

## Child Protection and Procedures Policy

This policy is available on our school website and is available on request from the school office. We also inform parents and carers about this policy when their children join our school and through our school newsletter. We recognise the expertise our staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis and we therefore invite staff to contribute to and shape this policy and associated safeguarding arrangements. The policy is provided to all staff at induction alongside our Staff Code of Conduct. In addition, all staff are provided with, asked to read, and sign to acknowledge they have read and understood Part One of the statutory guidance 'Keeping Children Safe in Education', DfE (2018). This policy will be reviewed in full by the Governing Body on an annual basis.

CONTENTS Page: Purpose & Aims School Ethos Roles & Responsibilities Training & Induction  
Procedures for Managing Concerns

Recording & Information Sharing

Working with Parents & Carers

Child Protection Conferences

Safer Recruitment

Safer Working Practice

Managing Allegations against Staff

Other relevant policies

Statutory Framework Appendices 1

Recording form for reporting concerns 2

Induction checklist for staff & volunteers 3

Safeguarding Referral Procedures 1.

## PURPOSE & AIMS

1.1 The purpose of Lowca School's safeguarding policy is to ensure every child who is a registered pupil at our school is safe and protected from harm. This means we will always work to:

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

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

1.3 Our school fully recognises the contribution it can make to protect children from harm and supporting and promoting the welfare of all children who are registered pupils at our school. The elements of our policy are prevention, protection and support.

1.4 We recognise that our safeguarding responsibilities are clearly linked to our responsibilities for ensuring that appropriate safeguarding responses are in place for children who are absent from school or who go missing from education, particularly on repeat occasions. The Head teacher who is also Designated Safeguarding Lead reviews attendance termly to consider the negative impact of persistently absent pupils and those who go missing. In each weekly staff meeting we are mindful to identify the risk of abuse and neglect, including sexual abuse or exploitation and to ensure that appropriate safeguarding responses have been put in place to reduce the risk of future harm.

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

## 2. OUR ETHOS

2.1 The child's welfare is of paramount importance. Our school will establish and maintain an ethos where pupils feel secure, are encouraged to talk, are listened to and are safe. Children at our school will be able to talk freely to any member of staff at our school if they are worried or concerned about something.

2.2 Everyone who comes into contact with children and their families has a role to play in safeguarding children. We recognise that staff at our school play a particularly

important role as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. All staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members must always act in the best interests of the child.

2.3 All staff and regular visitors will, through training and induction, know how to recognise indicators of concern, how to respond to a disclosure from a child and how to record and report this information. We will not make promises to any child and we will not keep secrets. Every child will know what the adult will have to do with any information they have chosen to disclose.

2.4 Throughout our curriculum we will provide activities and opportunities for children to develop the skills they need to identify risks and stay safe. This will also be extended to include material that will encourage our children to develop essential life skills.

2.5 At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with Working Together to Safeguard Children (2019) and Cumbria's (M.A.S.H) Multi agency safeguarding hub.

### 3. ROLES AND RESPONSIBILITIES

Role-Designated Safeguarding Lead (DSL) Joanne Crawford

Deputy DSL Jane Lawson

Safeguarding Governor Steven Smye

Chair of governors- Tori Rawlinson

All of the above are contactable through the school office on 01946372656

3.1 It is the responsibility of every member of staff, volunteer and regular visitor to our school to ensure that they carry out the requirements of this policy and, at all times, work in a way that will safeguard and promote the welfare of all of the pupils at this school. This includes the responsibility to provide a safe environment in which children can learn.

3.2 The Governing Body of Lowca School is accountable for ensuring the effectiveness of this policy and our compliance with it. Although our Governing Body takes collective responsibility to safeguard and promote the welfare of our pupils, we also have a named governor Stephen Smye, who champions safeguarding within the school.

3.3 The Governing Body will ensure that:

- The safeguarding policy is in place and is reviewed annually, is available publicly via our school website and has been written in line with Local Authority guidance and the requirements of the Cumbria MASH policies and procedures;
- The school contributes to inter-agency working in line with Working Together to Safeguard Children (2018);
- A senior member of staff from the leadership team is designated to take the lead responsibility for safeguarding and child protection and that there is a deputy DSL(s) who is appropriately trained member to deal with any issues in the absence of the Designated Safeguarding Lead (DSL). There will always be

cover for this role; · All staff receive safeguarding induction, have regular appropriate updates and are have read it on the website or requested a paper copy and signed to say the content is understood. · All staff undertake appropriate child protection training and on-line safety training; ·

Procedures are in place for dealing with allegations against members of staff and volunteers in line with statutory guidance; · Safer recruitment practices are followed in accordance with the requirements of 'Keeping Children Safe in Education' DfE (2016); · The governing body remedy, without delay, any weakness in regard to our safeguarding arrangements, that are brought to their attention.

3.4 The governing body will receive a safeguarding report at each meeting that will record the training that has taken place, the number of staff attending and any outstanding training requirements for the school. They will ensure the head teacher will also record all safeguarding activity that has taken place, for example, meetings attended, reports written, training or induction given. It will not identify individual pupils.

The Headteacher

3.5 At Lowca School the Headteacher- Joanne Crawford is the Designated Safeguarding Lead (DSL); She is responsible for identifying an alternate member of staff to act as the Designated Safeguarding Lead (DSL) in her absence to ensure there is always cover for the role This is Jane Lawson; · She ensures that the policies and procedures adopted by the governing body, particularly concerning referrals of cases of suspected abuse and neglect, are

followed by all staff and that all staff and volunteers feel able to raise concerns about poor or unsafe practice and such concerns are addressed sensitively in accordance with agreed whistle-blowing procedures; · It is her responsibility to liaise with the (previously known as LADO) Designated officer, in the event of an allegation of abuse being made against a member of staff. The head teacher, in her role as Designated Safeguarding Lead takes lead responsibility for safeguarding and child protection within our school. The DSL will carry out their role in accordance with the responsibilities outlined in 'Keeping Children Safe in Education'.2019

3.7The DSL will provide advice and support to other staff on child welfare and child protection matters. Any concern for a child's safety or welfare will be recorded in writing and given to the DSL.

3.8During term time the designated safeguarding lead and or a deputy will always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. If in exceptional circumstances, a DSL is not available on the school site in person, we will ensure that they are available via telephone and any other relevant media.

3.9 The DSL at Lowca School will represent our school at child protection conferences and core group meetings. Through appropriate training, knowledge and experience our DSL will liaise with Children's Services, COP and Health or other agencies where necessary, and make referrals of suspected abuse to Children's Services, take part in

strategy discussions and other interagency meetings and contribute to the assessment of children.

3.10 The DSL will maintain written records and child protection files ensuring that they are kept confidential and stored securely. 3.11 The DSL is responsible for ensuring that all staff members and volunteers are aware of our policy and the procedure they need to follow. They will ensure that all staff, volunteers and regular visitors have received appropriate child protection information during induction and have been trained within the school to the agreed school's safeguarding policy.

#### 4. TRAINING & INDUCTION

4.1 When new staff join our school they will be informed of the safeguarding arrangements in place. They will be directed to read the online copy of our school's safeguarding policy along with the staff code of conduct, Part one and Annex A of 'Keeping Children Safe in Education' 2016 and 2019 and told who our Designated Safeguarding Lead (DSL) and Deputy DSLs are. All staff are expected to read the latest key documents. They will also be provided with the recording form, given information on how to complete it and who to pass it to. 4.2 Every new member of staff or volunteer will receive safeguarding training during their induction period within the first 2 weeks of joining the school. This programme will include information relating to signs and symptoms of abuse, how to manage a disclosure from a child, how to record and the remit of the role of the Designated Safeguarding Lead (DSL). The training will also include information about whistle-blowing in respect of concerns about another adult's



behaviour and suitability to work with children. Staff will also receive level 1 on-line safety training as this is part of the overarching safeguarding approach of our school. 4.3 In addition to the safeguarding induction, we will ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part one of 'Keeping Children Safe in Education'. In order to achieve this we will ensure that:

- all members of staff will undertake appropriate safeguarding training on an annual basis and updates through the weekly professional development staff meeting

4.4 All regular visitors, temporary staff and volunteers to our school will be given an induction briefing to explain the relevant procedures. 4.5 The DSL, the alternate designated member(s) of staff and any other senior member of staff who may be in a position of making referrals or attending child protection conferences or core groups will attend one of the multi-agency training courses level 2 and level 3. The DSL and alternate will attend Designated Safeguarding Lead (DSL) training every two years. In addition to formal training, DSL will ensure that they update their knowledge and skills by visiting the MASH website fortnightly

4.6 Our governing body will also undertake appropriate training to ensure they are able to carry out their duty to safeguard all of the children at our school. Training for Governors to support them in their safeguarding role is available from Cumbria Governor Services.

4.7 We actively encourage all of our staff to keep up to date with the most recent local and national safeguarding advice and guidance, Annex A of 'Keeping Children Safe in

Education' (2016) provides links to guidance on specific safeguarding issues such as Child Sexual Exploitation and Female Genital Mutilation. And

## 5. PROCEDURES FOR MANAGING CONCERNS

5.1 Lowca School adheres to child protection procedures that have been agreed locally through the Cumbria Safeguarding Board Where we identify children and families in need of support, we will carry out our responsibilities in accordance with Cumbrian Board protocols and the LSCB threshold guidance. 5.2 Every member of staff including volunteers working with children at our school are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child and have a responsibility to take action as outline in this policy. 5.3 All staff are encouraged to report any concerns that they have and not see these as insignificant. On occasions, a referral is justified by a single incident such as an injury or disclosure of abuse. More often however, concerns accumulate over a period of time and are evidenced by building up a picture of harm over time; this is particularly true in cases of emotional abuse and neglect. In these circumstances, it is crucial that staff record and pass on concerns in accordance with this policy to allow the DSL to build up a picture and access support for the child at the earliest opportunity. A reliance on memory without accurate and contemporaneous records of concern could lead to a failure to protect. 5.4 It is not the responsibility of school staff to investigate welfare concerns or determine the

truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and pass the information on in accordance with the procedures outlined in this policy.

5.5 The Designated Safeguarding Lead (DSL) should be used as a first point of contact for concerns and queries regarding any safeguarding concern in our school. Any member of staff or visitor to the school who receives a disclosure of abuse or suspects that a child is at risk of harm must report it immediately to the DSL or, if unavailable, to the alternate designated person. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff.

5.6 All concerns about a child or young person should be reported without delay and recorded in writing using the agreed form available from the school office.

5.7 Following receipt of any information raising concern, the DSL will consider what action to take and seek advice from Children's Services as required. All information and actions taken, including the reasons for any decisions made, will be fully documented.

5.8 All referrals will be made in line with procedures as outlined in LSCB website.

5.9 If, at any point, there is a risk of immediate serious harm to a child a referral should be made to Children's Services immediately. If it is felt unsafe for a child to return home the police will be called. Anybody can ring the MASH for advice on . School staff will use the assessment tools , advice from the MASH and with guidance from the designated lead will decide if the criteria for a referral has been reached. If the child's situation does not appear to be improving the staff member with concerns should press for re-

consideration by raising concerns again with the DSL/ the Headteacher.

Concerns should always lead to help for the child at some point. 5.10 Staff should always follow the reporting procedures outlined in this policy in the first instance. However, they may also share information directly with Children's Services, or the police(999) if the situation is an emergency and the designated senior person, their alternate and the Headteacher are all unavailable and they are convinced that a direct report is the only way to ensure the pupil's safety. 5.11 Any member of staff who does not feel that concerns about a child have been responded to appropriately and in accordance with the procedures outlined in this policy should raise their concerns with the the Chair of Governors or MASH.

#### Peer to peer abuse

We recognise that children are also vulnerable to physical, sexual and emotional abuse by their peers or siblings. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Abuse perpetrated by children can be just as harmful as that perpetrated by an adult, so it is important to remember the impact on the victim of the abuse as well as to focus on the support for the child or young person exhibiting the harmful behaviour. Such abuse will always be taken as seriously as abuse perpetrated by an adult and the same safeguarding children procedures will apply in respect of any child who is suffering or likely to suffer significant harm. Staff must **never** tolerate or dismiss concerns relating to peer on peer abuse.

5.13 We recognise that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges and these are discussed in staff training. These additional barriers can include: · assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration; · children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs; and · communication barriers and difficulties in overcoming these barriers.

5.14 At Lowca School we recognise that our staff are well placed to identify concerns and take action to prevent children from becoming victims of Female Genital Mutilation (FGM) and other forms of so-called 'honour-based' violence (HBV) and provide guidance on these issues through our safeguarding training. If staff have a concern regarding a child that might be at risk of HBV they should inform the DSL who will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care.

5.15 Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers. Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. Further information on when and how to make a report can be found in the following Home Office guidance:

'Mandatory Reporting of Female Genital Mutilation - procedural information' (October 2015).

5.16 We recognise that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society. At Lowca School, we will ensure that:

- Through training, staff, volunteers and governors have an understanding of what radicalisation and extremism is, why we need to be vigilant in school and how to respond when concerns arise.
- There are systems in place for keeping pupils safe from extremist material when accessing the internet in our school by using effective filtering and usage policies.
- The DSL has received Prevent training and will act as the point of contact within our school for any concerns relating to radicalisation and extremism.
- The DSL will make referrals in accordance with Cumbria Local Authority procedures
- Through our curriculum, we will promote the spiritual, moral, social and cultural development of pupils as well as British values.

## 6. RECORDS AND INFORMATION SHARING

6.1 If staff are concerned about the welfare or safety of any child at our school they will record their concern on the agreed reporting form (Appendix 1). They should ensure that the form is signed and dated. Any concerns should be passed to the DSL without delay.

6.2 Any summary information recorded will be kept in a separate book, in a secure cabinet, more details will be recorded in the pupil's folder kept in a locked cabinet. These files will be the responsibility of the DSL. Child protection information will only be shared within school on the basis of 'need to know in the child's interests' and on the understanding that it

remains strictly confidential. These Records of concern, copies of referrals, invitations to child protection conferences, core groups and reports will be stored here. All our safeguarding files will include; a dated chronology, will record significant events in the child's life. 6.4 When a child leaves our school, the DSL will make contact with the DSL at the new school and will ensure that the child protection file is forwarded to the receiving school in an appropriately agreed manner. We will retain evidence to demonstrate how the file has been transferred. Where a parent elects to remove their child from the school roll to home educate, the school will make arrangements to pass any safeguarding concerns to the MASH on 03332401727

## 7. WORKING WITH PARENTS & CARERS

7.1 Lowca School is committed to working in partnership with parents/carers to safeguard and promote the welfare of children and to support them to understand our statutory responsibilities in this area. 7.2 When new pupils join our school, parents and carers will be informed that we have a safeguarding policy which is available to view on the school website. Parents and carers will be informed of our legal duty to assist our colleagues in other agencies with child protection enquiries and what happens should we have cause to make a referral to Children's Services. How to report concerns and advice on keeping children safe on line will be included on the school's newsletter and on the safeguarding display board opposite the office.

7.3 We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents'

rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to safeguard a child from harm.

7.4 We will seek to share with parents any concerns we may have about their child unless to do so may place a child at increased risk of harm. A lack of parental engagement or agreement regarding the concerns the school has about a child will not prevent the DSL making a referral to Children's Services in those circumstances where it is appropriate to do so.

7.5 In order to keep children safe and provide appropriate care for them, the school requires parents to provide accurate and up to date information regarding:

- Full names and contact details of the adults with whom the child normally lives;
- Full names and contact details of all persons with parental responsibility (if different from above);
- 2 Emergency contact details (if different from above);
- Full details of any other adult authorised by the parent to collect the child from school (if different from the above).

The School will retain this information on the pupil file. The school will only share information about pupils with adults who have parental responsibility or joint custody, for a pupil or where a parent has given permission and the school has been supplied with the adult's full details in writing.

## 8. CHILD PROTECTION CONFERENCES

8.1 Children's Services will convene a Child Protection conference once a child protection enquiry under Section 47 of the Children Act 1989 has been undertaken and the child is judged to be at continuing risk of significant harm. A review conference will take place once a child has been



made the subject of a Child Protection Plan in order to monitor the safety of the child and the required reduction in risk. 8.2 Staff members may be asked to attend a child protection conference or core group meetings on behalf of the school in respect of individual children. Usually the person representing the school at these meetings will be the Headteacher(DSL). In any event, the person attending will need to have as much relevant up to date information about the child as possible; any member of staff may be required to contribute to this process. 8.3 All reports for child protection conferences will be prepared in advance of meetings/conferences and where possible will be shared with parents before the conference as appropriate and will include information relating to the child's physical, emotional and intellectual development and the child's presentation at school. In order to complete such reports, all relevant information will be sought from staff working with the child in school. 8.4 Clearly child protection conferences can be upsetting for parents. We recognise that we are likely to have more contact with parents than other professionals involved. We will work in an open and honest way with any parent whose child has been referred to Children's Services or whose child is subject to a child protection plan. Our responsibility is to promote the protection and welfare of all children and our aim is to achieve this in partnership with our parents.

9. SAFER RECRUITMENT 9.1 We will ensure that the Headteacher and at least one member of the Governing Body have completed appropriate safer recruitment training. At all times the Headteacher and Governing Body will ensure that safer recruitment practices are followed in

accordance with the requirements of 'Keeping Children Safe in Education', DfE (2016). 9.2 At Lowca School we will use the recruitment and selection process to deter and reject unsuitable candidates. We require evidence of original academic certificates. We do not accept testimonials and insist on taking up references prior to interview. We will question the contents of application forms if we are unclear about them, we will undertake Disclosure and Barring Service checks and use any other means of ensuring we are recruiting and selecting the most suitable people to work with our children. 9.3 We will maintain a Single Central Register of all safer recruitment checks carried out in line with statutory requirements.

10. SAFER WORKING PRACTICE 10.1 All adults who come into contact with our children have a duty of care to safeguard and promote their welfare. There is a legal duty placed upon us to ensure that all adults who work with or on behalf of our children are competent, confident and safe to do so. 10.2 All staff will be provided with a copy of our school's code of conduct at induction. They will be expected to know our school's Code of Conduct and policy for positive handling and carry out their duties in accordance with this advice. There will be occasion when some form of physical contact is inevitable, for example if a child has an accident or is hurt or is in a situation of danger to themselves or others around them. However, at all times the agreed policy for safe restraint must be adhered to. 10.3 If staff, visitors, volunteers or parent helpers are working with children alone they will, wherever possible, be visible to other members of staff. They will be expected to inform another member of staff of their whereabouts in school,

who they are with and for how long. Doors, ideally, should have a clear glass panel in them and be left open. 10.4 Guidance about acceptable conduct and safe practice will be given to all staff and volunteers during induction. These are sensible steps that every adult should take in their daily professional conduct with children. This advice can be found in 'Guidance for Safer Working Practices for Adults who work with Children and Young People in Education Settings' (October 2015). All staff and volunteers are expected to carry out their work in accordance with this guidance and will be made aware that failure to do so could lead to disciplinary action.

## 11. MANAGING ALLEGATIONS AGAINST STAFF &

### VOLUNTEERS 11.1 Our aim is to provide a safe and

supportive environment which secures the well being and very best outcomes for the children at our school. We do recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made. 11.2 Allegations

sometimes arise from a differing understanding of the same event, but when they occur they are distressing and

difficult for all concerned. We also recognise that many allegations are genuine and there are some adults who

deliberately seek to harm or abuse children. 11.3 We will take all possible steps to safeguard our children and to

ensure that the adults in our school are safe to work with children. We will always ensure that the procedures outlined

in Cumbria's MASH and Part 4 of 'Keeping Children Safe in Education', DfE (2016) (2018) are adhered to and will seek

appropriate advice from the Local Authority Designated Officer (LADO). The LADO can be contacted on

03332401727. 11.4 If an allegation is made or information is

received about any adult who works in our setting which indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the Head teacher immediately. This includes concerns relating to agency and supply staff and volunteers. Should an allegation be made against the Head teacher, this will be reported to the Chair of Governors. In the event that neither the Head teacher nor Chair of Governors is not contactable on that day, the information must be passed to and dealt with by either the member of staff acting as Head teacher or the Vice Chair of Governors. These can be contacted via the school office. 11.5 The Head teacher or Chair of Governors will seek advice from the LADO within one working day. No member of staff or the governing body will undertake further investigations before receiving advice from the LADO. 11.6 Any member of staff or volunteer who does not feel confident to raise their concerns with the Head teacher or Chair of Governors should contact the Local Authority designated officer of Cumbria County Council directly. Further national guidance can be found at: Advice on whistleblowing.

The NSPCC whistleblowing helpline is also available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 - line is available from 8:00am to 8:00pm, Monday to Friday or via e-mail: [help@nspcc.org.uk](mailto:help@nspcc.org.uk). 11.7 The School has a legal duty to refer to the Disclosure and Barring Service anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated

activity, or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or HR.

**12 RECENT UPDATES FROM NEW LEGISLATION.** Key amendments to the guidance as of 2018:

**Working Together to Safeguard Children 2018** was put in place following the introduction of the Children and Social Work Act 2017, which made changes to various aspects of child protection, child welfare, social work, and other aspects of safeguarding.

Aside from the changes listed below, there have been other minor tweaks in places. These include slight alterations to terminology and stronger references to providing relevant training to staff. The information below only details the key amendments that are likely to impact your safeguarding system and require you to make changes.

**LSCBs are now known as Local Safeguarding Partners (or partnerships).**

LSPs in each area must consist of three partners: local authorities, chief officers of police, and clinical commissioning groups. The guidance states that they share equal responsibility and must work together with relevant agencies to safeguard children. Partnerships are expected to name schools and other educational providers as relevant agencies.

As of the 29<sup>th</sup> June 2018, local authorities must transition from LSCBs to safeguarding partners and transfer child death review partner arrangements by the 29<sup>th</sup> September 2019. After they publish their arrangements, they have up to 3 months to implement them.

### **Child Safeguarding Practice Review Panel.**

As of June 2018, the Child Safeguarding Practice Review Panel (CSPRP) replaced the Serious Case Review Panel. They are now in charge of overseeing serious safeguarding cases and commissioning national reviews of cases. This was previously the responsibility of LSCBs.

Child Death Reviews are now the responsibility of Child Death Review Partners (Local Authority and Clinical Commissioning Group). They can organise these along the same lines as the old Child Death Overview Panels and should appoint other partners to contribute to the reviews. For example, they should appoint a designated doctor.

Local safeguarding partners must report to the CSPRP if: a child dies or is seriously harmed in the local authority's area, or dies outside of England but normally resides in the local authority's area, as a result of known or suspected cases of child abuse or neglect.

### **New sections on assessing need and providing help.**

The guidance now contains a list of vulnerabilities that may potentially put a child at greater need for early help. For example, children who have disabilities, who show signs of being drawn into anti-social or criminal behaviour, misuse of drugs or alcohol, those subject to difficult family circumstances, and more.

It also contains a new section on assessments for disabled children and their carers, young carers, and children in secure youth establishments.

### **Contextual safeguarding.**

Contextual safeguarding is a new section that expands on child protection procedures and improve their effectiveness. It is "an approach to understanding, and responding to, young people's experiences of significant harm beyond their families." (Definition taken from the Contextual Safeguarding Network).

It emphasises the importance of considering every aspect of a child's life that may impact their wellbeing, rather than limiting it to one area. Therefore, it is crucial for those assessing the needs of children to consider wider environmental factors that may be affecting their safety collectively. For example, they may be at risk of extremism if they are bullied at school and seek a sense of belonging. Issues at home could worsen this, such as if their parents neglect their needs.

### **Information sharing.**

The guidance document now includes a section about data protection and its changes following GDPR and the Data Protection Act 2018. It also addresses misconceptions surrounding data protection and sharing information, particularly in the case of reporting concerns. It clarifies that the DPA and GDPR do not prevent organisations from collecting and sharing personal information, and that there are situations where it's not necessary to gain consent. For example, those where a child's or young person's safety is at risk.

## **Responsibilities of organisations working with children and families.**

This version has expanded on and introduced sections relating to:

- **People in positions of trust.** This new section clarifies that organisations who work with children and their families must have sufficient policies in place, primarily those for dealing with allegations against people working with children. It states that an allegation may relate to someone who works with children and has a) behaved in a way that has harmed, or may have harmed, a child, b) potentially committed a criminal offence against, or related to, a child, or c) behaved towards a child (or children) in a manner that indicates they may pose a risk of harming them.
- **Early years and childcare.** The section on early years and childcare includes a new requirement: all early year providers must implement a policy and procedure to safeguard children. The policy must explain the actions they'll take as a result of a safeguarding concern. It must also cover mobile phones and cameras.

Other new and amended sections include those on designated health professionals, children's homes, voluntary and charity organisations etc., and sports clubs and organisations.

### **Key amendments to the guidance as of 2016:**

#### **Safeguarding is Everybody's Responsibility.**

The 2016 update included a clear statement that safeguarding is everyone's responsibility. The new guidance stated that 'everyone who comes into contact with children



and their families and carers has a role to play in safeguarding children'. It encouraged professionals to take a child-centred approach and to consider the best interests of a child at all times.

### **Professionals Need to Share Information.**

The update stated that no single person can understand the full picture of a child's life. Therefore, all professionals must share information to get a fuller picture of the child's needs and circumstances.

### **Better Awareness Needed of the 'Early Help Process'.**

The update included new guidance on early help, stating that 'all school and college staff should be prepared to identify children who may benefit from early help'. It defined early help as 'providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years'. Furthermore, it emphasised the importance of staff understanding how to complete early help assessments and keeping these cases under constant review.

### **What to Do If You Have Concerns.**

The update in 2016 also clarified the protocols that staff must follow if there is concern about a child. It also included further updated advice about what staff should do when they fear a child is in immediate danger (i.e. contact the police or children's social care immediately). Anyone can make a referral in these circumstances; it does not need to be the designated safeguarding lead. However, you should inform the safeguarding lead about the action as soon as possible.

## **Whistleblowing.**

The guidance includes a section on whistleblowing procedures, including information on what to do if staff feel unable to report a concern in their organisation. It also advises staff who feel unable to use the internal route of whistleblowing to contact the NSPCC whistleblowing helpline. In circumstances where there are concerns surrounding the head teacher, staff should report allegations to the designated officers at their local authority.

## **Complexity of Abuse.**

The guidance included a new definition of abuse to acknowledge and clarify its complexity. It stated that abuse is 'a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may face abuse in a family or in an institutional or community setting from those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or by another child or children'.

## **Children Missing from Education.**

The guidance provided further information on a child missing from education, listing that this could indicate 'abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation.' It also states that 'school and college staff should follow their procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions'.

It also emphasised the importance of schools and colleges understanding other potential safeguarding concerns. For example, travelling to conflict zones, female genital mutilation, and forced marriage

*Unless otherwise stated, the amendments listed above still stand and are relevant to anyone who must follow the guidance set out in Keeping Children Safe.*

## Key amendments to the guidance as of 2018:

The Keeping Children Safe in Education guidance document has recently received several changes and additions to improve safeguarding procedures. Many of these overlap with the amendments in Working Together, though several are unique to schools and are important for you to understand if you work in one.

### **Peer-on-peer abuse, child sexual exploitation, and sexual violence and harassment.**

The guidance now places stronger emphasis on tackling peer-on-peer abuse and states that schools' policies must clearly explain how they'll deal with these issues.

More specifically, the guidance outlines a clear definition of what the different forms of peer-on-peer abuse are. It states that it can include 'bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals'. Furthermore, it explains what the school's child protection policy should include and how the school will support children affected by peer on peer abuse. For example, the policy should state that "abuse is abuse

and should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”.

Another key addition is new information about sexual violence and sexual harassment. As the government guidance document “Sexual Violence and Sexual Harassment Between Children in Schools and Colleges” has been published, Keeping Children Safe now includes a summary of this document. The summary clarifies that a school’s systems, policies, and training must address sexual violence and sexual harassment between children, so staff know how to help prevent it.

**It states that “Staff should be aware of the importance of:**

- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- Not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- Challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.”

**Online safety.**

The guidance has included references to the UK Council for Child Internet Safety (UKCCIS), who emphasise the importance of monitoring online safety. In particular, they highlight sexting as a risk and offer advice for schools and colleges regarding online safety. They also remind schools

that children can easily share photos and videos online, particularly through their smartphones. KCSIE links to [UKCCIS's guidance document about online safety in schools](#) and other useful guides that can help schools improve their policies regarding sexting incidents.

### **Students with SEN and disabilities.**

Schools are strongly reminded to ensure that students with SEN and disabilities have a greater availability of mentoring and support, as they could be more vulnerable to safeguarding issues. It also addresses using reasonable force for students with SEN and disabilities. It emphasises that schools should need to be cautious about using it. They should "carefully recognise the additional vulnerability of these groups."

### **Contextual safeguarding.**

This section closely resembles the one in Working Together. Contextual safeguarding is a new section that expands on child protection procedures and improve their effectiveness. It is "an approach to understanding, and responding to, young people's experiences of significant harm beyond their families." (Definition taken from the [Contextual Safeguarding Network](#)).

It emphasises the importance of considering every aspect of a child's life that may impact their wellbeing, rather than limiting it to one area - such as their family life. Therefore, it is crucial for those assessing the needs of children to consider wider environmental factors that may be affecting their safety collectively. For example, they may be at risk of extremism if they are bullied at school and seek a sense

of belonging. Issues at home could worsen this, such as if their parents neglect their needs.

### **Emergency contacts.**

The guidance now draws attention to the fact that schools must always have a suitable emergency contact, particularly if there is a safeguarding issue at home. Therefore, it strongly recommends that schools have at least two emergency contacts for every child.

### **Risk assessments for volunteers.**

Schools are now required to carry out a risk assessment for volunteers, in order to determine whether they should then carry out an enhanced DBS check for those not engaged in regular activity.

Their assessment should cover:

- "The nature of the work with children.
- What the establishment knows about the volunteer, including formal or informal information offered by staff, parents and other volunteers.
- Whether the volunteer has other employment or undertakes voluntary activities where references can advise on suitability.
- Whether the role is eligible for an enhanced DBS check."

Details of the assessment should be recorded.

### **Proprietor-led schools.**

The guidance now states that sole proprietors must select a suitable designated safeguarding lead, who must be sufficiently independent from the family running the school.

### **S128 Checks.**

Information about s128 checks - which determine whether a person has been prohibited from managing a school - is now much clearer. Historically, the guidance simply stated that the checks apply to people in management positions. However, it now clarifies that this includes governors, trustees, head teachers, members of the senior leadership team, and departmental heads.

### **Alternate providers.**

The guidance now states that, if students need to be placed in an alternative provision, the school must obtain a written statement from the alternate provider. This statement must confirm that the provider has completed all the necessary vetting and barring checks on staff, to ensure the students' safety.

### **Annex A.**

All staff must read the most recent Keeping Children Safe in Education Part 1, and those who work directly with children must also read Annex A. The Annex A section now includes four new key topics: children and the court system, when children are witnesses; children with family members in prison; criminal exploitation of children; and homelessness.

## **Disqualification by association.**

Following government consultation, the Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 has amended the Childcare Act 2006. The changes relate to disqualification by association, which historically could apply to staff, such as those in schools, providing child care. They could be prohibited from working with children if someone in their household made a conviction.

However, this now only applies to domestic premises, not schools. Staff may still be disqualified due to offences they commit, but schools need to carry out suitable DBS checks to determine whether this is the case. Furthermore, the schools' policy should reflect this and they should take care when recruiting staff to ensure they don't include reference to the previous disqualification standards in their questions.

It's also worth noting that this change does not impact settings specifically for early years provision.

## **GDPR/Data Protection.**

Like Working Together, Keeping Children Safe emphasises that GDPR and the Data Protection Act do not affect your ability to collect information and report safeguarding concerns. The guidance states that "fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children."

It also states that you can find further advice about this topic in the Information Sharing: Advice for Practitioners



guidance document. This document also includes the seven golden rules for sharing information.

### Key amendments to the guidance as of 2019:

In September 2019, KCSIE received some additions and changes to reflect new requirements and guidelines that education settings should follow. The updates are not as substantial as previous years, but they still require you to update your knowledge and reflect this in your safeguarding policies.

### **The main changes in Keeping Children Safe in Education 2019 include guidance on:**

- **Upskirting.** KCSIE now includes a reference to upskirting, as it has officially become a criminal offence. Upskirting refers to taking a picture under a person's clothing without them knowing. It is listed under peer on peer abuse and sexual harassment. All staff must understand their setting's policy and procedures so they can help to prevent it.
- **Serious and honour-based violence.** KCSIE 2019 contains an additional paragraph about serious violence and how to identify risks. It also emphasises that honour-based violence includes FGM and forced marriage and provides advice on what to do if staff have concerns.
- **Safeguarding partners/partnerships.** As of September 2019, safeguarding partnerships will have fully replaced local safeguarding children's boards (LSBCs).
- **Relationships and sex education.** In September 2020 the Department for Education is introducing compulsory Relationships Education for primary pupils

and Relationships and Sex Education (RSE) for secondary pupils. Schools will be required to teach these subjects, so they must be aware of what the statutory guidance states. KCSIE references this to ensure education settings are aware. You can find a link to guidance for this topic at the following link: **Relationships Education, Relationships and Sex Education, and Health Education in England**

- **New Ofsted inspections framework.** KCSIE now includes additional information about changes to Ofsted's Education Inspection Framework. It states that, as of September 2019, Ofsted inspections of early years, schools, and post-16 provision will be carried out under Ofsted's Education Inspection Framework and includes a link: **Education inspection framework (EIF)**.
- **Teaching online safety guidance.** KCSIE also now links to the non-statutory guidance document regarding teaching online safety in school, which was recently published by the Department for Education. You can find this document here: **Teaching online safety in school**.

**13 RELEVANT POLICIES/DOCUMENTS** 13.1 To underpin the values and ethos of our school and our intent to ensure that pupils at our school are appropriately safeguarded the following policies are also included under our safeguarding umbrella:

Staff Code of conduct

Preventing Extremism & Radicalisation Policy ·

Anti-Bullying ·

Positive handling and managing behaviour ·

Recruitment & Selection ·

Whistle-blowing ·

Attendance ·

On-line Safety ·

Health and Safety including site security ·

Harassment and discrimination including racial abuse ·

Meeting the needs of pupils with medical conditions ·

Intimate Care

· First aid

· Educational visits including overnight stays

## STATUTORY FRAMEWORK

This policy has been devised in accordance with the following legislation and guidance: · 'Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children', DfE (2015) · 'Keeping Children Safe in Education', DfE (2016) and (2018) · Guidance for Safer Working Practices for Adults who work with Children and Young People in Education Settings (October 2015). · 'What to do if you're worried a child is being abused', DfE (March 2015) · 'Information Sharing: Advice for practitioners', DfE (March 2015) · 'The Prevent duty: Departmental advice for schools and childcare providers', DfE (2015) · 'Mandatory Reporting of Female Genital Mutilation.

Signed... 

On behalf of the governing body 9.12.19

Next review due...December 2020