the Lancashire Care Foundation NHS Trust, Children’s Services, Voluntary Sector and the Police. They provide advice, support and training for staff, students and parents. This has been delivered through whole school ‘prevention of CSE’ days, the PSHE programme and through numerous whole school and Year assemblies. The school’s e-safety coordinator (Dr Emma Riley) also ensures that staff and students are regularly updated regarding internet safety and CSE concerns.

Examples of children who may be vulnerable to CSE:

- Poor school attendance
- Substance abuse/parental substance abuse
- Mental health issues
- Learning disabilities
- Recent bereavement or loss

- Unsure about sexual orientation
- History of abuse
- Living in residential care
- Criminality

Examples of warning signs that a pupil may be a victim of CSE:

- Physical injuries/repeat A&E attendance
- Poor mental health/self harm
- Breakdown in communication with parents
- Change in physical appearance
- Absent from school
- Receipt of gifts from unknown source
- Involvement in offending/substance misuse
- Repeated STI's/Pregnancy/terminations
- Missing from home

RADICALISATION - Pupils drawn into terrorism (and prevention of)

Staff from all sites took part in a Workshop to Raise Awareness of Prevent (WRAP) training in September 2015.

This section of Westholme School's Safeguarding policy takes due regard of HM Government's Prevent Duty Guidance document, 2015 and Channel Duty Guidance, 2015 (both available in the Safeguarding Policy area on the school network or via www3.lancashire.gov.uk) and the Counter-Terrorism and Security Act (CTSA) 2015. Westholme School understands its responsibility to have due regard to the need to prevent people from being drawn into terrorism.

The Government has defined extremism in the *Prevent* strategy as: "vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces".

Pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance. Whilst different people may hold different views about 'right and wrong', all people living in England are subject to its law.

At Westholme we will promote fundamental British values and the spiritual, moral, social and cultural development of pupils by:

- Enabling students to develop their self-knowledge, self-esteem and self-confidence
- Enabling students to distinguish right from wrong and to respect the civil and criminal law of England
- Encouraging students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely
- Enabling students to acquire a broad general knowledge of and respect for public institutions and services in England
- Furthering tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation for and respect for their own and other cultures
- Encouraging respect for other people, and
- Encouraging respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

Westholme School is however, mindful of existing duties to forbid political indoctrination and secure a balanced presentation of political issues.

Some vulnerable students may become isolated or marginalized and as such could be at risk of exploitation by extremist groups. As part of our Safeguarding responsibility to ensure that all children are safe, we will work with other agencies such as Channel, to ensure that young people and their families are supported.

The Blackburn with Darwen 'Prevent' team are the providers of WRAP staff training at Westholme School. This training increases staff knowledge and confidence in identifying children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism. Staff know to treat concerns over radicalization as a safeguarding issue and to follow the standard school procedures for this. They can also report concerns directly to Children's Services or the police. Referrals can also be made to the 'Channel' programme (see useful contacts section below). As with any instance of believing a child is at risk of significant harm, parental or pupil consent for a referral is not required.

Indicators of someone becoming radicalized could include:

- Disclosing their exposure to extremist actions
- Graffiti symbols, writing or art work promoting extremist messages or images
- Accessing extremist material online
- Parental reports of changes in behaviour, friendships or actions and requests for assistance
- Pupils voicing opinions drawn from extremist ideologies and narratives
- Use of extremist or 'hate' terms to exclude others or incite violence
- Intolerance of difference, whether secular or religious or views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture
- Attempts to impose extremist views on others,
- Anti-British views

The Safeguarding Committee add reported instances of racial or discriminatory behaviour/language used by pupils, staff and/or parents to a record which is kept centrally. This is then analysed at each meeting to check for patterns or developing issues which may need intervention. Prevent guidance expects schools to ensure that children are safe from terrorist and extremist material when accessing the internet through school systems and to establish appropriate levels of filtering. **We are confident that this is the case at Westholme and have stringent filters in place.** At Senior School, we also pay an external company 'e-safe' to monitor staff and pupil use of computers. Reports regarding pupils are sent to the Deputy Head-Pastoral and reports regarding staff to the Principal. This monitoring highlights the use of words connected with extremism, as well as other safeguarding concerns so issues can be dealt with swiftly and hopefully before they are given the chance to escalate.

Protocol for ensuring that any visiting speakers – whether invited by staff or by children themselves – are suitable and appropriately supervised:

All speakers are supervised unless it is felt detrimental to the session e.g. pupils are more likely to involve themselves more and ask more questions of a medical professional regarding sexually transmitted diseases if a member of school staff is not present. A risk assessment will be conducted if a member of staff is not going to supervise a visiting speaker and will only be passed if it is felt the risks are controlled.

Checks could be carried out and if they are, will be recorded on the SCR. These may not be confined to the usual formal checks; internet searches, for example, may sometimes be more instructive than formal vetting checks.

EYFS pupils are arguably the most vulnerable and impressionable members of society. Westholme School already focuses on children's personal, social and emotional development but teaching children about fundamental British values is conducted in an age appropriate way, through ensuring children learn right from wrong, mix and share with other children and value other's views, know about similarities and differences between themselves and others, and challenge negative attitudes and stereotypes.

In the EYFS at Westholme, partnerships with parents are strengthened by each child and her/his family being allocated a key-worker who is their first point of contact with any questions/suggestions/concerns. Further information on can be found in 'Partnership with Parents' Policy (Appendix E) and 'Key Person Approach' Policy (Appendix F).

Staff in the EYFS are provided with the opportunity to have ‘Supervision’ meetings with senior leaders. These meetings give EYFS staff the opportunity to discuss any issues, particularly those concerning children’s development or well-being and take place termly/every three months. Supervision meetings follow guidance stated in the Supervision Meetings Policy (Appendix I) and are conducted using the Supervision Record forms (Appendix G).

Female Genital Mutilation (FGM)

FGM (sometimes referred to as Female Genital Cutting (FGC) or female circumcision) is an illegal and life-threatening form of abuse. It involves the removal of part or all of the external female genitalia, or any injury to the female genital organs for non-medical reasons. Communities tend to use local names for this practice, including ‘sunna’.

It is often performed without anaesthetic and leaves its young victims in agony and with physical and psychological problems that can continue into adulthood. In some cases, victims go on to suffer chronic vaginal and pelvic infections, menstrual problems, kidney damage, cysts and abscesses, pain during sex and fertility problems. In some cases they will die.

It typically happens to girls between 5 and 8 years old, although it has been performed on babies, and can take place any time before a young woman is married. UK communities that are most at risk of FGM include Kenyan, Somali, Sudanese, Sierra Leone, Egyptian, Nigerian and Eritrean, as well as non-African communities including Yemeni, Afghani, Kurdish, Indonesian and Pakistani. Obviously, this not to say that all families from the communities listed above practise FGM.

Due to the secretive nature of the abuse it is difficult to know how many girls are affected. Many victims do not seek medical help, and often those who do are adults with maternity problems. It is estimated that in the UK around 24 000 children are at risk from FGM and nearly 66 000 girls and women are living with its consequences.

As FGM is a very hidden form of abuse, teachers and school staff are often the only professionals that can identify children at risk of this and they play a vital role in protecting them from harm.

Examples of signs that a pupil may be at risk of FGM:

- a child’s family being from one of the ‘at-risk’ communities for FGM (mentioned earlier)
- Has an older sibling, or someone else in the family who has undergone FGM
- Talks about having a ‘special ceremony’ or a ‘special procedure’ to become a woman
- School holidays are a particular time of risk for a girl to be taken abroad for the purpose of FGM. Teachers may have cause for concern where:
 - A young person talks of going abroad to be ‘cut’, or get ready for marriage
 - A girl is going abroad but may seem vague about where they are going and how long for, is reluctant to talk about the holiday, or seems upset and scared when discussing it but won’t say why.
 - Parents ask to take their daughter out of school before the holidays begin and/or are uncommunicative or become aggressive when asked about their plans

Examples of signs that a pupil may be the victim of FGM:

- Is absent for a long time from school
- Goes to the toilet more than usual or stays in there for an unusually long time
- Isn’t able to cross her legs when she is sitting down on the floor
- Tries to get out of doing PE
- Suffers urinary tract infections
- Is in pain and clutches her body
- bladder or menstrual problems e.g. Is off from school for a week when on her period (if she has started)
- behaviour change on return from a holiday abroad, such as the child being withdrawn and appearing subdued

- finding it difficult to sit still, and looking uncomfortable
- complaining about pain between their legs
- mentioning something somebody did to them that they are not allowed to talk about
- secretive behaviour, including isolating themselves from the group
- reluctance to take part in physical activity
- disclosure.

Why is FGM carried out?

Reasons cited include social acceptance, family honour, ensuring a girl is ‘marriageable’, preservation of a girl’s virginity or chastity, custom and tradition, and the mistaken belief that it enhances fertility and makes childbirth safer. There is a common misconception that there is a religious element to FGM. This is not the case – FGM is not a requirement of any religion. Within FGM-practising communities there is a belief among many that it is the right thing to do. Parents may think that if they do not carry it out their daughter will be an outcast. The pressure for girls to be cut is immense, as is the pressure to stay silent about the practice, with some even being threatened with violence if they speak out.

What to do / mandatory reporting duty

It is essential that all staff know that FGM is not a cultural issue but one of child abuse, which they have a legal duty to report.

Teachers and other healthcare professionals are now required to report cases of FGM in girls under 18s which they identify in the course of their professional work to the police (if a girl tells you she has had FGM or signs which appear to show she has had FGM). This is a personal duty; the professional who identifies FGM / receives the disclosure must make the report. This can be done by ringing the non-emergency crime number, 101 as soon as possible but definitely by the close of the next working day.

As with any safeguarding concern, children's social care must also be informed. If the concerns are based on more concrete indicators – i.e., the young person says this is going to happen to them, or disclosure that it has happened to them or to an older sister – a child protection referral should be made.

Staff should not:

- contact the parents before seeking advice from children's social care
- make any attempt to mediate between the child/young person and parents.

It is important to keep in mind that the parents may not see FGM as a form of abuse; however, they may be under a great deal of pressure from their community and or family to subject their daughters to it. Some parents from identified communities may seek advice and support as to how to resist and prevent FGM for their daughters, and education about the harmful effects of FGM may help to make parents feel stronger in resisting the pressure of others in the community. Remember that religious teaching does not support FGM.

It is essential that we take such concerns seriously and act without delay. Never underestimate the determination of parents who have decided that it is right for their daughter to undergo FGM. Attempts to mediate may place the child/young person at greater risk, and the family may feel so threatened at the news of their child's disclosure that they bring forward their plans or take action to silence her.

The Modern Slavery Act (2015)

Any form of slavery is against the law. The Modern Slavery Act places a statutory duty on public authorities, including schools, to notify the National Crime Agency (NCA) (Tel:0370 496 7622) on observing signs or receiving intelligence relating to modern slavery, e.g. suspected cases of human trafficking, slavery servitude and forced labour. It is important to know that children do not need to give their consent to be referred to the NCA. All members of staff who have any relevant concerns should speak to one of the school’s Designated Safeguarding Leads immediately. The DSL should contact the NCA and also the Blackburn with Darwen Multi Agency Safeguarding Hub (MASH team- Tel: 666400).

Children missing from or not receiving a suitable education (CME) (including children who run away)

This section is written, taking due regard of Blackburn with Darwen procedures and protocol, October 2014.

Further information and advice for staff can be found in the Pan Lancashire Joint Protocol document, September 2014. This is available in the Safeguarding Policy area on the school network or via www3.lancashire.gov.uk

Safeguarding Procedures must always be implemented if there is a child protection concern regarding the missing child.

“If no-one in authority knows what education these children and young people receive each week, or whether they even attend, they not only miss out on education but can be vulnerable to abuse. Everyone must take greater responsibility for knowing where they are.”

Sir Michael Wilshaw, Her Majesty’s Chief Inspector of Schools

Many thousands of children and young people in England do not attend full-time education. Children who are not receiving suitable education are potentially exposed to higher degrees of risk, and this can include engagement in anti-social or criminal behaviour, social disengagement and/or sexual exploitation.

Below is a list of children who are likely to go missing from education.

- Children at risk of forced marriage;
- Children entering or leaving the independent schools sector;
- Young people who have committed criminal offences and/are returning from custody;
- Children living in women's refuges;
- Children in homeless families, perhaps living in temporary accommodation, houses of multiple occupancy or Bed and Breakfast accommodation;
- Young runaways;
- Children with long-term medical or mental health needs, e.g. accessing ELCAS support;
- Have particular social and behavioural difficulties and have personalised learning plans: this means that, by arrangement, they do not attend their usual school full-time;
- Have complex needs and no suitable school place is available;
- Unaccompanied asylum seekers and refugees, or the children of asylum seeking families;
- Looked after children;
- Children from Gypsy/Roma/Traveller background and alternative provision has not been made;
- Young carers;
- Children and young people from transient families, i.e. pupils who have experienced high levels of mobility between different education providers;
- Teenage mothers of compulsory school age;
- Children permanently excluded from school;
- Children informally excluded from school and/or those placed on long-term part-time timetables;
- Children and young people of statutory school age who rarely attend school and have personalised learning plans as part of attempts to reintegrate them into full-time education;
- Children taken off their school roll following a lengthy absence due to an unapproved extended family holiday taken in term-time;
- EC nationals who have the right of abode in the UK – this now includes a significant number of asylum seekers granted status by other EC countries and who have subsequently moved to the UK;
- Others who have come from abroad to live and/or work in the Borough are waiting a school place;
- Children in private fostering arrangements.

A child running away or going missing from school and or from home is a potential indicator of abuse, neglect or abduction.

Safeguarding procedures are in place within the registration systems at Westholme School, to identify children who may have gone missing/run away. Parents are requested to inform school, by 9am if their child is not going to be attending school that day. In the first instance, if no contact has been made by the parent, the school receptionist will try to phone the parent directly. If no contact has still been made by the second day, the Head of Year (HoY)/Deputy Head- Pastoral/Head of School will be informed and investigative procedures actioned including: asking the friends of missing pupils for any current information, checking with the pupil’s named emergency contacts/telephone numbers, checking all school records

to see if a change of address has been entered. By the third day, if contact has still not been made or the pupil's whereabouts not confirmed, then the LADO will be contacted by the Principal/Head of school and advice and guidance taken from them.

The Local Authority legally requires schools to report a pupil who has been absent for 10 days or more without schools permission.

If/when the child returns to school, a return interview should be conducted with the parents and the pupil.

School transfers

Also see Admissions and Attendance Policy for more details.

Westholme School is legally required to inform the Local Authority about the details of all children and young people admitted or removed from the pupil roll including:

- those who have been out of school without the schools' permission (i.e. marked unauthorised) for a continuous period of 10 school days or more or any pupil who fails to attend school regularly.
- those on part-time education arrangements.
- have been taken out of school by their parents and are being educated outside the school system e.g. home education;
- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
- have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,
- have been permanently excluded.

This should be done as soon as the grounds for deletion are met, but no later than the point where the pupil's name is deleted from the register. It is essential that this happens, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

Elective Home Education

The law allows parents to arrange for their children to be educated at home, rather than at school. The LA has a robust system in place for monitoring the quality of education of children that are being educated at home. The Learning Access Service will undertake welfare visits and evaluations of those children who are being educated other than at school, e.g. appointments offered at home on a bi-annual basis; however this is part of a continuum of provision and not an end in itself. The Council's aim is to develop effective, consensual and positive relationships with home educators. Westholme School will inform the LA of any pupil that leaves the pupil roll to be home schooled.

Running away during the school day - Each class teacher takes a register and will follow up with reception/HoY regarding any child who appears to have gone missing during the school day as soon as is reasonably practicable.

Every attempt must be made by working with the child/family/external agencies to determine why the child ran away/was missing and to ensure no possible underlying safeguarding causes are missed.

Looked after children/children in care

Training needs will be reviewed annually depending upon whether looked after children are on roll at Westholme. If such children are on roll, governors will ensure that staff have the skills, knowledge and understanding necessary to keep safe children who are looked after by a local authority. This will include ensuring that the main DSL for the site has responsibility for their welfare and progress and has up to date assessment information from the relevant local authority, the most recent care plan and contact arrangements with parents, and delegated authority to carers.

Staff will be informed of information on a need to know basis to preserve confidentiality. The DSL/Head/Principal will share as much information as is required to ensure these children are kept safe. Statutory guidance to local authorities about how they are to support schools with the care and education of these pupils can be found in the document:

Promoting the education of looked after children. Copies can be found at www.gov.uk and in the Safeguarding Policy area on the school network

Private Fostering

By law, the contents of the school admissions register must contain the personal details and information regarding parents and carers of every pupil in the school – including any private fostering arrangements.

Private fostering is an arrangement made between the parents of or person with parental responsibility for a child/young person under the age of 16 years (18 years if disabled) and someone other than a parent or relative with the intention that it should last for 28 days or more.

The Children Act 1989 (C.A.1989) defines a relative as a grandparent, brother, sister, uncle, aunt (by blood or marriage) or step parent. It is not a private fostering arrangement when a child/young person is cared for by anyone defined by the Children Act 1989 as a relative. (A step-parent is a guardian that replaces a mother or father, but to be a legal step-parent you have to marry one of the parents.)

An arrangement where a child is cared for, for 28 days or more by a member of their extended family who is not according to this definition a relative e.g. a cousin, great-aunt, great grandparent, is a private fostering arrangement – and this is deemed as private fostering irrespective of whether a financial payment is made to the carer or not.

Private foster carers may be from the child's extended family, they may be family friends but they may also previously be unknown to the child or child's parent. As there is no register of private foster carers, families have to find these carers themselves. Parents have no access to criminal record checks and most will have little understanding of the risks they may face. Children privately fostered are a diverse and potentially vulnerable group.

A private foster carer becomes responsible for day to day care which promotes the safety and welfare of the fostered child. However, it is the legal duty of the local authority to ensure the safety and wellbeing of privately fostered children in their area and to ensure that unsuitable persons are prevented from fostering a child privately.

The local authority does not formally approve private foster carers or register them as private foster carers, but is required to satisfy itself that private foster care arrangements are safe and satisfactory in every respect – and to this end it is vitally important that all staff are aware of their duty to inform the DSL at their site about any private fostering arrangements which come to their attention, so that this can then be reported to the Local Authority MASH team.

For further information please find a link to a copy of the local authority information leaflet 'Looking after someone else's child? - 28 days' on the school website next to the Safeguarding policy.

Children who have been the victims of abuse

Children who have been the victims of abuse or have witnessed violence or trauma may need additional support and care in order to develop their self-esteem. Their behaviour may be challenging and Westholme School will endeavor to support the pupil in a number of ways:-

- Appropriate curriculum
- Maintaining an ethos promoting a positive, secure and supportive environment to build pupil self esteem
- Ensuring that the Behaviour Policy provides support for vulnerable pupils
- Liaison with other agencies and professional services (e.g. East Lancashire Child and Adolescent Services (ELCAS)/ Child and Adolescent Mental Health Services (CAMHS) etc.
- Access to sessions with the school counsellor.
- Ensuring that if any child on the Child Protection register leaves Westholme that their information is transferred to the new school and the child's social/case worker is informed. If no explanation for leaving is given, the Registrar will inform the LEA.

Allegations of abuse against teachers and other staff

Westholme School has procedures for dealing with allegations against staff (and volunteers who work with children) that aim to strike a balance to protect children from abuse (the overriding principle) but also to protect staff or volunteers from false or unfounded allegations. If an allegation is made against a teacher the quick resolution of that allegation must be a clear priority to the benefit of all concerned and all unnecessary delays eradicated. At any stage of consideration or investigation, all unnecessary delays should be eradicated. If an allegation of abuse is made about a member of the teaching staff, support staff, governing body, someone working for externally managed services within the School or a volunteer, the Principal should be informed immediately. (Allegations against the Designated Lead and Commercial Director should go to the Principal). If the Principal is not available, the Chairman of the Governors should be informed without delay. The colleague about who the allegation has been made should not be informed until the LADO has been consulted. Allegations regarding the Principal should be made to the Chairman of the Governors without notifying the Principal first. In a case of serious harm, the police should be informed from the outset.

All allegations of abuse against a member of staff must be reported to the Local Authority Designated Officer (LADO) without delay and within one working day: Megan Dumpleton (Blackburn) 01254 585194 even if it has already been directly reported to the police.

Westholme School will **not** undertake their own investigations of allegations without prior consultation with the LADO, or in the most serious of cases, the police too, so as not to jeopardise statutory investigations. The function of the LADO is to provide advice and preside over the investigation of any allegation or suspicion of abuse directed against anyone working in the school. The LADO should be informed within one working day of all allegations that come to an employer's attention or that are made directly to the police. Immediate contact should be made with the LADO to discuss the allegation, consider the nature, content and context of the allegation and agree a course of action including any involvement with the police. Discussions should be recorded in writing, and communication with both the individual and the parents of the child/children agreed. Westholme must not however, require parental consent before referring to the LADO. Schools must consider carefully whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place. Schools should give due weight to the views of the LADO and the policy when making a decision about suspension. In borderline cases, discussions with the LADO can be held informally and without naming the school or individual.

Full consideration will be given to all options in order to ensure:-

- a) the safety and welfare of the pupil or pupils involved
- b) the need for a full and fair investigation
- c) that the school has fulfilled its obligations with regard to involving other agencies if required.

Since 1st October, 2012, there are restrictions on the reporting or publishing of allegations against teachers and so schools must make every effort to maintain confidentiality and guard against unwanted publicity. These restrictions apply up to the point where the accused person is charged with an offence, or the DfE/NCTL publish information about an investigation or decision in a disciplinary case.

Westholme School has a duty of care to its employees. We will act to manage and minimise the stress inherent in the allegations process and supporting the individual is vital to fulfilling this duty. Individuals will be informed as soon as possible unless there is an objection by children's social care or the police. The individual will be advised to contact their trade union representative, if they have one, or a colleague for support.

Further advice can be found on pages 36-46 of the KCSIE (2015) document.

The following definitions should be used when determining the outcome of allegation investigations:

- Substantiated:** there is sufficient identifiable evidence to prove the allegation – the test being the balance of probability;
- Malicious:** there is clear evidence to prove that there has been a deliberate act to deceive and the allegation is false;
- False:** there is sufficient evidence to disprove the allegation;
- Unsubstantiated:** this is not the same as a false allegation. There is insufficient evidence to either to prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.
- Unfounded:** there is no evidence or proper basis which supports the allegation. It might also indicate that the person making the allegation misinterpreted the incident or was mistaken about what they saw. Alternatively they may not have been aware of all the circumstances.

Staff must ensure that their behaviour and actions do not place the pupils or themselves at risk of harm or allegations of harm to a pupil.

Procedures regarding allegations that may be made against a member of staff are included within the Confidential Reporting Policy [Whistleblowing]. Inappropriate behaviour would be a sign that a member of staff or any other person working with the children may need reporting; for example, inappropriate sexual comments, excessive one-to-one attention beyond the requirements of their usual role and responsibilities, and inappropriate sharing of images.

The school, as a registered EYFS provider, will inform Ofsted within 14 days, of any allegations of serious harm or abuse by any person living, working or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere).

If there has been a substantiated allegation against a member of staff, school will work with the LADO to determine whether there are any improvements to be made to procedures or practice to help prevent similar events in the future.

Reporting to the DBS

When does the duty to report arise?

Westholme School commits to promptly, and with as much information and evidence as possible, report to the DBS when the two conditions (below) have been satisfied:

1- The school has removed a person (whether employed, contracted, a volunteer or student) from regulated activity; (ceasing to use a person's services includes: dismissal; non-renewal of a fixed-term contract; no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation; and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering)
AND

2- The school believes the person has:

- harmed or poses a risk of harm to a child or vulnerable adult; or
- satisfied the harm test; or
- received a caution or conviction for a relevant offence.

The most recent government guidance, issued 4th March 2016, can be accessed here:

<https://www.gov.uk/guidance/making-barring-referrals-to-the-dbs>

Updated referral forms and guidance for their completion were issued by the DBS in February 2016. These are also informative about the conditions for referral:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/501318/DBS_referral_guidance_completing_the_form_v1_1_Feb_16.pdf

When is the second condition met?

It is easy to see that the second condition for referral has been met after an event which has clearly already led to harm or to a conviction or caution. Where a referral is to be based on perceived risk, however, the February 2016 guidance explains:

'To satisfy the harm test there needs to be credible evidence of a risk of harm to vulnerable groups including children such as statements made by an individual regarding conduct/behaviour, etc. For a case to be considered as a risk of harm, relevant conduct would not have occurred but there must be tangible evidence rather than a "feeling" that a person represents a risk to children and / or vulnerable adults.'

Is the duty to refer triggered by suspension?

The March 2016 guidance explains:

'The duty to make a referral may not be triggered by temporary suspension, it depends whether [the school has] sufficient information to meet both the referral duty criteria. Following investigation, if [the school] decides to let the person return to a position working in regulated activity with children ... then there may not be a legal duty to make a referral. But, if [the school] decides to dismiss the person or remove them from working in regulated activity then [it] would need to make a referral.'

LADO advice

Schools are encouraged to work with their LA, seeking advice from the LADO as appropriate about when a referral is required. The DfE has confirmed that a school which follows the advice of the LADO appropriately, for example, about

whether the conditions for referral have been met, will be compliant with the duty to have regard to KCSIE. This is so even if others later question the LADO's judgement. In case of doubt, about whether the duty to refer has arisen, schools should err on the side of caution and seek written advice from the LADO.

It is important that reports include as much evidence about the circumstances of the case as possible. Westholme School is aware that failure to take this action and make a report constitutes an offence. 'Compromise agreements' cannot be used to prevent a referral being made to the DBS when it is legally required nor can an individual's refusal to cooperate with an investigation. Where a teacher has been dismissed (or would have been dismissed if they had not resigned) for 'unacceptable professional conduct', 'conduct that may bring the profession into disrepute' or 'a conviction, at any time, for a relevant offence' that would not reach the threshold for a DBS referral a referral to the National College for Teaching and Leadership (NCTL) should be considered. This may lead to a prohibition order if appropriate. Advice about whether an allegation against a teacher is sufficiently serious to refer to the NCTL can be found in the document: Teacher misconduct: the prohibition of teachers (July 2014). Further guidance is published on the NCTL website.

Staff are required to sign an annual self declaration to say that they will inform the Principal or Commercial Director if they are charged or cautioned for a criminal offence. Also, those staff who work in (or employees who are directly concerned in the management of) provision of pupils under the age of 8 (namely early years or relevant later years) must inform the Principal or Commercial Director if they are living in the same household as or are a close relative of someone who has been disqualified, as soon as a caution or conviction occurs, even before the person is formally included on the children's barred list. Staff caught by this 'by association' rule may be able to apply to Ofsted for a waiver of disqualification but such staff may not be used unless and until such waiver is confirmed. The disqualification by association rule and advice applies to employees only, not to volunteers and governors.

Where a teacher has been dismissed (or would have been dismissed if they had not resigned) for 'unacceptable professional conduct', 'conduct that may bring the profession into disrepute' or 'a conviction, at any time, for a relevant offence' that would not reach the threshold for a DBS referral a referral to the National College for Teaching and Leadership (NCTL) should be considered. This may lead to a prohibition order if appropriate. Advice about whether an allegation against a teacher is sufficiently serious to refer to the NCTL can be found in the document: Teacher misconduct: the prohibition of teachers (July 2014). Further guidance is published on the NCTL website.

Safer Recruitment (See SAFER RECRUITMENT POLICY)

Westholme School is fully committed to ensuring that safe recruitment practice is followed as outlined by our policy. We comply with the DfE regulations in all employment matters including the required DBS checks. At Westholme, we actively encourage all staff to raise any concerns about unsafe practice in our safeguarding arrangements (see Confidential Reporting ['Whistle-blowing'] Policy).

Use of mobile phones, cameras, iPads and digital media

Children at Westholme School have their photographs taken to provide evidence of their achievements for developmental records, as well as for use in educational activities and school displays. Westholme School may also use photographic images in publicity, providing that consent has been obtained from parents. Westholme School has a separate ICT policy and each student at Senior School and each member of staff has signed an ICT AUP. Staff who have received a school iPad/or who have access to one have also signed an AUP specific to this. Pupils at the Junior and Infant schools are not asked to sign an AUP, however, they are given specific guidance by staff on appropriate use of digital media/computers etc. and safe use of the internet. Their behaviour online and in computer rooms is closely monitored by the member of staff in charge.

It is a specific legal requirement however, that EYFS providers have a policy and procedure that covers the use of mobile phones and cameras in the setting. The following procedures are therefore in place in EYFS to provide an environment in which children, parents and staff are safe from images being recorded and inappropriately used:

EYFS MOBILE PHONE AND CAMERA POLICY

Mobile Phones

- Westholme Infant School allows staff to bring in personal mobile telephones for their own use. Users bringing personal devices into school must ensure there is no inappropriate or illegal content on the device. Staff must not give out personal mobile numbers to pupils or parents/carers.
- All staff must ensure that their mobile telephones are left in a cupboard, office or locker throughout contact time with children unless requested by the Headteacher to move them to another appropriate location (because of Open Days, etc).
- Mobile phone calls may only be taken during staff breaks or in staff members' own time. If any staff member has a family emergency or similar and needs to keep their mobile phone to hand, prior permission must be sought from the Headteacher. If staff have a personal emergency they are free to use the school's phone or to make a personal call from their mobile when no children are present.
- Staff need to ensure that the school has up to date contact information and that staff make their families, children's schools etc, aware of emergency work telephone numbers. This is the responsibility of the individual staff member.
- All students on placement will be requested to place their bag containing their phone in the cupboard/locker/office and are asked not to text, take or receive any calls in the staffroom.
- Visitors/contractors/staff not normally associated with the site, should seek approval from a senior member of staff when there is a need to use their phone on the premises and this should then be supervised by a member of staff to ensure its appropriate use.
- It is the responsibility of all members of staff to be vigilant and report any concerns to the Headteacher. Concerns will be taken seriously, logged and investigated appropriately.

Cameras

- Photographs taken for the purpose of recording a child or group of children participating in activities or celebrating their achievements is an effective form of recording their progression in the Early Years Foundation Stage. They may also be used on our website and/or by the local press with permission from the parents. However, it is essential that photographs are taken and stored appropriately to safeguard the children in our care. Parents are asked to sign a consent form before any photographs are used outside school.
- Only the designated school cameras are to be used to take any photo within Westholme Infant School or on outings. Images taken on this camera must be deemed suitable, without putting the child/children in any compromising positions that could cause embarrassment or distress. All staff are responsible for the location of the cameras; they should be placed in a secure, discreet place at the end of the school day.
- Images taken and stored on the cameras must be downloaded or printed as soon as possible. Images should be downloaded and printed on site. Printed photographs should then be distributed to members of staff to record in children's activity books. Images may only be uploaded to the secure school website and should never be uploaded to the internet for any other reason, including onto social networking sites e.g. Facebook.
- Visitors/contractors/staff not normally associated with the site, should seek approval from a senior member of staff when there is a need to use their phone to take photos on the premises (e.g. photos of serial numbers on computers/pipes & wiring etc.) and this should then be supervised by a member of staff.
- Under no circumstances must cameras of any kind be taken into bathrooms without prior consultation with the Headteacher. It is the responsibility of all members of staff to be vigilant and report any concerns to the Headteacher. Any non-compliance will be taken seriously, logged and investigated appropriately.

All Sites (including EYFS):

- Westholme School allows staff to bring in personal mobile telephones for their own use. Users bringing personal devices into school must ensure there is no inappropriate or illegal content on the device. Staff must not give out personal mobile numbers to pupils or parents/carers.
- Under the terms of the Data Protection Act 1998, photographs and video images of pupils and staff are classed as personal data. Using such images for school publicity purposes requires the consent of parents, which is requested on registration.

- Images of pupils and staff should primarily be taken using school owned devices. On the rare occasions when this is not possible and personal devices have been used, images should be emailed or uploaded to the school network and the original image deleted as soon as practicable.
- Videos and images must only be downloaded onto school devices and machines, the school website or authorised school social media (e.g. Westholme's Twitter page). All school devices are password protected.
- Visitors/contractors/staff not normally associated with the site, should seek approval from a senior member of staff when there is a need to use their phone to take photos on the premises (e.g. photos of serial numbers on computers/pipes & wiring etc.) and this should then be supervised by a member of staff.
- Cameras, mobile phones, iPads and digital media devices are prohibited in toilets, shower rooms or changing areas.
- Events such as sports' days and school productions may be recorded by video or photographs taken by staff and parents, however this must always be in full view of all attending.
- Teachers are responsible for the location of the school devices assigned to their class; they must be placed in a secure, discreet place at the end of the school day.

It is the responsibility of all members of staff to be vigilant and report any concerns to the Headteacher. Any non-compliance will be taken seriously, logged and investigated appropriately.

The school will undertake an annual review of this policy and procedures and of the efficiency with which the related duties have been discharged. This process will be overseen by the Governor responsible for child protection, who will report to the Governing body. The report will be then be discussed and the meeting minuted.

If at any time a deficiency is found in the Safeguarding Policy and practice, this will be remedied immediately.

USEFUL CONTACT INFORMATION

It would be usual to contact Blackburn with Darwen agencies first, although depending on the issue and, if applicable, where the child involved lives, there is quite often a requirement to contact agencies in other boroughs.

National Childline – 0800 1111

Police – 999 (Emergency) or 101 (not urgent) / **Crimestoppers** – 0800 555 111

Multi Agency Safeguarding Hub (MASH), Blackburn –

Email – cypreferrals@blackburn.gov.uk

Tel (01254) 666400

NSPCC Child Protection Helpline

0808 800 5000 email – help@nspcc.org.uk

OFSTED – (0300 123 1231 Piccadilly Gate, Store Street, Manchester, M1 2WD)

OFSTED Safeguarding Children 08456 404046 (Mon-Fri 8am-6pm). Whistleblowing@ofsted.gov.uk

LADO details- Blackburn - Megan Dumpleton - 01254 585194

Or Lancashire County Council, Safeguarding Unit, Room B16, County Hall, Preston, PR1 8RJ

Tim Booth: 01772 536694 tim.booth@lancashire.gov.uk

Blackburn with Darwen Local Safeguarding Children Board (LSCB)

<http://www.lscb.org.uk/> 01254 585297

Blackburn with Darwen Education Safeguarding Officer

Kelly Lamster 01254 666864
Kelly.Lamster@Blackburn.gov.uk

CAF Admin - Blackburn with Darwen

01254 666913/666914
<http://www.blackburn.gov.uk/Pages/child-and-family-assessment.aspx>

Lancashire Safeguarding Children's Board Tel: 0300 1236720. (Out of hours 0300 123 6722 -8pm - 8am)

<http://www.lancshiresafeguarding.org.uk/>
Pan Lancashire policy and procedures for Safeguarding children web-site:
<http://panlancshirescb.proceduresonline.com/chapters/contents.html>

Disclosure and Barring Service

01325 953795 - PO Box 181, Darlington, DL1 9FA

National College for Teaching and Leadership (NCTL)

0345 609 0009

Engage Team (Child Sexual Exploitation)

01254 353882 or 01254 353883

Blackburn with Darwen's nominated persons for Children Missing Education are:

Lawrence Warburton Learning Access Manager Children's Services and Education 5 th Floor, 10 Duke Street, Blackburn, BB2 1DH Tel: 01254 666862 Mobile: 07736029157 Email: cme@blackburn.gov.uk	Laura-Jo Popland Pupil Tracking & Licensing Officer Children's Services and Education 5th Floor, 10 Duke Street, Blackburn, BB2 1DH Tel: 01254 666515 Mobile: 07816146488 Email: cme@blackburn.gov.uk
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'Channel' Co-ordinator for Lancashire

(01772) 413029 / 07943 050822
Email: Channelreferrals@lancashire.pnn.police.uk

Confidential Anti-Terrorism Hotline

0800 789321

Department for Education dedicated telephone helpline and mailbox for non-emergency advice for staff and governors 020 7340 7264 / counter-extremism@education.gsi.gov.uk

Reporting Slavery

National Crime Agency (NCA) Tel:0370 496 7622 www.nationalcrimeagency.gov.uk

FGM concerns

0800 028 3550 or email fgmhelp@nspcc.org.uk

Domestic Violence Service Providers for Blackburn with Darwen

Changing Lives - www.changing-lives.org.uk/get-help/ Tel: 01254 311181
Wish Centre – 01254 260465

Substance Misuse Services

CRI/Inspire – 24 Hour advice and support helpline: 01254 495014, 24 hour text help number : 07507839021

Sexual health advice and contraception

Brook - 01254 268700

Mental Health Crisis Team

Single Point of Access (SPA)

Referrals are usually via GPs, practice nurses, health visitors, and other health professionals, statutory and non-statutory services. Self-referrals are also accepted.

01282 657116

Bolton: <http://boltonsafeguardingchildren.org.uk/>

North Bolton: Astley Bridge, Bradshaw, Brightmet, Bromley Cross, Tonge Moor

01204 337408 or 01204 331505 **South Bolton:** Burnden, Daubhill, Farnworth, Harper Green, Kearsley, Little Lever

01204 337729 or 01204 337730 **West Bolton:** Blackrod, Deane Cum Heaton, Halliwell, Derby, Smithills, Hulton Park,

Horwich, Westhoughton 01942 634625. Concerns outside 9am-5pm contact Bolton Emergency Duty Team – 01204

337777

Bury: <http://www.safeguardingburychildren.org/> Bury Children's Services Multi-Agency Safeguarding Hub Team 0161-253-5678

Wigan: <http://www.wiganlscb.com/> Wigan Children's Duty Team **01942 828300**. Outside office hours **0161 834 2436**.

Sefton (Southport): <http://seftonlscb.co.uk/> Sefton Council Tel. 0845 140 0845 (minicom 0151 934 4657) between 8am and 6pm. Outside office hours (from 5.30pm Mon to Thurs, and 4pm Friday and weekends), contact the emergency duty team on Tel. 0151 920 8234.

North Yorkshire (incl. Skipton): <http://www.safeguardingchildren.co.uk/> During Office Hours: 0845 034 9410 or Email: social.care@northyorks.gov.uk Outside Office Hours Emergency Duty Team (for evenings, weekends and bank holidays): 0845 034 9417 Further info at: <http://www.northyorks.gov.uk/index.aspx?articleid=3199>

Appendix A

Child Protection Incident Reporting Form

1. Please indicate what you are reporting:

- I have concerns that abuse may be occurring (complete sections 2 and 3)
- I was involved with an incident with a child (complete sections 2 and 4)
- I was a witness to an incident with a child (complete sections 2 and 4)
- I have received an allegation of abuse (complete sections 2 and 5)
- A child has told me that they are being abused (complete sections 2 and 3)

2. Important information:

Your name: _____

Name of child concerned: _____

Capacity in which child is known to you: _____

Description of any physical signs of abuse _____

Do not remove clothing to inspect a child

3. Concerns abuse may be occurring

Please use the space below to record the concerns that you may have regarding a child or adult who has contact with children. These may include a child being unusually distressed, being sexually aroused, appearing to be attracted to an adult, an adult appearing to be attracted to a child, a relationship that a child and adult are having, a change in a child's attitude or behaviour.

Continue on a separate sheet if necessary

4. Incident with a child

Please tick which of the following has occurred:

- I accidentally hurt a child
- A child misinterpreted or misunderstood something I have done
- I have had to use reasonable physical restraint
- I was a witness to one of the above (please indicate which one)

Please provide further information, including any action you may have taken so far and the reasons for doing so.

Continue on a separate sheet if necessary

5. Allegation / disclosure of abuse

Allegation received from: _____

Allegation received on: _____

Name of person about whom allegation has been made: _____

Please use the space below to record the details of the allegation or disclosure you received. This should be a factual account of the information you have received only. Do not include assumptions or opinions of others. Make sure you record details of dates and times and any other potentially useful information. If the disclosure has come from the child who is claiming they are being abused, the conversation should be recorded in their words.

Continue on a separate sheet if necessary

Signature: _____ Date: _____

Please submit this report to the Designated Safeguarding Lead immediately and attach any rough notes you may have made.

Appendix B

Safeguarding Urgent Initial Assessment

In accordance with the safeguarding policy, the purpose of the assessment is to determine:

- the nature of the suspicion or allegation
- the validity of the suspicion or allegation based on the evidence
- the likelihood of future harm to the child

The designated Lead will refer to:

- Confidential files on issues of child protection (held by the designated Lead)
- School medical records
- Registers
- Pupil files

On the basis of the urgent initial assessment, the Designated Safeguarding Lead, usually in consultation with the Principal, will decide an appropriate course of action. The urgent initial assessment should be completed promptly and if at all possible, within 24 hours of the allegation or suspicion being reported.

Name:	DOB:
Record of concerns:	
Historical information: <u>Any previous concerns:</u>	
<u>Family arrangements:</u>	
<u>Pattern of attendance:</u>	
<u>Previous communications with parents:</u>	

Course of action:

Outcomes of course of action:

Completed by:

Date:

Appendix C



Record of concern

<i>To be filled in by the person reporting a concern:</i>	
Pupil name:	Pupil class:
Person reporting:	
Date:	Time:
Details of concern: (Please state if any attachments)	

<p>Please hand this record of concern to the Designated Safeguarding Lead.</p> <p><i>To be filled in by Designated Safeguarding Lead receiving the record of concern:</i></p> <p>Designated Lead: _____ Date received: _____</p> <p>Action taken or if no action, reasoning for no action:</p>
<p>Follow up/comments/notes:</p>

APPENDIX D: Letter requesting confidential safeguarding/child protection files of new pupil (Senior School Example)

Dear *Name*

Safeguarding and Child Protection Transition Records

The following student(s) has enrolled at Westholme School in Year ??? for the ????? academic year:

Name of Pupil(s)	Date of Birth

In order to comply with Safeguarding Legislation I would be grateful if you could complete the following reply slip. Please respond by post to Westholme School, Wilmar Lodge, Meins Road, Blackburn, BB2 6QU or via e-mail to goughj@westholmeschool.com at your earliest convenience.

If any issues are raised I will be in contact shortly to arrange the most appropriate method to transfer records.

Many thanks for your assistance.

Yours sincerely



Mrs J Gough
Deputy Head – Pastoral - DSL

✂-----

Name of School

Name of Pupil(s)	Date of Birth	Is there a safeguarding record to share)? (Y/N)

Name: _____

Date: _____

Tel: _____

E-mail: _____

Appendix E

Partnership with Parents Policy

Westholme Nursery recognises that parents/carers are the first educators of their children and our aim is to work in partnership with parents and carers in providing an environment that supports that and involves them in the work of the setting. We will:

- Inform all parents/carers about the setting, how it operates, opening times and policies and procedures through written information, parent notice boards and informal communication.
- Assign each child with a key person with whom the parents will have regular communication.
- Provide information on our fee structure, payment policy and the Early Years Entitlement.
- Provide all parents with access to our complaints procedure and we will ensure that any complaints are dealt with effectively in accordance with the complaints procedure.



- Keep parents/carers informed of activities by displaying the planning and themes, including information on the Early Years Foundation Stage.
- Provide opportunities for parents/carers to access information about the framework/activities offered in the setting and contribute to their child's learning in the setting and how they can be involved at home.
- Provide opportunities for parents/carers to contribute their own skills, knowledge and interest to the activities of the setting.
- Ensure all parents/carers are aware they can discuss their child's progress and development at any time.
- Involve parents/carers in the shared development record keeping about their child, either formally or informally and ensure they have access to their child's written learning and development records/daily diaries.
- Inform parents/carers through newsletters and letters of all news and developments within the setting and ensure that parents are aware that they are welcome to contribute in any way they feel able.
- Welcome suggestions and will actively seek parental views via parent questionnaires on a regular basis, therefore ensuring that we are meeting the needs of both children and families.
- Listen to all suggestions and acknowledge that children, parents and staff have the right to be consulted and be heard.
- Encourage parents/carers to become parent helpers participating in activities, visits or outings.
- Ensure parents/carers have access to their child's developmental records at any time and access to other records in line with the access to personal information procedure within the Confidentiality policy.
- Ensure all aspects of the child's achievements, experiences and friendships are shared and discussed with the parents. We welcome parents at any time to discuss their child's development and will hold parent events/evenings, half termly/ termly/ half yearly/annually.

Appendix F

Key Person Approach Policy

Purpose

1. At Westholme School we listen to the needs of our families and engage in the moment to give each child and parent our full attention, one of the ways we work in partnership is through our Key Person approach.
2. We believe that good parental partnership is vital in establishing a healthy trusting relationship between staff and parents which will benefit the child in all aspects of nursery life. The Key Person approach is in place to maintain continuity of care for an individual child and to provide support for both the child and parents, by establishing a key relationship with one member of staff. We assign a Key Person to each and every child, who assumes special

responsibility for that child, coordinating their care and learning and is responsible for communication with the child's parents/carers.

3. A Key Person approach will:

- Make sure that, each child feels special and individual cherished and thought about by someone in particular while they are away from home
- Ensure each child in the nursery will experience a close relationship that is affectionate and reliable
- Ensure that parents have the opportunity to build personal relationships with 'someone' rather than 'all of them' working in the nursery
- Improve care and learning for children
- Assist staff to be better satisfied and engaged because they form personal relationships
- Develop an environment that parents are able to feel trust and have confidence in competent devoted and professional staff
- A Key Person does not work exclusively with his/her key children or shadow the child throughout the session. They do not prevent other adults from developing a relationship with key children. At Westholme School the whole team works with all of the children and supports the Key Person, for example by helping with observations.

The Key Person's Role

4. A Key Person is someone who:

- Forms a unique and special attachment with a child and his/her parents
- Is a warm reliable and consistent significant other in a child's life outside of the home
- Is professional in their relationship with the child's parent/s
- Works in partnership with the child's parent/s
- Supports the child during significant changes in their life e.g. new baby, going to hospital a move to a new room
- Introducing the child to the group and assist the child to integrate into the group as necessary.
- Ensures a flow of information between the parent and the nursery, especially in relation to the child
- Maintains supports, extends and assesses the child's *Learning Journey*,
- Meets with the parent/s regularly to discuss progress, celebrate learning and development and plan for learning.
- Provides opportunities for and supports a child's home language
- Acts (where there is a need) to Safeguard Children
- Supports Special Educational Needs for their Key children
- Ensures that there is a 'buddy' person in the life of the child and the parent/s. and let the parent(s) know who the secondary Key Person is.
- Where possible carries out as much of the children routines as possible and ensure that in the Key Persons absence that up to date care routines are cascaded to the secondary Key Person and staff.

Assigning a Key Person/Secondary Key Person

5. The Nursery Manager is responsible for assigning Key Persons and ensuring that the Key Person Approach is fully implemented.

6. After the child's initial visit to the nursery, and subsequent take up of a place, a member of staff will be allocated to each child and parent/carer to act as their Key Person. A Secondary Key Person, 'buddy' will also be appointed and will work with the Key Person to ensure that the needs of the family are met.

7. The parents need to be fully informed of the Key Person Approach and allocated Key Persons. The Key Person will settle the child and their parents into the nursery and work to develop a partnership with them. This relationship should be supportive and open but should not be exclusive.

Change of Key Person and/or Secondary Key Person

8. There are times when there will be a need for a change of Key Person. We value the importance of high quality continuous care and stable attachments and where a change is needed then we need to work in partnership with the child's family to ensure a smooth transition to a new Key Person.

9. Prior to any change of Key Person there are a number of steps that should be taken. The Nursery Manager or the Key Person should:

- Inform the parent/carer at the earliest opportunity of the change in Key Person that will occur
- Provide the reasons for the change
- Invite them to discuss the proposal with the Manager, particularly if the new Key Person is new to the nursery or leaving.
- Where possible provide an approximate change over date/period.
- Provide opportunities for the parent/carer and the new Key Person to be introduced, both formally and informally.

10. The new Key Person also has a role to play at this stage and will:

- Strengthen relationships and participate with the new child/children by facilitating short visits to and from the new Key Person,
- Provide invitations at mealtimes and other such occasions.
- Liaise with the current Key Person to exchange information on the child through Information and Consent Forms, Personal Information Sheets, Learning Journeys, observations and dialogue.
- Meet with the parent/carer to build up a relationship and arrange a joint Parent and Key Person meeting with old and new Key Person and parents
- Help with the handover and adopt full Key Person responsibilities in line with the policy on The Key Person Approach.

11. In the event of a new Secondary Key Person the same procedure can be followed. Where a new Key Person and Secondary Key Person are to be introduced, there needs to be sensitivity with time as the Parent/Carer needs to familiarise themselves and build up a relationship with two new individuals.

Appendix G



Supervision Record



Name:

Supervisor:

Date:

<u>Safeguarding</u>	<u>Health and Safety</u>
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<u>Specific Children</u>	<u>Other</u>
<u>Wishes</u>	
<u>Worries</u>	
<u>Achievements or additional contributions this term</u>	

Staff Signature _____ Supervisor Signature _____

Appendix H

Student & Volunteer Policy

Westholme Nursery recognises that the quality and variety of work which takes place in a childcare setting makes it an ideal place for students and volunteers to gain work experience or training. We aim to provide an environment in which students and volunteers, under the guidance of a skilled staff team, experience of quality practice:

- Students and volunteers under the age of 17 will not be counted in ratios and will be supervised at all times.
- Students and volunteers aged 17 and over who are undertaking a long term placement, may be included in ratios only when we are satisfied that they are competent enough to be unsupervised.
- All students and volunteers will be DBS checked before service commences.
- We recognise that the needs of the children are paramount and students and volunteers will not be included into ratio numbers if that hinders the essential work of the provision.
- We will provide the students and volunteers with full information about the role and responsibilities within the setting during their time with us.
- We will ensure students and volunteers are known and introduced to parents and carers.
- We will provide students and volunteers with a full induction and a staff mentor.
- We will ensure all students and volunteers are supervised.
- We will ensure that any information gained by the students and volunteers about the children, families or other adults in the provision remains confidential in accordance with the confidentiality policy.
- We will provide training opportunities to support professional development.

Procedure

- An informal interview will be conducted prior to acceptance of any students and voluntary service being undertaken.
- We will request references for the students and volunteer.
- DBS checks will be under taken, prior to acceptance of any students and voluntary service being undertaken.
- Students and volunteers will only be included in ratios when they are DBS cleared and we are satisfied that they are competent enough to be unsupervised.
- All students and volunteers will be included on the visitor/staff register (recording start and finish times).
- A personnel file will be established, to include a record sheet completed with emergency contact details.
- A students and volunteer agreement will be explained and signed and dated by the volunteer and the manager/owner /officer of the committee.
- All students and volunteers will be required to complete an induction program in accordance with the setting's induction policy with regular review sessions.
- We will ensure all students and volunteers read and sign to declare they understand all policies and procedures.
- We will retain all records after the volunteer has ceased to work at the provision.

Appendix I



What is supervision?

“Supervision is primarily a tool to support the management of practice, and therefore a key part of staff support systems and a leader or manager’s role. Where successful, it should provide practitioners with a route through which to raise any professional queries, to discuss career progression, to clarify roles, responsibilities and work tasks, to support performance management and to build their confidence in supporting children’s development ... It should also be an opportunity for practitioners to raise any concerns that they might have about children in their care, and to receive support to help them deal with difficult or challenging situations at work.”

([The Early Years: Foundations for life, health and learning](#))

Supervision is a statutory requirement of the revised Early Years Foundation Stage framework (2012). It states that:

1. Providers must put appropriate arrangements in place for the supervision of staff who have contact with children and families. Effective supervision provides support, coaching and training for the practitioner and promotes the interests of children. Supervision should foster a culture of mutual support, teamwork and continuous improvement which encourages the confidential discussion of sensitive issues.
2. Supervision should provide opportunities for staff to:
 - discuss any issues – particularly concerning children’s development or well-being
 - identify solutions to address issues as they arise
 - receive coaching to improve their personal effectiveness.

Frequency of Supervision meetings

A cycle of meetings will be introduced so that meetings will take place once per term. One of these meetings will be the appraisal meeting (see separate appraisal policy). However the frequency of supervision meetings may vary dependent on particular support needs that have previously been identified.

What will happen in the Supervision meeting?

Both the supervisor and the supervisee will contribute to the meeting, using the supervision record sheet as a prompt. This includes: safeguarding, health and safety, specific children, wishes, worries, achievements/additional contributions this term and other comments. It is vital however that staff members do not wait until a Supervision meeting to raise issues which may need addressing with greater urgency. Staff should always prioritise the reporting of safeguarding, health and safety, and matters regarding children. The Head Teacher, Nursery Manager or a number of Designated Leads are available daily to discuss any matters of concern. Staff meetings are also a communication platform where non-urgent issues can be raised.

Meetings will take place in the Head teacher’s or Nursery Manager’s office, in order to be free from interruptions and enable privacy. A record of the meeting will be created and a copy provided for the supervisee.

Completing the written record of the supervisory meeting

A handwritten record of the meeting will be completed by the supervisor as the meeting progresses. The record may where appropriate include points for action with clear timescales and identified responsibilities. At the end of the meeting, the supervisor and supervisee will agree on the content, by both signing the record.

Appendix J

Westholme School **Mandatory Safeguarding Training Requirements for Staff**

When starting employment at Westholme School, the correct level of safeguarding training as prescribed below **in red** must be completed by the new member of staff and certificates passed Mrs S Crowther. The new member of staff will also meet with one of the school's Designated Safeguarding Leads (DSLs) for further safeguarding training and to go through Westholme's specific safeguarding procedures and policy (also see Staff Induction and Safer Recruitment policies).

All current staff must ensure that they have completed the appropriate level and amount of training (**see below in red**) and ensure qualifications are updated when required.

All certificates should be printed off once complete and copies passed to Mrs S Crowther (only if a new member of staff), Deputy Head –Pastoral if based at Senior School or Head of Junior/Infants if based at Beardwood Bank or Billinge House.

NB – Regulatory means staff have unsupervised access to pupils, non-regulatory means staff must be supervised.

<u>Staff</u>	<u>Mandatory Training Requirements</u>
<p><u>Introduction/Basic Awareness</u></p> <ul style="list-style-type: none"> - Grounds and Maintenance staff - Kitchen and Cleaning staff - Finance Department - Principal's PA - Science Technicians - Non-regulatory staff including - - regular volunteers and Sports Coaches - Governors 	<p>This is a basic introduction to what these staff should be aware of and who to contact if they have a concern. They must be updated every 3 years.</p> <p>Level One online training must be completed. Follow the link and register on the e-learning training system http://www.lancashirechildrenstrust.org.uk/resources/?siteid=6274&pageid=40899</p> <p>The 3 yearly update can either be completed through in-house training by a Designated Safeguarding Lead (DSL) or by completing the online training again.</p> <p>See the end of the document for further non-mandatory courses that are available for those wishing to increase their safeguarding knowledge further.</p>
<p><u>Intermediate/Experienced Awareness</u></p> <ul style="list-style-type: none"> - Commercial Director - Reception staff - Marketing Department - Data Manager - Voluntary staff (regulatory) - Teaching Staff - Nursery staff - Teaching Assistants - Student Teachers - I.T. Support Department - LRC Manager - Music/Dance/LAMDA/ Sports Coaches/Teachers (regulated activity) 	<p>Safeguarding Children (this can be online or face to face training) every 3 years unless it states below that the course only needs to be completed once.</p> <p>LSCB E-Learning Course: Safeguarding Children Levels One and Two (these are together as one course). Self-Registration is through the following link: https://blackburn.melearning.university/course_centre (NB- when registering, 'sector' is 'education' and please just input 'other' in both the 'service' and 'group' boxes.)</p> <p>Plus in-house safeguarding training from a DSL at least every three years</p> <p>An awareness of Child Sexual Exploitation (CSE) This only needs to be completed once - Complete the 20 minute course on the following link: http://www.safeguardingchildren.co.uk/resources/keep-them-safe/</p> <p>Staff must also complete the Channel/Prevent general awareness. This can be completed via the following link: http://course.ncalt.com/Channel_General_Awareness Prevent is supporting people who may be vulnerable to radicalisation and how to refer them to the Channel programme. This only needs completing once.</p> <p>See the end of the document for further non-mandatory courses that are available for those wishing to increase their safeguarding knowledge further.</p>
<u>Staff</u>	<u>Mandatory Training Requirements</u>

<p><u>Advanced Awareness</u></p> <p><i>Designated Safeguarding Leads- DSLs</i></p> <ul style="list-style-type: none"> - Principal - Heads of School - Deputy Heads - Nursery Manager - Assistant Head - Heads of Year - School Nurse - Nominated Governors 	<p>Designated Safeguarding Lead Training every 2 years unless it states below that the course only needs to be completed once.</p> <p>DSL training is available through the LSCB and can be booked via the following link: www.bookwhen.com/bwd-safeguarding</p> <p>However, in-house training is usually organised by the Deputy Head – Pastoral either via an external company or Blackburn with Darwen Children’s Safeguarding Board.</p> <p>Sexual Abuse and an Introduction to CSE - Complete the LSCB E-Learning Course. This only needs to be completed once https://blackburn.melearning.university/course_centre</p> <p>Prevent - Working to Raise Awareness of Prevent (WRAP) – Prevent is supporting people who may be vulnerable to radicalisation and how to refer them to the Channel programme. All staff at this level will need to undertake this 45 minute Prevent training https://www.elearning.prevent.homeoffice.gov.uk/home This only needs completing once</p> <p>Staff must also complete the Channel/Prevent General Awareness. This can be completed via the following link: http://course.ncalt.com/Channel_General_Awareness This only needs completing once</p> <p>Female Genital Mutilation (FGM) By following the link below you can create a log-in and then access the free training on FGM. https://www.fgmelearning.co.uk/?dm_i=14DE,3MBFB,BOPGVU,DOICF,1 This only needs to be completed once</p> <p>See the end of the document for further non-mandatory courses that are available for those wishing to increase their safeguarding knowledge further.</p>
<p><u>Safer Recruitment Training</u></p> <ul style="list-style-type: none"> - Principal - Commercial Director - Heads of School - Deputy Heads - Nursery Manager - Assistant Head - Nominated Safeguarding Governors 	<p>At least one member of any recruitment/selection panel must have undertaken ‘Safer Recruitment Training’. This must be updated every 2 years.</p> <p>This can be provided by the LSCB and can be booked via the following link: www.bookwhen.com/bwd-safeguarding</p> <p>In-house training is usually organised by the Deputy Head – Pastoral either via an external company or Blackburn with Darwen Children’s Safeguarding Board.</p>
<p><u>Any member of staff wishing to increase their safeguarding knowledge above and beyond the requirements set out above</u></p>	<p style="text-align: center;"><u>Non-Mandatory</u></p> <p>Staff should still print off certificates once complete and pass copies to the Deputy Head –Pastoral if based at Senior School or Head of Junior/Infants if based at Beardwood Bank or Billinge House.</p> <ul style="list-style-type: none"> - Staff can also read the information ‘What to do if you are worried a child is being abused’ by following this link: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419

	<p>604/What to do if you re worried a child is being abused.pdf</p> <ul style="list-style-type: none"> - Level one and two online safeguarding training can be completed. Follow the link and register on the e-learning training system. http://www.lancashirechildrenstrust.org.uk/resources/?siteid=6274&pageid=40899 - There are several other LSCB courses that staff can attend/complete as part of their own development by following this link: www.bookwhen.com/bwd-safeguarding These are: LSCB Face to Face Courses, Child & Family Assessment (CAF), Domestic Abuse and Impact on Children and Adults, Forced Marriage Honour Based Abuse and Female Genital Mutilation, MARAC, Working Together to Safeguard Children, Working with Young People who Self Harm, Total Respect-Children’s Rights, Managing Allegations of Professional Abuse, Mental Health & Safeguarding Children and Adults. - An awareness of Child Sexual Exploitation (CSE) - Complete the 20 minute course on the following link: http://www.safeguardingchildren.co.uk/resources/keep-them-safe/ - Channel/Prevent general awareness. This can be completed via the following link: http://course.ncalt.com/Channel_General_Awareness Prevent is supporting people who may be vulnerable to radicalisation and how to refer them to the Channel programme. - Prevent - Working to Raise Awareness of Prevent (WRAP) – Prevent is supporting people who may be vulnerable to radicalisation and how to refer them to the Channel programme. To undertake this 45 minute Prevent training, follow this link: https://www.elearning.prevent.homeoffice.gov.uk/home - Female Genital Mutilation (FGM) By following the link below you can create a log-in and then access the free training on FGM. https://www.fgmelearning.co.uk/?dm_i=14DE,3MBFB,BOPGVU,D0ICF,1
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Records of attendance and/or completion of training will be held by the Deputy Head – Pastoral at Senior School and the Head of the Infant and Junior Schools.

Contacts for further advice/discussion:

Kelly Lamster (Safeguarding Education Officer): Kelly.lamster@blackburn.gov.uk

Rebecca Sullivan Safeguarding Policy & Support Officer: Rebecca.sullivan@blackburn.gov.uk

Dawn Walmsley Safeguarding Development Manager: Dawn.walmsley@blackburn.gov.uk