



Dudley House School

Child Protection Policy

(See also Health, Safety and Welfare, Preventing Extremism and Radicalisation, Safeguarding and Safer Recruitment)

Designated Safeguarding Lead	Mrs Jenny Johnson
Safeguarding Governor	Mr Jim Cunningham
Our local contact numbers are:	
Safeguarding of children concerns <i>(Children living in Lincolnshire)</i>	01522 782111 <i>Lincolnshire's Children's Services Customer Service Centre for reporting concerns and Early Help Team for Advice</i> 01522 782333 (6pm-8am + weekends and Bank Holidays) Emergency Duty Team
Safeguarding of children concerns <i>(Children living in other Authorities)</i>	0300 500 80 90 <i>Nottinghamshire's Children's Services Customer Service Centre for reporting concerns and Early Help Team for Advice / Multi-Agency Safeguarding Hub (MASH)</i> 0116 305 0005 <i>Leicestershire's Children's Services Customer Service Centre for reporting concerns and</i> 0116 305 5500 <i>for Advice in Leicestershire</i>
Allegations against /concerns about adult(s) working with children	01522 554674 Paul Fisher <i>Local Authority Designated Officers (LADO)</i>
Police (Emergency) Police (Non-Emergency)	999 101 Lincolnshire Police Public Protection Unit, Central Referral Unit 01522 947590
Safeguarding Children Officer (Education Settings) <i>for advice around safeguarding policy, audits etc.</i>	01522 554695 Ruth Fox safeguardingschools@lincolnshire.gov.uk Stay Safe Partnership website

The named personnel with designated Responsibility regarding allegations against staff are:

Designated Senior Manager (normally the Headteacher)	Chair of Governors (in the event of an allegation against the headteacher)
Mrs Jenny Johnson (Headteacher)	Mr Jim Cunningham

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SAFEGUARDING DEFINITION:

Safeguarding 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.

(“Working Together to Safeguard Children” DfE 2015)

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

RATIONALE:

At Dudley House School we recognise the responsibility we have under Section 157 of the Education and Inspections Act 2002, to have arrangements for safeguarding and promoting the welfare of children. This policy demonstrates the school's commitment and compliance with safeguarding legislation.

Through their day-to-day contact with pupils and direct work with families, staff at our school have a crucial role to play in noticing indicators of possible abuse or neglect and referring them to Children's Services (in Lincolnshire or neighbouring authorities dependent upon the child's area of residence). This also involves understanding serious case reviews and how to improve practice to prevent children from falling through the gaps.

PURPOSE:

The purpose of the policy is to ensure that:

- The welfare of the child is paramount.
- All children regardless of age, gender, ability, culture, race, language, religion or sexual identity have equal rights to protection.
- All staff have an equal responsibility to act on suspicion or disclosure that may suggest a child is at risk of harm.
- Pupils and staff involved in safeguarding issues receive appropriate support.
- Staff adhere to a Code of Conduct and understand what to do if a child discloses any allegations against teaching staff, Headteacher or the Governing Body.

The procedures contained in this policy apply to all staff, volunteers, sessional workers, students, agency staff, or anyone working on behalf of Dudley House School.

They are consistent with Lincolnshire Local Safeguarding Children's board (LSCB) multi-agency child protection procedures. www.lincolnshire.gov.uk/lscb

TERMINOLOGY:

Safeguarding and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of children's health or development, ensuring that children are growing up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best life chances.

Child Protection refers to the activity undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Staff refers to all those working for or on behalf of the School in either a paid or voluntary capacity.

Child refers to all young people who have not yet reached the age of 18.

Parent refers to birth parents and other adults who are in a parenting role – step-parents, foster parents, carers and adoptive parents.

MAIN ELEMENTS

There are 4 main elements to the Policy:

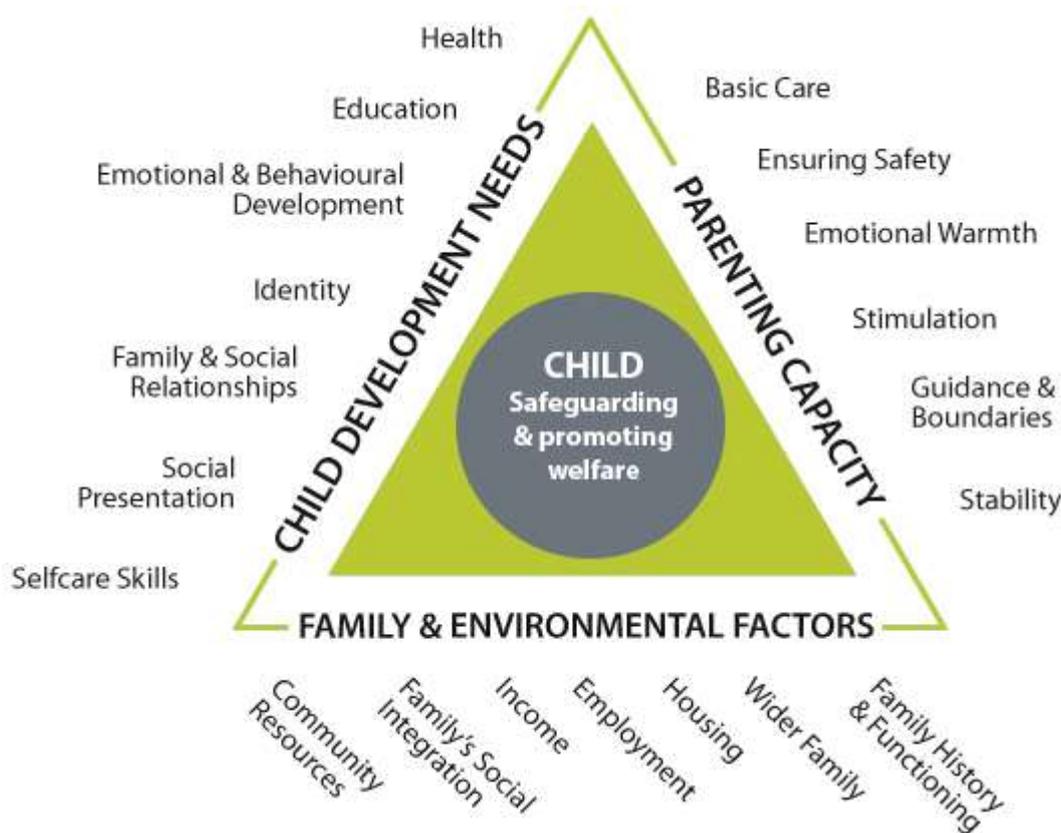
- 1) **Prevention** – through the curriculum and pastoral support offered to pupils and through the creation and maintenance of a whole school protective ethos.
- 2) **Procedures** – for identifying and reporting cases, or suspected cases of abuse.
- 3) **Support to children** – who may have been abused.
- 4) **Preventing unsuitable people working with children** – by following the DfE guidance in [Keeping Children Safe in Education - September 2016](#) together with the school's individual procedures.

PART 1 - PREVENTION

- 1.1 The school will establish an ethos where:
- Children feel secure in a safe environment in which they can learn and develop.
 - Children know that there are adults in the school whom they can approach if worried or in difficulty.
 - Adequate signposting to external sources of support and advice is in place for staff, parents and pupils.
 - Importance and prioritisation is given to equipping the children with the skills needed to stay safe; including providing opportunities for Personal, Social and Health Education throughout the curriculum.
 - Children develop realistic attitudes to their responsibilities in adult life and are equipped with the skills needed to keep themselves safe; including understanding and recognition of healthy/unhealthy relationships and support available.
 - It is ensured that children can recognise and manage risks in different situations, including on the internet, being able to judge what kind of physical contact is acceptable and unacceptable, recognise when pressure from others, including people they know, threatens their personal safety and well-being and support them in developing effective ways of resisting pressure.
 - All adults feel comfortable and supported to draw safeguarding issues to the attention of the Designated Safeguarding Lead and are able to pose safeguarding questions with “respectful uncertainty” as part of their shared responsibility to safeguard children ‘Think the unthinkable’ [Keeping Children Safe in Education - September 2016](#)
 - Emerging themes are proactively addressed and fed back to the local authority and LSCB to ensure a coherent approach so that multi-agency awareness and strategies are developed.
 - It works in accordance with [‘Working Together to Safeguard Children 2015’](#) and supports the Lincolnshire Local Safeguarding Children Board (LSCB) Continuum of Need (see *Appendix 2*) to ensure children and young people receive the most appropriate referral and access provision; actively supporting multi agency planning for those children and, in doing so, providing information about the ‘voice of the child’ and the child’s lived experience as evidenced by observations or information provided through the multi-agency forum.
- 1.2 Our school’s arrangements for consulting with, listening and responding to pupils are:
- Each class teacher has a discussion with their class about who they can talk to in school.
 - Followed up regularly with ‘circle time’ and reminders during worship.
 - In school communal areas there are posters encouraging children to talk, advertising child line, and other agencies that can offer sources of support.
 - Quiet space can be made available that is conducive to talk and for children to feel they can be open and honest in an atmosphere of trust and calm.
- 1.3 There is a commitment to the continuous development of staff with regard to safeguarding training;
- All staff will follow the LSCB 5 year training pathway (see *Appendix 9*) and receive a safeguarding update as part of their induction, to enable them to understand and fulfil their safeguarding responsibilities effectively.
 - The Designated Safeguarding Lead also follows the LSCB 5 year training pathway and attends the LSCB Inter-Agency Safeguarding training.
 - The DSL attends the briefings for Designated Safeguarding Leads coordinated by the Safeguarding in Schools Team, therefore enabling them to remain up to date with Safeguarding practices and be aware of any emerging concerns/themes with Lincolnshire. The expectation is that the Designated Lead will attend at least 2 briefings per academic year.

EARLY IDENTIFICATION RECOGNISING & RESPONDING TO SAFEGUARDING NEEDS

- 1.4 The school acknowledges serious case review findings and shares lessons learned with all staff with the aim to ensure no child falls through the gap.
- 1.5 All staff understand the ['Meeting the Needs of Children in Lincolnshire'](#) procedures (*in Forms & documents section*) and know how to pass on any concerns no matter how trivial they seem. They are consistent with Lincolnshire's Local Safeguarding Children's Board (LSCB) child protection procedures.
- 1.6 All staff understand the difference between a 'concern' about a child and 'immediate danger or at risk of harm' and know the procedures to follow for each.
- 1.7 The school knows how to identify and respond to:
- Signs/symptoms of abuse, e.g. Physical, Sexual, Emotional
 - Neglect – see appendix 3 & 4 and useful information provided on the [NSPCC website](#)
 - Drug/substance/alcohol misuse (both pupil and parent)*
 - Child sexual exploitation / trafficked children*
 - Children missing education*
 - Domestic abuse*
 - Peer relationship abuse*
 - Risky behaviours including concerns around extremism/radicalisation*
 - Sexual health needs*
 - Obesity/malnutrition*
 - Inclusion and diversity including SEND, HIV, LGBT pupils*
 - On line grooming – [E Safety Advice here](#)*
 - Inappropriate behaviour of staff towards children*
 - Bullying, including homophobic, racist, gender and disability. Breaches of the Equality Act 2010.*
 - Self-Harm*
 - Female Genital Mutilation [Multi-agency statutory guidance on FGM – April 2016](#)*
 - Forced Marriage*
- 1.8 School staff contribute to assessments along the 'Continuum of Need' (see Appendix 2) and actively support multi agency planning for those children. Staff have an understanding of the *Framework of Assessment of Need* (see below) and make decisions based on a child's development needs, parenting capacity and family & environmental factors.



1.9 **Early Help**

Early Help is the term used to describe arrangements and services that identify the need for help for children and families as soon as the problems start to emerge, or when there is a strong likelihood that problems will emerge in the future. 'Working Together to Safeguard Children' (2015) identifies the critical features of effective Early Help as:

A multi-disciplinary approach that brings a range of:

- Professional skills and expertise through a "Team around the Child" approach.
- Practice that empowers families and helps them to develop the capacity to resolve their own problems.
- A relationship with a trusted lead professional who can engage with the child and their family, and coordinate the support needed from other agencies.
- A holistic approach that addresses the children's needs in the wider family context.
- Simple, streamlined referral and assessment process.

Early Help in Lincolnshire includes both the TAC and ESCO process. Signs of Safety is embedded throughout.

ESCO is similar to the TAC process but specifically supports the care coordination of Children with Disabilities (CWD). Further information can be seen at www.lincolnshire.gov.uk/ESCO

All forms and guidance for Early Help including Signs of Safety, TAC handbook, TAC consultants contact details etc. are available at www.lincolnshirechildren.net

1.10 **Team Around the Child (TAC)**

TAC is a shared assessment and planning framework which is in use by a variety of agencies across the county and is employed in similar format throughout the country. It aims to help with the early identification of additional needs of children and young people and promote a co-ordinated multi agency response to meet them.

TAC can be used to support children and young people between 0–19 years, including unborn babies and can also be used with consent up to the age of 24 where a young person has a learning difficulty or disability.

There are four main stages in setting up a TAC

- Early identification of needs
- Assessing strengths and needs in a consistent and methodical framework
- Developing and delivering integrated services
- Reviewing and refining the support arrangements

1.11 **Support and Guidance Available**

Please refer also to the LSCB Website and publications (Particularly '[Meeting the Needs of Children in Lincolnshire](#)' in forms and documents section at www.lincolnshire.gov.uk/lscb.) In addition the following staff are available to support professionals:

Early Help Advisors are available to support professionals. These advisors are based within Customer Service Centre (01522 782111). They offer consultations to professionals for new cases, where practitioners need some advice or guidance. The Advisors are qualified social workers, who will advise on all levels of safeguarding and thresholds.

Early Help Consultants provide support, advice and guidance to lead professionals on existing TAC Cases. They will use Signs of Safety methodology to map and/or quality assure cases in order to secure improved outcomes for children, young people and their families. Contact via your local TAC Co-ordinator in your locality (details at www.lincolnshirechildren.net)

TAC Administrators provide administrative support, maintain records, monitor processes, and can signpost professionals to local services.

Further Support

In addition to the support outlined above, schools and academies can request case supervision for all TAC cases where the Lead Professional is employed in an educational setting. For these cases administrative support can also be requested in the form of arranging meetings and typing of assessments and plans. This support can be accessed via the Request Forms at www.lincolnshirechildren.net

- 1.12 The designated safeguarding lead acts as the focal point for all matters concerning child protection and safeguarding children. One of the primary tasks is to act as the contact between school, the family and other agencies. Incidents of possible child abuse obviously need to be handled with sensitivity and confidentiality, consistent with the multi-disciplinary approach.

If there is any cause for concern whatsoever it is vital that information is passed to the designated safeguarding lead immediately. In the event, following statutory investigation, of concerns proving to be unfounded, staff should not reproach themselves for having raised the issue. In cases of this nature it is always better to be safe than sorry.

PART 2 – PROCEDURES

2.1 ROLES AND RESPONSIBILITIES

- 2.1a The school will ensure that **every member of staff and person working on behalf of the School:**

- Knows the name of the Designated Safeguarding Lead (DSL) and her role and responsibility. Has read part 1 of [Keeping Children Safe in Education - September 2016](#)
- Knows that they have an individual responsibility to refer Safeguarding (Child Protection) concerns.
- Knows what to do if a child tells them he/she is being abused or neglected (Appendix 5) and [What to do if you are worried a child is being abused – Advice for practitioners](#).

- Are aware of their duties under the [Serious Crimes Act 2015](#) to report known instances of female genital mutilation (FGM) to the police via the 101 number.
- Will receive training at the point of induction and at regular intervals as required and at least annually, so that they know:
 - their personal responsibility / code of conduct / teaching standards
 - LSCB child protection procedures and how to access them
 - the need to be vigilant in identifying cases of abuse at the earliest opportunity
 - how to support and respond to a child who discloses significant harm
- Knows their duty concerning unsafe practices in regard to children by a colleague.
- Knows that they can refer their concerns to children's social care directly.
If anyone other than the designated safeguarding lead makes the referral, they should inform the designated safeguarding lead as soon as possible.

The School will ensure:

2.1b There is always a Designated Safeguarding Lead (DSL) available who has the necessary seniority and skills, undertakes appropriate Safeguarding training, and is given the time to carry out this important role.

2.1c All staff in the scope of Disqualification by Association '[Disqualification Under the Childcare Act 2006](#)' have completed a Disqualification Declaration.

2.1d The school will undertake appropriate discussion with parents prior to involvement with other agencies unless the circumstances preclude this.

2.1e The school will ensure that parents have an understanding of their obligations re: Child Protection by intervention as and when appropriate.

2.1f The Designated Safeguarding Lead (DSL) will:

- Disclose any information about a pupil to other members of staff on a need to know basis.
- Work to develop effective links with relevant agencies in relation to Safeguarding (Child Protection).
- Ensure that, where there are unmet needs, an Early Help discussion is initiated. *Advice may be sought from the Early Help Consultants in the locality.*
- Complete reports and send representatives to case conferences, core groups and Child Protection review meetings.
- Notify any allocated Social Worker if:
 - a pupil subject to a Child Protection Plan (CPP) is excluded (fixed term or permanent)
 - there is an unexplained absence of a pupil on a CPP of more than 2 days or 1 day following a weekend, or as agreed as part of a CPP.

2.2 REPORTING CONCERNS

2.2a If any member of staff is concerned about a child they must inform the Designated Safeguarding Lead.

2.2b The member of staff must record information recording the concern on the same day on a cause for concern form. The recording must be clear, precise, factual account of the observation / concern.

2.2c The Designated Safeguarding Lead will decide whether the concerns should be referred to Children's Services, or whether to monitor the situation.

2.2d Dudley House School will follow Lincolnshire's safeguarding procedures with reference to Lincolnshire's LSCB "Managing Individual Cases where there are Concerns about a Child's Safety and Welfare" ([section 4 of LSCB Inter-Agency procedures](#))

2.2 e Staff must report any concerns about adults who work with children to the Headteacher, or to the Chair of Governors in the event of an allegation of abuse made against the Headteacher. The Head or Chair must seek advice from the Local Authority Designated Officer(s) (LADO) (see Section 4 of [Keeping Children Safe in Education - September 2016](#)) The Emergency Duty Team should be contacted outside normal working hours 01522 782333.

2.3 DEALING WITH A DISCLOSURE (see Appendix 5)

2.3a If a pupil discloses that he or she has been abused in some way, the member of staff should, if possible, discretely send for another member of staff to listen from the side-lines by using the agreed coded phrase 'Can I have a purple pen?'

2.3b Conversations with a child who discloses abuse should follow the basic principles:

- listen rather than directly question, remain calm
- never stop a child who is recalling significant events
- make a record of discussion to include time, place, persons present and what was said (child language – do not substitute words)
- advise you will have to pass the information on
- avoid coaching/prompting
- never take photographs of any injury
- allow time and provide a safe haven / quiet area for future support meetings
- At no time promise confidentiality to a child or adult.

2.3c In the case of poorly explained serious injuries or where behaviour or concerns arouse suspicion if in any doubt the Designated Safeguarding Lead should consult with Lincolnshire Children's Services Customer Service Centre and seek advice from the Early Help Advisors.

2.3d In the case of child protection referral or serious injury, the DSL will contact Lincolnshire Customer Service Centre without delay to report concerns and seek medical attention as necessary.

2.3e It is good practice for professionals to discuss any concerns they have with the family and, where possible, to inform them of school's intention to make a referral to Social Care, unless it would increase the likelihood of the child suffering significant harm.

Full details of any such conversation should be recorded on the school's safeguarding record of concern sheet.

2.3f The DSL will keep written, signed and dated records, detailing any allegation and action taken as near to the time of disclosure as possible, even when no investigation is undertaken; following up any verbal referral in writing within 24 hours.

2.4 RECORD-KEEPING

2.4a Any concerns about a child will be recorded in writing within 24 hours. All records will provide a factual, evidence-based account. Timely, accurate recording of every episode/incident/concern/activity/actions will be made, including telephone calls to other professionals. Records will be signed, dated and where appropriate, witnessed.

2.4b Hard copies of records or reports relating to Safeguarding and Child Protection concerns will be kept in a separate, confidential file, securely stored away from the main pupil file. Authorisation to access these records will be controlled by the Headteacher / Designated Safeguarding Lead.

- 2.4c Safeguarding information including Child Protection information is stored and handled in line with the principles of the Data Protection Act 1998 ensuring that information is:
- used fairly and lawfully
 - for limited, specifically stated purposes
 - used in a way that is adequate, relevant and not excessive
 - accurate
 - kept for no longer than necessary
 - handled according to people's data protection rights
 - kept safe and secure

2.5 COMMUNICATION WITH PARENTS AND CARERS

- 2.5a The school takes steps to ensure all parents and carers understand the child protection and safeguarding policy. The policy is available on the school website. Parents can raise a concern about their child's safety or about general safeguarding concerns in the school by informing the school immediately where there is risk of harm to a child or raising the concern through the school's complaints procedure.
- 2.5b Parents are regularly informed of information that they may need to be aware of to help them to protect their children from harm inside and outside the school environment.
- 2.5c Where the school has concerns for the safety of a child, parents are made aware of these concerns and their consent is sought in line with local safeguarding procedures, unless doing so would increase the risk of harm to the child.

2.6 CHILDREN MISSING EDUCATION (See p13 - Keeping Children Safe in Education September 2016)
Dudley House School will follow Lincolnshire's policy and statutory guidance on Children Missing Education (CME).

2.7 CHILD SEXUAL EXPLOITATION (See p16 - Keeping Children Safe in Education September 2016)
Dudley House School will follow Lincolnshire's procedures for [Child Sexual Exploitation](#) including using the CSE Risk Assessment Toolkit as necessary.

2.8 FEMALE GENITAL MUTILATION (See p16 & 17 - Keeping Children Safe in Education September 2016)
If staff have a concern a child is at risk of FGM being performed, suspected of being performed or suspected of having been performed, they should activate local safeguarding procedures.

Where staff discover that an act of FGM appears to have been carried out on a girl under 18, e.g. directly disclosed by the victim to the professional, staff have a statutory duty to report it to the police on 101. (see Appendix 8)

2.9 ALLEGATIONS MADE AGAINST PEOPLE WHO WORK WITH CHILDREN

- 2.9a Staff must report any concerns about adults who work with children or young people to the Headteacher or to the Chair of Governors in the event of an allegation of abuse made against the Headteacher.
The first priority is whether any immediate action needs taking to ensure a child or other children are safe.
- 2.9b **All allegations of alleged or suspected abuse against an adult who works with children must be reported to the Lincolnshire's Local Authority Designated Officer (LADO).** (contact numbers in Appendix 1) Further guidance is in part 4 of the statutory document; [Keeping Children Safe in Education – September 2016](#))

- 2.9c Reporting to the LADO applies even where the nature of the alleged assault would not normally meet the threshold if applied to children in their own families. For example, a report of a child being smacked by a parent, with no injury caused, would be unlikely to require any response by Police or Social Care. However, a similar report of a child being smacked by a teacher should be responded to because of:
- the vulnerability of children away from home;
 - the higher standards of conduct demanded by law and regulation of those caring for other people's children;
 - the position of trust enjoyed by such people.
- 2.9d Contact will be made with the LADO when it is alleged, or there are concerns that, a person who works with children has:
- behaved in a way that has harmed a child, or may have harmed a child;
 - possibly committed a criminal offence against or related to a child; or
 - behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children.
- 2.9e This process will be followed for members of staff/volunteers who are currently working in any school or college, regardless of whether the school or college is where the alleged abuse took place – i.e. the allegation may relate to the individual's personal life or be historic.
- 2.9f Dudley House School will ensure it provides effective support for anyone facing an allegation and provide the employee with a named contact if they are suspended. Decisions about suspension are made on a case by case basis and will depend on the nature and seriousness of the allegation.
- Any allegation of abuse made against a teacher or other member of staff or volunteer in a school or college will be dealt with in a timely manner, in a fair and consistent way, that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

PART 3 - SUPPORTING VULNERABLE PUPILS AT RISK

- 3.1 The school will endeavour to support vulnerable pupils through:
- Its ethos which promotes a positive, supportive and secure environment; giving pupils a sense of being valued.
 - Its behaviour policy aimed at supporting pupils in school. All staff will agree a consistent approach which focuses on the behaviour of the offence committed by the child; working to support children in developing positive behaviour.
 - Liaison with other appropriate agencies which support the pupil.
 - Developing supportive relationships.
 - Recognition that children living in difficult home environments are vulnerable and are in need of support and protection.
 - Monitoring pupil welfare, keeping accurate records and notifying appropriate agencies when necessary.
 - Allowing designated staff opportunity to attend face to face Safeguarding in Schools briefings/ LSCB multi-agency training. (*For example Prevent, Child Sexual Exploitation guidance, domestic violence, drugs / alcohol substance misuse etc.*)
 - Ensuring information is transferred safely and securely when a pupil with a Safeguarding Record transfers to another school. Also notifying key workers or social workers where a child leaves the school (as appropriate).
 - Following Lincolnshire's procedures for [Child Sexual Exploitation](#) including using the CSE Risk Assessment Toolkit as necessary.

3.2 EXTREMISM AND RADICALISATION (see Preventing Extremism and Radicalisation Policy)

- 3.2a Dudley House School seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.
- 3.2b The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation.
- 3.2c Dudley House School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.
- 3.2d This school adheres to the [Prevent Duty Guidance for England and Wales](#) July 2015

PART 4 - PREVENTING UNSUITABLE PEOPLE WORKING WITH CHILDREN

4.1 SAFER RECRUITMENT AND PROFESSIONAL BOUNDARIES (see Safer Recruitment Policy)

The school pays full regard to current DfE guidance [Keeping Children Safe in Education – September 2016](#) and with reference to the 'Position of Trust' offence (Sexual Offences Act 2003). We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult. We do this by:

- Operating safer recruitment practices including appropriate Disclosure and Barring Service (DBS) and reference checks, verifying identity, academic and vocational qualifications, obtaining professional references, checking previous employment history (including any additional checks thought appropriate for staff who have lived or worked outside the UK) and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and checking the Children's List and the existence of any teacher prohibition orders (checked via the ['Teacher Services' system](#)) and the right to work in England checks in accordance with DBS and Department for Education procedures.
- Ensuring all staff in the scope of Disqualification by Association '[Disqualification Under the Childcare Act 2006](#)' have completed a Disqualification Declaration. The school will contact the HR adviser and LADO where a positive declaration has been made.
- Ensuring that staff and volunteers adhere to a published code of conduct and other professional standards at all times, including after school activities. Staff are aware of social media/ on-line conduct.
- Ensuring any disciplinary proceedings against staff related to Child Protection matters are concluded in full in accordance with Government guidance [Keeping Children Safe in Education – September 2016](#) and LSCB, LADO and HR Policy, procedures and guidance.
- Ensuring that all staff and other adults on site are aware of the need for maintaining appropriate and professional boundaries in their relationship with pupils and parents, following the Code of Conduct.
- Supporting staff confidence to report misconduct.
- At least one member of every recruitment panel has completed Safer Recruitment training within the last 5 years. At least one person in school has completed the LSCB face to face Safer Recruitment within the last 5 years. E-learning is also available. Training is available to book at www.lincolnshire.gov.uk/lscb (click 'Training')

4.2 WHISTLEBLOWING PROCEDURE (see Whistleblowing Policy)

4.2a All staff and volunteers should follow the schools' whistleblowing procedures if they have any serious concerns about the school's safeguarding regime.

The Whistle Blowing Policy is intended to encourage and enable staff to raise serious concerns within the school, rather than overlooking a problem or blowing the whistle outside.

4.2b Staff can also use the **NSPCC Whistleblowing Advice Line for Professionals (0800 028 0285)** if:

- the school does not have clear safeguarding procedures to follow
- they believe their concerns will not be dealt with properly or may be covered-up
- they have raised a concern but it has not been acted upon
- they are worried about being treated unfairly.

Staff can call about an incident that happened in the past, is happening now, or they believe may happen in the future.

4.3 GOVERNING BODY RESPONSIBILITIES

The Governing Body fully recognises its responsibilities with regard to Safeguarding and promoting the welfare of children in accordance with Government guidance.

The Governing Body has agreed processes which allow them to monitor and ensure that the school:

- Has robust Safeguarding procedures in place.
- Operates safer recruitment procedures and appropriate checks are carried out on new staff and adults working on the school site. This includes checking the Single Central Record (SCR).
- Has procedures for dealing with allegations of abuse against any member of staff or adult on site.
- Has a member of the Leadership Team who is designated to take lead responsibility for dealing with Safeguarding and Child Protection issues.
- Takes steps to remedy any deficiencies or weaknesses with regard to Safeguarding arrangements.
- Is supported by the Governing Body nominating a member responsible for liaising with the LA in the event of allegations of abuse against the Headteacher. This is the Chair of Governors.
- Carries out an annual review of the Safeguarding policy and procedures.
- Carries out an annual Safeguarding Audit in consultation with the Governing Body, sharing this with the LSCB/Safeguarding in Schools team on request. *Support available with this via safeguardingschools@lincolnshire.gov.uk*

4.3 OTHER RELATED POLICIES

The school takes safeguarding seriously and understands this policy is over-arching. The school also maintains other linked policies in line with the legislative requirements; together these make up the suite of policies to safeguard and promote the welfare of children in this school.

- Attendance policy
- Data Protection/Information Sharing protocol
- Staff Code of Conduct / Staff Handbook

- Guidance for Safer Working Practice for Adults who work with Children & Young People in Education Settings 2015
- [Extremism and Radicalisation PREVENT guidance](#) & policy
- [E-Safety guidance](#) & policy
- E-Safety and Acceptable Internet Use policy
- Anti-Bullying policy
- Complaints procedure
- [Child Sexual Exploitation Toolkit and procedures](#)
- [Professional Resolution and Escalation Protocol Flowchart](#)
- [Keeping Children Safe in Education – September 2016](#)
- [Working Together to Safeguard Children March 2015](#)
- [Domestic Abuse guidance](#)
- SEND policy
- [Meeting the Needs of Children in Lincolnshire](#)
- [Team Around the Child \(TAC\) Handbook](#)

5 Monitoring and review

The school will refer to the most up to date versions of guidance where guidance has been superseded.

This policy will be reviewed annually by the governing body or earlier if necessary.

Signed:

Date: February 2017

Appendix 1

Staying Safe

Advice on any aspect of Child Protection can be sought from the Child Protection Team;

Designated Safeguarding Lead	Mrs Jenny Johnson
Our local contact numbers are:	
Safeguarding of children concerns <i>(Children living in Lincolnshire)</i>	01522 782111 <i>Lincolnshire's Children's Services Customer Service Centre for reporting concerns and Early Help Team for Advice</i> 01522 782333 (6pm-8am + weekends and Bank Holidays) Emergency Duty Team
Safeguarding of children concerns <i>(Children living in other Authorities)</i>	0300 500 80 90 <i>Nottinghamshire's Children's Services Customer Service Centre for reporting concerns and Early Help Team for Advice / Multi-Agency Safeguarding Hub (MASH)</i> 0116 305 0005 <i>Leicestershire's Children's Services Customer Service Centre for reporting concerns and</i> 0116 305 5500 for Advice in Leicestershire
Allegations against /concerns about adult(s) working with children	01522 554674 Paul Fisher <i>Local Authority Designated Officers (LADO)</i>
Police (Emergency) Police (Non-Emergency)	999 101 Lincolnshire Police Public Protection Unit, Central Referral Unit 01522 947590
Safeguarding Children Officer (Education Settings) <i>for advice around safeguarding policy, audits etc.</i>	01522 554695 Ruth Fox safeguardingschools@lincolnshire.gov.uk Stay Safe Partnership website

Appendix 2

CONTINUUM OF NEED



<p style="text-align: center;">UNIVERSAL</p> <p>Children and young people whose needs are being adequately met by their family, friends and community and who are accessing universal services. (e.g. health visiting, GP, schools)</p> <ul style="list-style-type: none"> • RESPONSE: - Continue meeting child or young person’s needs as a universal service in a safe environment. Universal services will remain at all levels of need. 	<p style="text-align: center;">TARGETED</p> <p>Children and young people who would benefit from additional help with moderate difficulties in order to make the best of their life chances.</p> <ul style="list-style-type: none"> • RESPONSE: - A practitioner who identifies unmet needs for a child or young person should consider how these needs can best be met, usually by some additional help from within their own agency. The Early Help Assessment (EHA) can help to identify and plan to meet needs and involve others where necessary.
<p style="text-align: center;">COMPLEX</p> <p>Children and young people who have a range of additional needs affecting different areas of their life.</p> <ul style="list-style-type: none"> • RESPONSE: Request support from other agencies such as family support, commissioned services Youth Crime Prevention Team and Education Welfare. Agencies work together to provide a network of support to the child or young person and their family. • Identify a lead professional to co-ordinate support and be primary link with the family. • Hold a multi-agency meeting and use the Early Help Assessment (EHA) with child and family to assess their needs. Develop and implement an Action Plan and review progress. 	<p style="text-align: center;">SPECIALIST</p> <p>Children and young people who need immediate protection or who require integrated support from a statutory service such as CAMHS, Children’s Social Care, or Youth Offending Service.</p> <ul style="list-style-type: none"> • Children’s Social Care lead multi-agency planning and support through a Child-in-Need Plan, Child Protection Procedures, or accommodation by Children’s Social Care. • Youth Offending Team lead multi-agency interventions for Court-Ordered Supervision of Young Offenders in the community and in custody.

If at any point you are concerned about the safety of a child or young person, contact Lincolnshire Children's Services Customer Service Centre

 Tel: 01522 782111
 Tel: 01522 782333 (Emergency Duty Team for out of hours)

Appendix 3

DEFINITIONS OF ABUSE

“Working together to safeguard children” 2015

Neglect

The persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development.

It 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)
- ensure access to appropriate medical care or treatment.

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

Emotional Abuse

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on their emotional development. It may involve:

- conveying to them that they are worthless, unloved, inadequate, or valued only insofar as they meet the needs of another person.
- not giving them opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate.
- developmentally inappropriate expectations being imposed; interactions that are beyond the child’s developmental capability
- overprotection and limitation of exploration and learning
- preventing the child participating in normal social interaction.
- seeing / hearing the ill-treatment of another.
- serious bullying causing them frequently to feel frightened or in danger
- exploitation or corruption of them.

Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Sexual Abuse

- forcing or enticing a child 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.
- physical contact: including assault by penetration e.g. rape or oral sex; or non-penetrative acts e.g. masturbation, kissing, rubbing & touching outside of clothing
- Non-contact activities: e.g. involving children in looking at/ in the production of sexual images/ activities, encouraging children to behave in sexually inappropriate ways, grooming a child in preparation for abuse.

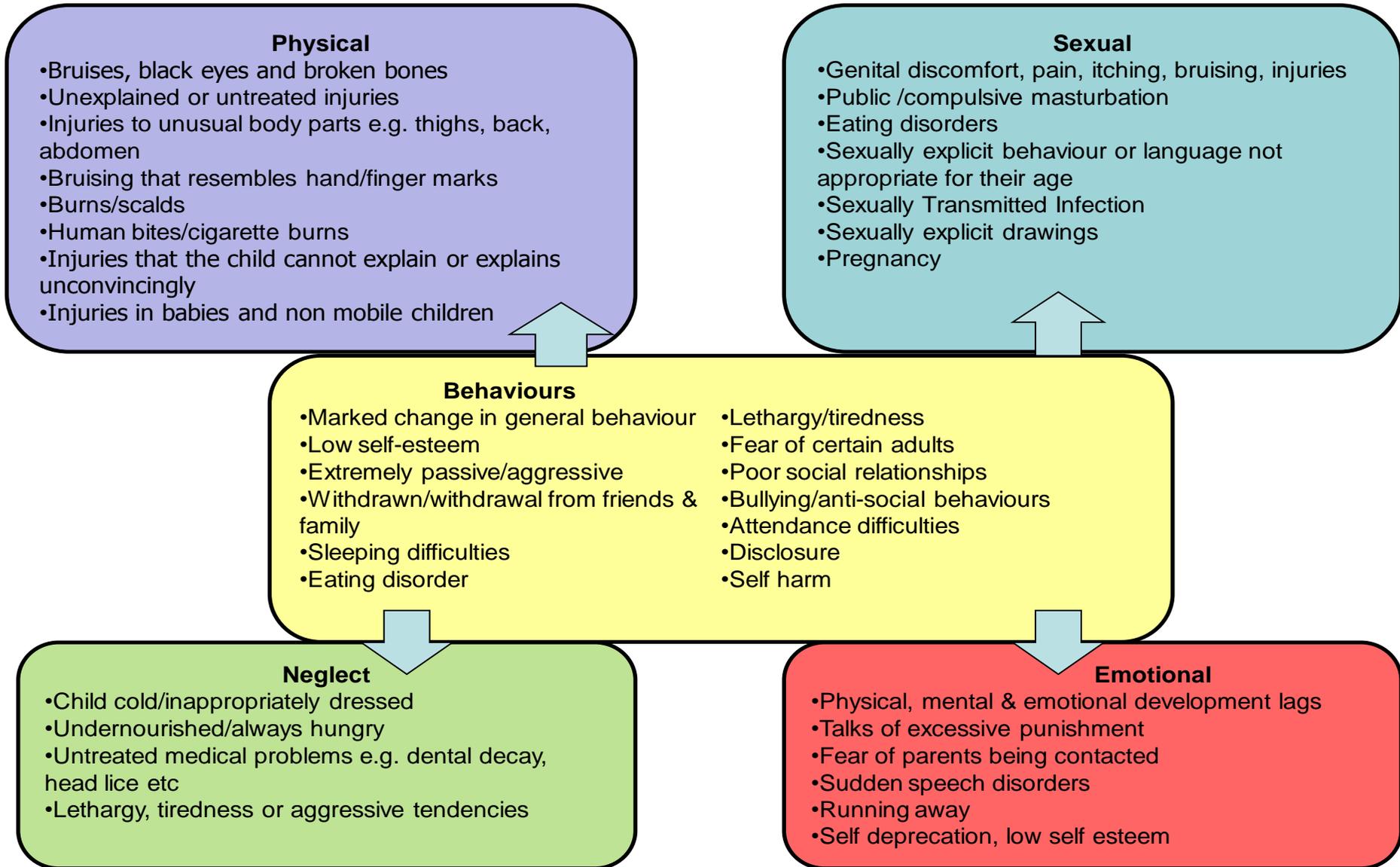
Physical Abuse

A form of abuse which may involve:

- Hitting, shaking, throwing, poisoning, burning, 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 induces illness in a child.
- Injuries in babies and non-mobile children.

Appendix 4

Symptoms of Abuse



Appendix 5

RECEIVING DISCLOSURES



Receive

- Listen, try not to look shocked or be judgmental.
- Believe what they say ‘take it seriously’.
- Accept what the young person says.
- Don’t make them feel bad by saying “you should have told me earlier.”
- Don’t ‘interrogate’ them – let them tell you, try not to interrupt.
- Note the date and time, what was done, who did it, and where it took place.
- Use the young person’s own words.
- Don’t criticise the perpetrator.
- Don’t take photographs of any injuries.
- Don’t ask leading questions – use ‘open’ questions to clarify only (T.E.D).



Tell me what you mean by that?/ Can you Tell me how that happened?

Explain that to me

Describe that...



Reassure

- Stay calm, tell the young person they’ve done the right thing in telling you.
- Reassure them they are not to blame.
- Empathise – don’t tell them how they should be feeling.
- Don’t promise confidentiality, explain who needs to know.
- Explain what you’ll do next.
- Be honest about what you can do.

Report and Record

- Make a Brief, accurate, timely and factual record.
- Discuss with the Designated Safeguarding Lead (DSL) or their Deputy, without delay.
- The Designated Safeguarding Lead will assess the situation and decide on the next steps.

Things to include:

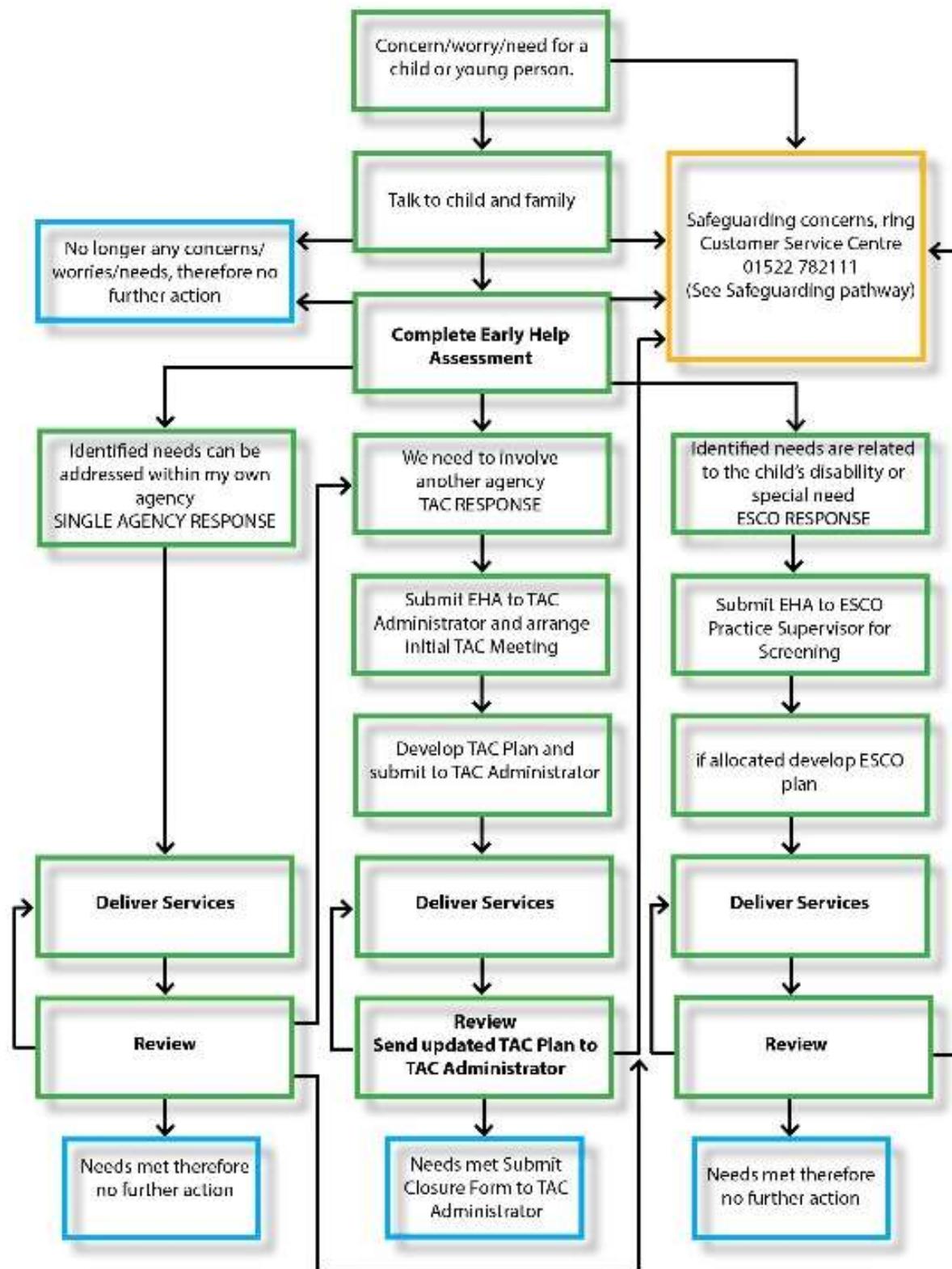
- Time and full date of disclosure/incident and the time and full date the record was made.
- An accurate record of what was said or seen.
- Whether it is 1st or 2nd hand information.
- Whether the child was seen/spoken to.
- Whether information is fact/ professional judgement.
- Full names and roles/status of anyone identified in the report.
- Avoid acronyms/jargon/abbreviations.
- Sign the record with a legible signature.
- Record actions agreed with/by the Designated Lead.



Records should be reviewed regularly and any new concerns should be added and responded to immediately.

Appendix 6

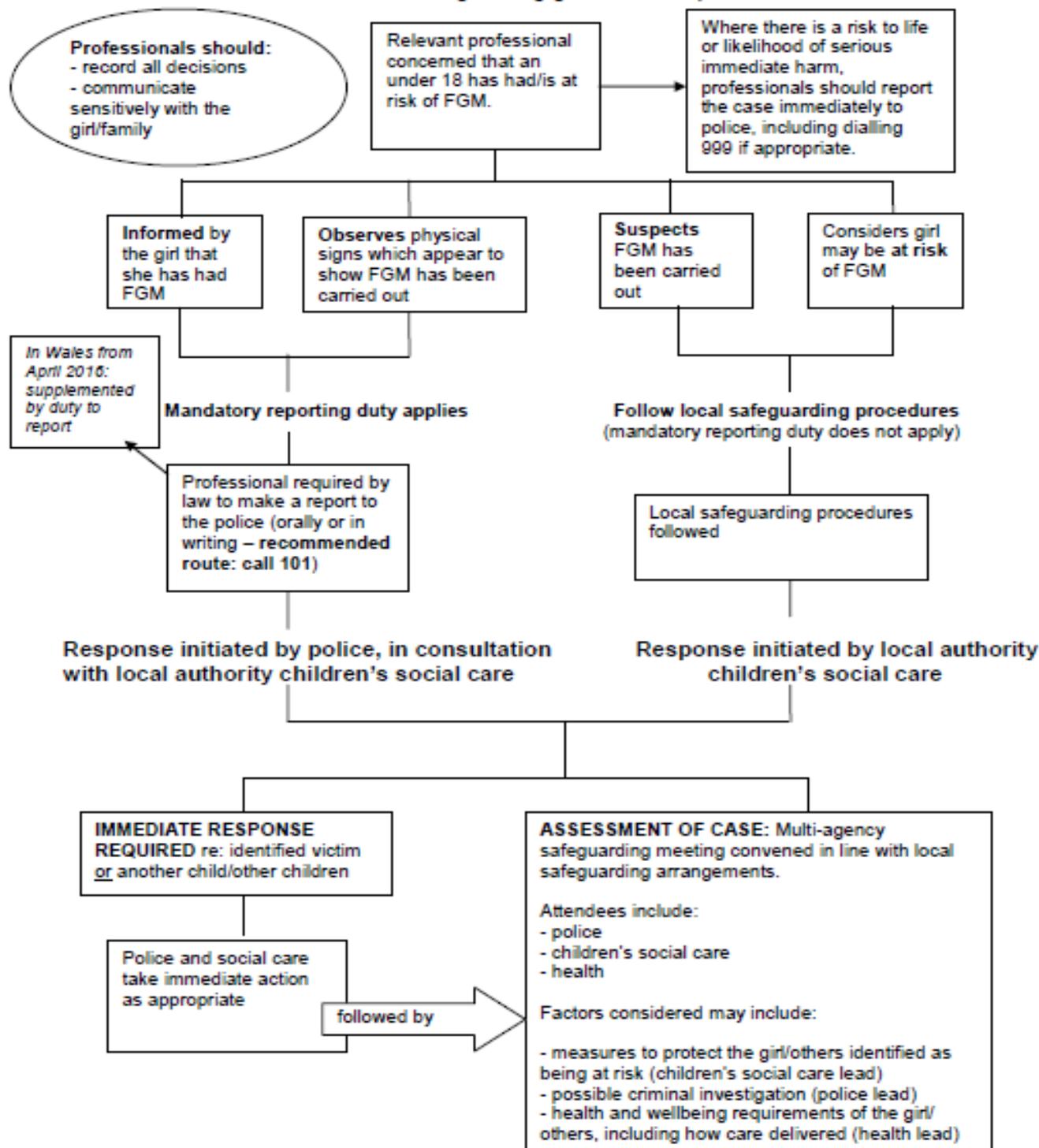
Pathway 1 - Lincolnshire Early Help Pathway



Appendix 7

FGM Mandatory Reporting Process Map

This process map is intended to demonstrate where the FGM mandatory reporting duty fits within existing processes. It is not intended to be an exhaustive guide, and should be considered in the context of wider safeguarding guidance and processes.



Appendix 8

Advice for Regulated Professionals in Lincolnshire – FGM Mandatory Reporting

The Home Office guidance “Mandatory reporting of female genital mutilation: procedural information” can be found at <https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>. It does not however contain the local procedures for reporting such cases to the police. Regulated professionals are health, teachers and social workers). A full list can be found in the Home Office Mandatory Reporting Guidance cited above.

It has been agreed that regulated professionals with this duty will do the following in Lincolnshire:

Call 101

- Lincolnshire Police’s Force Control Room (FCR) staff have been given a checklist of information that you are expected to provide them with for each report (in line with the Home Office guidance).
 - That this is a report under the FGM mandatory reporting duty
 - Professional’s details including name, contact details (work tel. no and email address) and when they are available, role, place of work
 - Details of the professional’s designated safeguarding lead (name, contact details, place of work)
 - The girls identification details – name, age / date of birth, address
 - Confirm if they have taken any other steps in relation to safeguarding
- The FCR will also ensure if an immediate response is required that officers are deployed where appropriate.

FCR will flag the incident to PPU CENTRAL REFERRAL UNIT (CRU) –

- PPU CRU will email the referrer a FGM Referral Form for completion
- PPU CRU will store the returned form on NICHE and complete
 - Safeguarding enquiries with Children’s Social Care
 - Assessment of the case (multi agency safeguarding meeting)
 - Onward referral to Child and Adult Protection Officers in the county for investigation where appropriate

Once you have made the report to the police you have complied with the duty. Depending on your role and the specific circumstances of the case, your subsequent involvement in follow up action may be limited. PPU CRU is the point for professionals post making the report to follow up the case if they wish. They can contact PPU on the email ppu-cru@lincs.pnn.police.uk or call 01522 947590.

In addition to complying with the duty, **you should continue to have regard to your wider safeguarding responsibilities, which require consideration and action to be taken wherever there is any identified or known risk to a child, whether in relation to FGM or another matter.**
REMEMBER YOU SHOULD ALWAYS REFER THE MATTER TO LOCAL AUTHORITY SAFEGUARDING.

Where there is a risk to life or likelihood of serious harm, you are to report this straight to police via 999.



LINCOLNSHIRE POLICE – FGM MANDATORY REPORTING PROCESS

REMEMBER YOU SHOULD ALWAYS REFER THE MATTER TO LOCAL AUTHORITY SAFEGUARDING. YOU SHOULD ALWAYS CALL 999 IF YOU FEEL THE CHILD IS AT RISK OF SERIOUS IMMEDIATE HARM. YOU MUST INFORM THE POLICE WHAT STEPS YOU HAVE TAKEN TO SAFEGUARD THE CHILD / OTHERS AT RISK.

What happens when a regulated professional i.e. health, social care, teacher, calls Lincolnshire Police (101) to report FGM has been disclosed (under 18s) in the course of their professional work?

Regulated Professional (health, social care, teacher) calls Lincolnshire Police **on 101**

FORCE CONTROL ROOM

FCR will complete basic FGM proforma – ensuring Children’s Services have been notified
 FCR will consider immediate safeguarding
 FCR will provide caller with incident number and date

FCR will code the incident **concern for safety**
 FCR send the incident to CRU via PPU Message Group referenced **FGM**

PPU CENTRAL REFERRAL UNIT

CRU - Generate / Create NICHE occurrence
 Email FGM Referral Form to referrer with NICHE reference number included
 On the return of the form, CRU will;

- Check immediate safeguarding
- Add to NICHE occurrence
- Form a strategy meeting with Children’s Services and Health (Named Nurse) to cover;
 - Measures to protect the girl/others identified as being at risk (children’s social care lead)
 - Possible criminal investigation (police lead)
 - Health and wellbeing requirements of the girl/others, including how care delivered (health lead)

PPU CHILD & ADULT PROTECTION

Depending on decision at the Strategy Meeting:

- CRU will refer out the case for investigation to PPU Child / Adult Protection Officers
- Work with partner agencies involved in the case i.e. social care, health.

Appendix 9

Lincolnshire Training Pathway

The statutory guidance, 'Keeping Children Safe in Education 2016', states 'All staff members should be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction. This should include: the child protection policy; the staff behaviour policy (sometimes called a code of conduct); and the role of the designated safeguarding lead. Copies of policies and a copy of part one of Keeping Children Safe in Education should be provided to staff at induction. **All** staff members should receive appropriate safeguarding and child protection training which is regularly updated.

In addition, all staff members should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually to provide them with relevant skills and knowledge to safeguard children effectively.'...'Governing bodies should take a proportional risk based approach to the level of information that is provided to temporary staff and volunteers.

Lincolnshire Safeguarding Children Board (LSCB) & Lincolnshire County Council agree that best practice would be for all staff to undertake **annual** safeguarding training, based on the LSCB 5 year training pathway which is available at www.lincolnshire.gov.uk/lscb. Some staff find the pathway a little confusing so please see a simplified version below.

5 Year Cycle Training Pathway <i>Example</i> for Designated Safeguarding Leads (DSL)	
Year 1	Complete 'Awareness of Child Abuse & Neglect Foundation' E-Learning and LSCB 2 day 'Inter-Agency Safeguarding Children & Young People' face to face course in the locality of your setting.
Year 2	Complete another Safeguarding course, e.g. PREVENT
Year 3	Complete Safeguarding Children Refresher training. This could be the LSCB E-learning
Year 4	Complete another Safeguarding course, e.g. Awareness of Domestic Abuse
Year 5	Complete another Safeguarding course, e.g. Keeping Children Safe in a Digital World

5 Year Cycle Training Pathway <i>Example</i> for all other members of staff	
Year 1	Complete Basic Awareness Safeguarding training. This may be the Safeguarding in Schools 'Training Package' which is updated annually, delivered by the DSL or a DSL from a partner school. The package may be presented in one longer session or completed over several sessions. The LSCB 'Awareness of Child Abuse & Neglect Foundation E-Learning' is a suitable alternative, however, please note that if the E-Learning is being undertaken, staff MUST be made aware of safeguarding procedures and policies specific to your setting, including safer working practices and procedures for reporting concerns about adults who work with children and young people.
Year 2	Complete another safeguarding course/session, e.g. PREVENT. This may be face to face/e-learning or attending an in-house session.
Year 3	Complete a Safeguarding Children Refresher course. This could be a refresh of one or more of the sections of the 'Training Package' or the LSCB 'Safeguarding Children Refresher training' E-Learning.
Year 4	Complete another safeguarding course. This may be face to face/e-learning or attending an in-house session.
Year 5	Complete another safeguarding course. This may be face to face/e-learning or attending an in-house session.

Schools should plan the 5 year pathway carefully, taking into consideration any gaps in staff knowledge, updates to statutory guidance documents and the needs of the children and young people in the setting and community. Always keep accurate records of staff safeguarding updates on a spreadsheet and remember to keep a central copy of any evidence of training, e.g. certificates.

The 'Training Package' is available on request by emailing safeguardinginschools@lincolnshire.gov.uk. The Training Package contains a Trainer Manual, delegate workbook, powerpoint presentation and training notes along with certificate templates.

Safeguarding Record Concern Form

Appendix 10

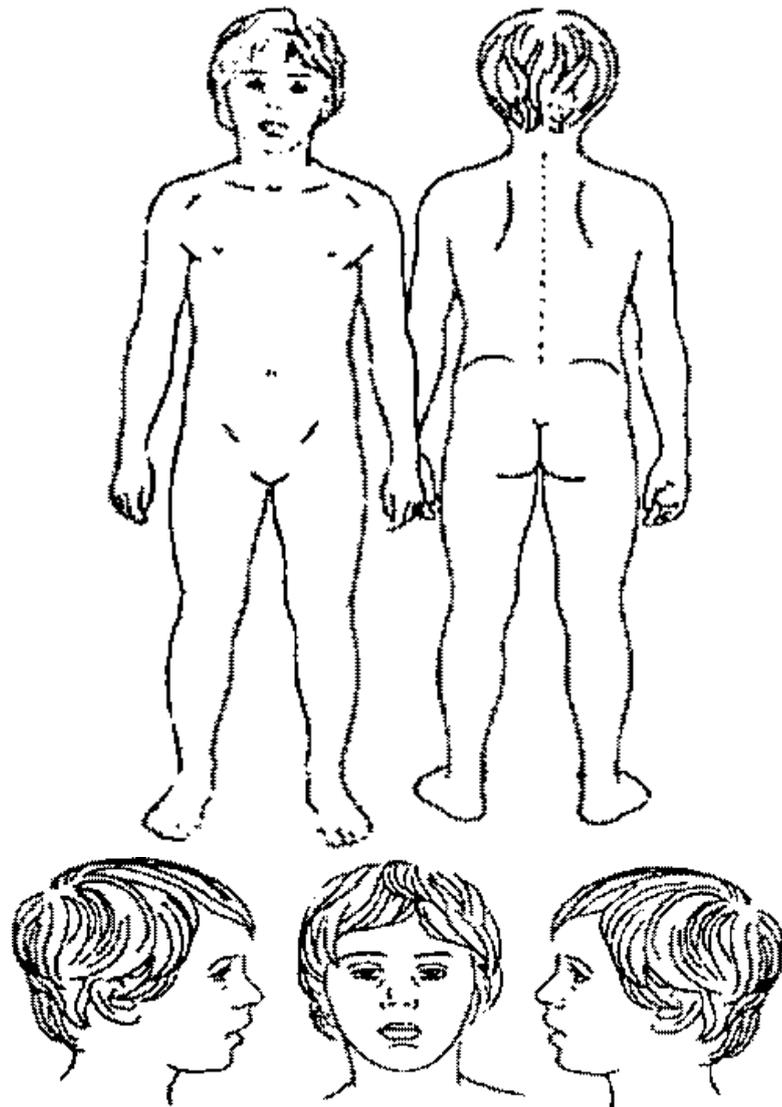
Child's Name: Male/Female: Date of Birth: Class:	Your Name: School: Dudley House School Date: Time:
---	---

My Concern/s (please indicate as many as are appropriate)

- Is because an adult has reported concerns to me
- Is because a child has disclosed information to me
- Is a result of something I have seen, heard or believe
- Is because I suspect child abuse

Indicate any injury on the appropriate section of the diagrams below – DO NOT PHOTOGRAPH IT

Description of injury:



If the child has given an account of this injury give details:

Please indicate the attitude of the child regarding the injury:

If the parent has volunteered an account of this injury give details:

Please indicate the attitude of the parent regarding this injury:

Any additional information:

Action taken by Senior Designated Officer for safeguarding:

Signed:

Date:

Time:

Notes of any further action (please include dates and persons involved in actions):