



Child Protection Policy

(safeguarding and promoting the welfare of children) (STATUTORY)

Review Date:	Reviewed by:	Amended?	Ratified:
Policy Week 2-6 October 2017	CW	Yes	
Policy Week 1-5 October 2018	CW	Yes	
04.09.19	CW	Yes	

Other Information:

- The Referral and Assessment duty social workers (part of MASSS: Multi-Agency Safeguarding and Screening Service): 01204 337729/337730/331505/337408; 01942 634625/634587 (out of hours 337777)
- Senior Nominated Officer (and SPOC): Jacqui Parkinson 337472
- LADO(Looked After Designated Officer): Paula Williams 337474
- Police Public Protection Investigation Unit 0161 856 7948/7949
- Bolton's CSE team – Phoenix Exit – 01204 337195
- Channel Panel: Keith Galley(GMP) 01618561013 (or Vivienne Morris 01204 336248)
- Individual completed pupil concern sheets stored in a locked filing cabinet (HT's Office)
- Referral forms (to Social Care) are kept by the DSL (termly log of referrals is maintained electronically)
- Concern sheets are available from the DSL or on the 'all staff' drive (child protection information)
- Attached (rear) – 'Child protection/ Safeguarding First Day Visits' document from Bolton – re: pupils on a child protection plan

Children's Social Care: Child Protection Unit: 01204 337479)
Bolton Safeguarding Website

All staff/governors have all been given a copy of 'Keeping Children Safe in Education' (2019) – Part 1. (annually– so they understand and are clear about understand their responsibilities)
Reference to two significant documents:
Keeping children safe in education (Sept 19)
Working Together to safeguard Children (Jul 18)
Bolton Safeguarding Children Partnership 'Multi-Agency Arrangements for Safeguarding and Promoting the Welfare of Children in Bolton' Framework for Action (Bolton's safeguarding handbook) and website <http://boltonsafeguardingchildren.org.uk/>
See guidance for safer working practice (May 19)
Links with other policies: Allegations against staff; Induction procedures; Single central record; Teachers' Standards (safeguarding = professional duties); Whistleblowing; Behaviour; The curriculum (when and how is safeguarding taught)
Safeguarding training:
DSL: 27.11.18 (L3 training by LA); CW, TH
All staff: 29.04.19 (L1 training by LA) (new staff – L1 online training)
WRAP Train the trainer: 23.05.19: CW
Prevent Training: w/k 20.11.17 (online)
Safer recruitment training: 07.03.19: CW, CT
Managing allegations of abuse training 07.03.19 CW, CT

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Section1 – General child protection

We believe that our school **should** provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child.

The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the school who they can approach if they are worried.
- Include opportunities throughout the curriculum (including ICT and PSHE) for children to develop the skills they need to recognise and stay safe from abuse (including online abuse).

Where a child is suffering significant harm, or is likely to do so, action should be taken to protect that child. Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk.

As a school, we will:

Training and documentation

- ensure all staff undergo updated external safeguarding and child protection L1 training every two years. Also ensure that all staff members receive appropriate child protection updates.
- ensure, as part of the induction procedures, that new staff (including volunteers and students on placements) are informed about safeguarding procedures (and responsibilities).
- ensure all staff receive(and read a copy of part I 'Keeping children safe in education').
- (at least annually) reiterate systems in school which support safeguarding.
- (at least annually) ensure all staff understand their responsibilities for being alert to abuse, and are clear about what to do if they have concerns.
- (annually) review the safeguarding policies to ensure an effective child protection policy in place together with a staff behaviour policy (code of conduct). The child protection policy should describe procedures which are in accordance with government guidance and refer to locally agreed inter-agency procedures put in place by the LSCB.
- ensure that the policies and procedures adopted by governing bodies and proprietors , particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff.
- ensure that a Designated Safeguarding lead is always available (see role overleaf), and that all adults in the school know who it is.
- ensure that the school building and site are appropriately secure, with appropriate risk assessments in place.
- ensure other school documentation regarding safeguarding, are consistent with this policy
- maintain training records.

Partnerships

- ensure the child's wishes or feelings are taken into account when determining what action to take and what services to provide to protect individual children (DSL).
- work with social care, the police, health services and other services to promote the welfare of children and protect them from harm, and to help ensure that children to receive the right help at the right time (to address risks and prevent issues escalating). Poor practice includes: failing to act on and refer the early signs of abuse and neglect, poor record keeping, failing to listen to the views of the child, failing to re-assess concerns when situations do not improve, sharing information too slowly and a lack of challenge to those who appear not to be taking action.
- contact Children's social care if there is an unexplained absence of more than two days of a pupil who is subject to a child protection plan.

- help provide a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans.
- allow access for children's social care (from the host local authority and, where appropriate, from a placing local authority, for that authority) to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment
- supply information to the LCSB in order to perform its functions.
- inform parents/carers about information regarding the child protection policy (including making available publicly via the school website)
- ensure that all governors understand and comply with their statutory duty.
- ensure that a nominated governor takes a lead on child protection and safeguarding matters (Nicola Burgess, Chair of Governors)
- ensure that the Chair of Governors liaises with the LA/other agencies on issues of child protection (and in the event of allegations of abuse made against the headteacher)

Parents have a right to be informed about any concerns about a child's welfare or any action taken to safeguard and promote a child's welfare, providing this does not compromise the child's safety. We will adopt an open and honest approach in information sharing with parents.

Prevention

We take seriously our duty of pastoral care and are proactive in seeking to prevent children becoming the victims of abuse, neglect or exploitation. We do this in a number of ways:

- Through the creation of an open culture which respects all individuals' rights and discourages bullying and discrimination of all kinds
- By identifying members of staff who have key child protection /safeguarding-related responsibilities (eg. DSL: Colin Watson; Deputy DS:: Tracey Hall; Mental Health Champion: Tracey Hall; Various subject leaders: see staffroom).
- By ensuring these members of staff receive training in this field and act as a source of advice and support to other School staff
- By informing children of their rights to be free from harm and encouraging them to talk to school staff if they have any concerns, and
- Through our curriculum: ICT (online safety), PSHE (Healthy relationships, Behaviour, Mental Health), SMSC (Spiritual, Moral, Social & Cultural) and promoting British values, we provide an on-going programme of support through the curriculum at an age appropriate level, to promote self-esteem and social inclusion, and to address the issue of child protection in the wider context of child safety in general.

Early help

We recognise that early help is more effective than reacting later. In working with BSCB, we agree to complete the 'Early Help Assessment and Action Plan form' for families that we feel require support from additional agencies.

If outside agencies are required, then a EHA (form) will be completed by school. Not all sections need to be completed. In completing this assessment form (which has replaced the CAF), it will help identify the types of need and support that a particular family needs. At Ladybridge, the SENCo is the nominated person to complete this form (whether as Lead professional or as one of the agencies working with a family).

Once a EHA form is completed, a child action meeting needs to be arranged (4-6 weekly review)

Everyone who comes into contact with children and their families has a role to play in safeguarding children. School staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Schools and their staff form part of the wider safeguarding system for children. This system is described in statutory guidance Working Together to Safeguard Children 2018.

Staff are expected to:

Training and documentation

- provide a safe environment in which children can learn.
- identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm.
- be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. Knowing what to look for is vital to the early identification of abuse and neglect.
- be aware of systems within their school which support safeguarding. This includes: the school's child protection policy; the school's staff discipline policy (includes the code of conduct); and the designated safeguarding lead (DSL); Managing allegations of abuse against staff policy
- attend safeguarding and child protection training.
- 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 (be alert to possible concerns being raised in this school). If staff have safeguarding concerns about adult(s) in school, this must be shared with the DSL (see also allegations of abuse against staff policy).
- not promise/agree to confidentiality and always act in the interests of the child.
- share any concerns they have about adults, with the DSL (see allegations against adults stat doc)
- deliver a broad and balanced curriculum that includes safeguarding elements.

Partnerships

- work with, and share information with, the designated safeguarding lead. If staff feel that appropriate action has not been taken by the DSL, then they have the right to contact children's social care.
- be aware that they may be asked to support social workers to take decisions about individual children.
- take appropriate action, working with other services as needed.

Allegations against other children:

The school behaviour policy will be applied, and appropriate action taken to support the victim and perpetrator. A pupil against whom an allegation of abuse has been made may be suspended from the School during the investigation (partly or wholly to protect them and to ensure fair process). Where the allegation refers to the abuse of a pupil by another pupil, or a group of pupils, the procedure will remain the same.

SEXTING: Any allegations of sexting should be reported to the DSL, who will follow the 'dealing with sexting incident' guidance provided by the LA.

If staff have concerns about a child:

Q. Do you have a concern about a child?

Action: Complete concern sheet and discuss with the designated lead (or their deputy)

Q. Has a child approached you?

Action: see guidance sheet re: pages 8-9

Action: Complete concern sheet and discuss with the designated lead (or their deputy)

Q. Have you received information from another source?

Action: think about whether you consider it to be neglect or abuse – complete concern sheet and discuss with the designated lead (or their deputy)

If concern is considered a child protection issue, then the designated teacher will complete a referral form, and as part of this, will contact social services and parents (if appropriate)

- Once a concern sheet is completed and the issue discussed with the school's Designated Safeguarding Lead (this also includes situations of abuse which may involve staff members), the DSL will usually decide whether to make a referral to children's social care, but it is important to note that any staff member can refer their concerns to children's social care directly. The DSL*, at this point, will add the concern to CPOMS (which will be updated regularly to ensure all relevant staff are kept informed), and will also maintain a summary paper record to support reporting to reporting to SLT/governors. Where a child and family would benefit from coordinated support from more than one agency (for example education, health, housing, police) there should be an inter-agency assessment. These assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The early help assessment should be undertaken by a lead professional who could be a teacher, special educational needs coordinator, General Practitioner (GP), family support worker, and/or health visitor.
*The DSL/dep. DSL who takes the initial lead, on a safeguarding incident, will continue leading on the investigation until its conclusion (ensuring appropriate communication throughout).
- If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.

The Designated Safeguarding Lead (DSL)

Each school should have a designated safeguarding lead (part of the leadership team). This is: Colin Watson, Headteacher; Tracey Hall, Deputy Headteacher; (accessible, even when offsite).

The DSL will ensure that they*:

- receive updated safeguarding and child protection L2 and L3 training every two years
- provide support, advice and expertise to staff members to carry out their safeguarding duties
- have a working knowledge of the BSCB
- liaise closely with the LA (particularly in line with the BSCB) and work with other services/agencies such as children's social care. (in line with Working Together to Safeguard Children 2018).
- manage referrals
- refer all cases of suspected abuse to the LA's children's social care
- refer all cases of suspected child protection which concern a staff member to the LADO (LA Designated Officer)
- refer all cases of suspected abuse to the LA's children's social care
- contact the DBS where a person is dismissed or left due to risk/harm to a child
- contact the Police where a crime has been committed
- attend core group meetings (as part of Child Protection Plans) – provide information and report as required.
- *see Appendix 8 for job description (extracted from KCSiE)
- keep and maintain detailed, accurate and secure written records of concerns and referrals. (Safeguarding paperwork will be stored for 24 years after pupils have left).

- ensure that where a child leaves, their child protection records are copied and transferred (separately and securely) within a week of leaving.

If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. Anybody can make a referral.

Types of abuse and neglect

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

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

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

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

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

Peer-on-peer abuse

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment – **see KCSIE part 5, as required**
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

Our Behaviour Policy sets out clear guidance and procedures, in order that staff and pupils are clear about expectations. Our ‘Be WELL’ code of conduct and related rewards and consequences ensure that all allegations of peer-on-peer abuse are treated in a consistent fashion across school.

Staff are aware of, and acknowledge that:

- abuse is abuse and should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”;
- it is more likely that girls will be victims and boys perpetrator,

Indicators of Abuse

The school acknowledges that members of staff will not be experts at recognising where abuse may occur, or has already taken place, however staff will be expected to look out for any of the following indicators and take the appropriate action.

The child may:

- Show unexplained or suspicious injuries such as bruising, cuts or burns, particularly if situated on a part of the body not normally prone to such injuries
- Have an injury for which the explanation seems inconsistent
- Describe what appears to be an abusive act in which they were involved – verbally or in written form such as an essay or drawing
- Show unexplained changes in behaviour - e.g. becoming very quiet, withdrawn, or displaying sudden outbursts of temper or hysteria. Academic work may suddenly deteriorate at this time
- Demonstrate age inappropriate sexual awareness
- Engage in sexually explicit behaviour in games/PE or other areas of the school
- Be distrustful of adults, particularly those with whom a close relationship will normally be expected
- Have difficulty in making friends
- Be prevented from socialising with other children
- Showing signs of depression, self-injury, suicidal tendencies
- Display variations in eating patterns including overeating or loss of appetite
- Lose weight for no apparent reason
- Become increasingly dirty or unkempt, with inadequate or damaged clothing

Physical	Sexual	Emotional	Neglect
<ul style="list-style-type: none"> - Bruises/ fractures - Burns/ scalds - Grab marks - Poisoning - Shaking - Hitting/ punching 	<ul style="list-style-type: none"> - Use of sexually inappropriate language - Persistent urinary tract infections - Emotional withdrawal - Children looking at or being included in the production of sexual images 	<ul style="list-style-type: none"> - Developmentally inappropriate expectations of children - Inconsistent emotional responses from parents/ carers - Child feels frightened/ in danger - Continual verbal/ non-verbal messages to children, with thoughts/ feelings of 	<ul style="list-style-type: none"> - Lack of adequate food, shelter and warmth - Child/ clothes appear unclean

		being unloved/ worthless	
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The list overleaf is not exhaustive and the presence of one or more of the indicators will not be proof that abuse is actually taking place. It is not the responsibility of members of staff to decide that child abuse is occurring, but it is their responsibility to act on any concerns.

Particularly vulnerable pupils/groups

- A child going **missing from education** is a potential indicator of abuse or neglect. School staff members should follow the school’s procedures for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future. More information can be found in this guidance about children who run away or go missing from home or care.
- We recognise that for **Looked After Children**, there may be a number of additional factors that make safeguarding more complex. Particular vigilance will be exercised in respect of pupils who are the subjects of Child Protection Plans and any incidents or concerns involving these children will be reported immediately to the allocated Social Worker. If the pupil in question is a Looked-After child, this will also be brought to the notice of the Designated Person with responsibility for children in public care.
- If a pupil discloses that they have witnessed **domestic violence** or it is suspected that they may be living in a household which is affected by family violence, this will be referred to the Designated Person as a safeguarding issue. The School acknowledges the additional need for support and protection of children who are vulnerable by virtue of disability, homelessness, refugee/asylum seeker status, the effects of substance abuse within the family, those who are young carers, mid-year admissions and pupils who are excluded from school.

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

Female Genital Mutilation (FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the Multi-Agency Practice Guidelines referred to above. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children’s social care.

More information about FGM is available on the Bolton Safeguarding Children website: which is <http://boltonsafeguardingchildren.org.uk/resources> in the resources section.

Mandatory Reporting Duty for FGM - Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) place a statutory duty upon teachers, along with social workers and healthcare professionals,

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. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies. The Mandatory reporting duty will commence in October 2015. Once introduced, teachers must report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school’s designated safeguarding lead and involve children’s social care as appropriate.

Preventing radicalisation - Protecting children from the risk of radicalisation is seen as part of our wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people from being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with managing other safeguarding risks, staff should be alert to changes in children’s behaviour which could indicate that they may be in need of help or protection. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

Prevent - From 1 July 2015 specified authorities, including all schools as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (“the CTSA 2015”), in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism. This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies. Bodies to which this duty applies must have regard to statutory guidance issued under section 29 of the CTSA 2015 (‘Prevent Guidance’). Paragraphs 57-76 of the Prevent Guidance are concerned specifically with schools.

The statutory Prevent guidance summarises the requirements on schools in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.

Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools and colleges should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools and colleges to have distinct policies on implementing the Prevent duty.

The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation. Schools must ensure that children are safe from terrorist and extremist material when accessing the internet in schools. Schools should ensure that suitable filtering is in place. It is also important that schools teach pupils about online safety more generally.

The Department for Education has also published advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

School staff should understand when it is appropriate to make a referral to the [Channel](#) programme. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual’s engagement with the programme is entirely voluntary at all stages.

Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include the police for the relevant local authority area. Following a referral the panel will

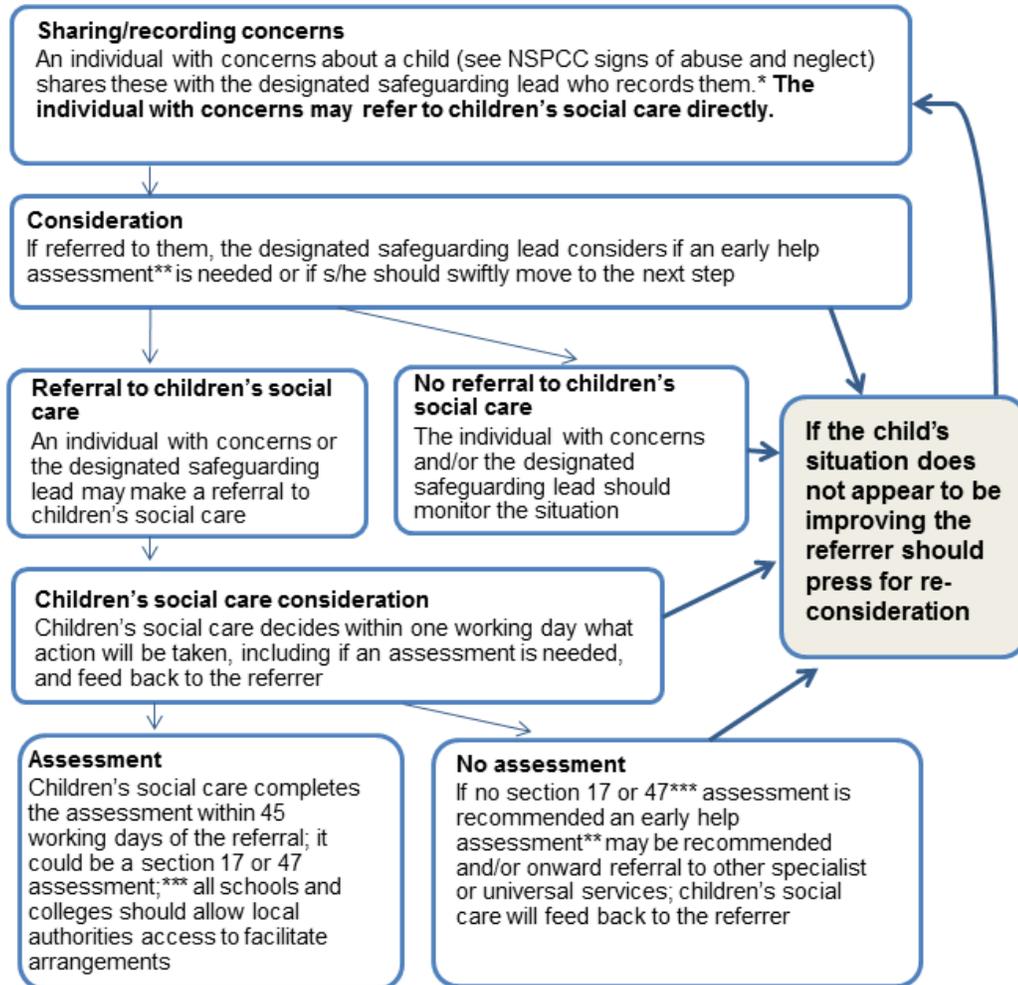
assess the extent to which identified individuals are vulnerable to being drawn into terrorism, and, where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. Section 38 of the CTSA 2015 requires partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in providing information about a referred individual. Schools and colleges which are required to have regard to Keeping Children Safe in Education are listed in the CTSA 2015 as partners required to cooperate with local Channel panels.

More information can be found on the website of Bolton Safeguarding website. When it is suspected that a pupil is vulnerable to radicalisation or there are concerns regarding a pupil's behavior, the process is to contact the SPOC and discuss whether it is appropriate to refer to Bolton's Channel Panel, this generally would be the Safeguarding Lead who would contact DC Keith Galley (12507) North West Counter Terrorism Unit Prevent Engagement Officer Bolton & Bury Divisions Greater Manchester Police HQ, Central Park, Northampton Road, Newton Heath, M405BP. Email: Keith.Galley@gmp.pnn.police.uk Telephone: 0161 8561013 (or Vivienne Morris 01204 336248). (Also make contact with Caroline Lynch: Achievement, Cohesion and Integration Service (ACIS) Teacher on 01204 338055).

Action when a child has suffered or is likely to suffer harm

This diagram illustrates what action should be taken and who should take it when there are concerns about a child. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately.

Anybody can make a referral.



* In cases which also involve an allegation of abuse against a staff member, see part four of this guidance which explains action the school or college should take in respect of the staff member

** Where a child and family would benefit from coordinated support from more than one agency (eg, education, health, housing, police) there should be an inter-agency assessment. These assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The early help assessment should be undertaken by a lead professional who could be a teacher, special educational needs coordinator, General Practitioner (GP), family support worker, and/or health visitor.

*** Where there are more complex needs, help may be provided under section 17 of the Children Act 1989 (children in need). Where there are child protection concerns local authority services must make enquiries and decide if any action must be taken under section 47 of the Children Act 1989.

It is recognised that a child may seek out an individual teacher/adult to share information specifically about abuse or neglect, or a child may talk spontaneously, individually or in a group when School staff or volunteers are present. In these situations staffs are required to:

What you should do...	What you should not do...
<ul style="list-style-type: none"> • Keep calm • Listen carefully, and allow the child to freely recall events • Communicate appropriately (age/ language/ etc.) • Keep questions to a minimum. • Reassure them: they are right to tell and are not to blame • Explain what you are going to do and why 	<ul style="list-style-type: none"> • Ask leading questions • Make negative comments about the alleged interpreter • Make assumptions about the alleged abuse • Ask the child to repeat their

<ul style="list-style-type: none"> • Explain that you cannot promise confidentiality • Record as much information as soon as you can (logging a concern sheet) • Consult with your Designated Safeguarding Lead 	<p>account unnecessarily</p>
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In Summary

Any member of school staff, or any volunteer hearing an allegation from a child that abuse has, or may have, occurred should:

Receive

- What is said
- Accept what you are told – you do not need to decide whether or not it is true
- Listen without displaying shock or disbelief.

Reassure

- The child
- Acknowledge their courage in telling you
- Do not promise confidentiality
- Remind them they are not to blame – avoid criticising the alleged perpetrator
- Do not promise that “everything will be alright now” (it might not be).

React

- React calmly, respond to the pupil but do not interrogate
- Avoid leading questions but ask open ended ones
- Clarify anything you do not understand
- Explain what you will do next i.e. inform the Designated Person for Child Protection.

Record

- Make notes as soon as possible – during the interview if you can
- Include:
 - Time
 - Date
 - Place
 - The pupil’s own words – do NOT assume: Ask “Please tell me what means”.
- Describe observable behaviour
- Do not destroy your original notes – they may be needed later on.

Support

- Consider what support is needed for the child – you may need to give them a lot of your time
- Ensure you are supported – such interviews can be extremely stressful and time consuming
- Talk to your Designated Safeguarding Lead/Head teacher/Line Manager

APPENDIX 1



Summary of the Child Protection and Safeguarding Children Policy and Procedures for Contractors and Volunteers

The summary of this policy and procedures is shown below and a copy of this, including the Categories of Abuse (from Working Together to Safeguard Children 2018 & Keeping Children Safe in Education 2018) will be issued to **all** school staff both permanent and temporary, and also to any volunteers or contractors who work with the children.

All volunteers, contractors and staff engaged or employed by Ladybridge Primary School have a duty to report and refer any concerns they may have to the relevant member of staff who has overall responsibility for child protection matters. The relevant members of staff are: Colin Watson (Designated Safeguarding Lead) or Deputy Headteacher (Deputy DSL)

Definitions/categories of abuse are shown below and volunteers, contractors and staff are expected to familiarise themselves with them.

Physical Abuse

- Physical attack of any form
- Giving of drugs including alcohol
- Excessive training in sport

Sexual Abuse

- Penetrative or non-penetrative acts by males or females
- Showing of pornographic material

Emotional Abuse

- Persistent lack of affection
- Constant threatening behaviour
- Constant overprotection
- Unrealistic pressure to perform to high expectations
- Exposure to violence to other(s) within the child's household

Neglect

- Persistent failure to meet a child's basic needs
- Failure to protect from harm
- Failure in ensuring access to medical treatment
- Leaving a child without supervision

Other

- Any actions that single out a pupil for special attention and could therefore be interpreted as 'grooming' a pupil (or a child who is linked to the school in some way)
 - Staff needs to be fully aware of the dangers and risks associated with electronic communications. Consequently, they **MUST** ensure that they do **NOT** engage in inappropriate electronic communication of any kind with a child.

A child may seek out an individual teacher/adult to share information specifically about abuse or neglect, or a child may talk spontaneously, individually or in a group when school staff or volunteers are present.

Any member of school staff, or any volunteer hearing an allegation from a child that abuse has, or may have, occurred should:

Receive

- What is said
- Accept what you are told – you do not need to decide whether or not it is true
- Listen without displaying shock or disbelief.

Reassure

- The child
- Acknowledge their courage in telling you
- Do not promise confidentiality
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- React calmly, respond to the pupil but do not interrogate
- Avoid leading questions but ask open ended ones
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- Explain what you will do next i.e. inform the Designated Person for Child Protection.

Record

- Make notes as soon as possible – during the interview if you can
- Include:
 - Time
 - Date
 - Place
 - The pupil’s own words – do NOT assume: Ask “Please tell me what means”.
- Describe observable behaviour
- Do not destroy your original notes – they may be needed later on.

Support

- Consider what support is needed for the child – you may need to give them a lot of your time
- Ensure you are supported – such interviews can be extremely stressful and time consuming
- Talk to your Designated Safeguarding Lead/Head teacher/Line Manager
- Consider using the Bolton Safeguarding Children Board (BSCB) Staff Care Scheme. (Telephone: 337861)

Child Protection Information for Parents and Carers

Ladybridge School is concerned that all pupils remain safe, free from harm and is committed to playing a full and active part in the multi-agency response to child protection concerns. Additionally, the School has a legal duty to safeguard and promote the welfare of children and to have a child protection policy to meet Department for Education and Skills and Department of Health requirements.

Parents should be aware therefore that where it appears to a member of staff that a child may have been abused, the school is required, as part of the local child protection procedures, to report their concern to the Social Services Department immediately.

Principles

- Children have a right to be safe.
- Parents have a right to be informed.
- Children are best protected when parents and school can work together.

Partnership

To avoid any misunderstandings, parents of children who sustain accidental injuries that result in significant cuts/bruises/fractures should inform school on the next working day.

School will inform parents of any concerns about their children (providing it does not compromise their safety) and will help and support them as necessary.

Prevention

School will actively seek to prevent children suffering abuse and neglect through the development of an open culture that informs children of their rights and encourages them to speak about any concerns. The School will also address the issue of children's safety through the curriculum.

Responding to Concerns

School will refer all allegations or concerns that a child has been or is likely to be abused or neglected to the Social Services Department.

School will discuss with parents any concerns they have about children.

Parents will be kept informed of what has happened.

Child/Child Abuse

Physical and emotional abuse of children by other children will be dealt with through the School's anti-bullying policy. Parents will be kept informed.

Child Protection Conferences

School will attend conferences and provide information about children and families. This information will be shared with parents beforehand.

Confidentiality

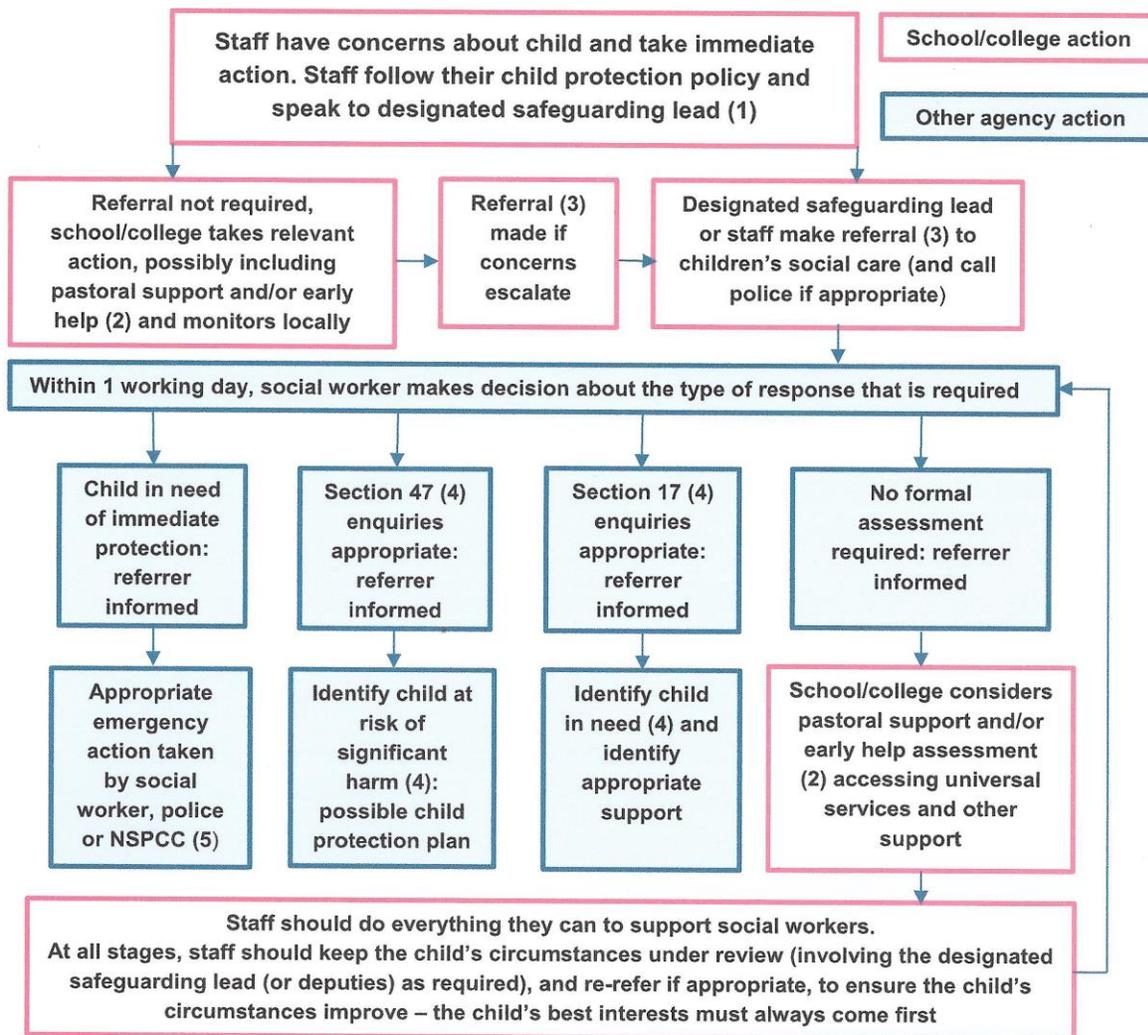
Information from parents about possible child abuse cannot be kept confidential.

Information and records about children on the Child Protection Register will be given only to those people who need it and will be kept strictly confidential by them.

If parents have concerns, they should contact the Headteacher/ Deputy Headteacher.

APPENDIX 3 – part 1

Actions where there are concerns about a child



(1) In cases which also involve a concern or an allegation of abuse against a staff member, see Part Four of this guidance.

(2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.

(3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).

(4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#).

(5) This could include applying for an Emergency Protection Order (EPO).

Logging a concern about a child’s safety and welfare



Pupil’s Name :		Date of Birth:		Class/Yr:		
Date & Time of Incident:						
Date and time of concern :						
Consider the Possible Reason:						
Professional Abuse – first five minutes	Extremism/ prevent	Domestic Abuse	Physical Abuse	Sexual Abuse or CSE	Emotional Abuse	Neglect
Young Carer	Child Missing Education	FGM	Force Marriage	Faith Abuse	Child missing from home	Hate/crime incident
Early Help needed	Fabricated or induced illness	Involved in gangs and youth violence	Mental Health	Private Fostering	Sexting/Peer on peer abuse	Online safety issues
Your name:.....				Job Title:.....		
Signature:						
Record the following factually:						
<ul style="list-style-type: none"> ● Who: ● What – if recording a verbal disclosure by a child, use their word: ● Where: ● When: (day and time) ● Were there any WITNESSES: 						
What the pupil’s account and/or perspective?						
Your professional opinion (where relevant):						
Any other relevant information (distinguish between fact and opinion): *E.g. previous concerns						

~ Check to make sure your report is clear to someone else reading it ~

Please pass this form to your Designated Safeguarding Lead.

Should a concern or confidential file be commenced*	<p>*if there isn't already one in place:</p> <p>Yes/No</p> <p>Why – state reasons:</p>
Signed	
Print Name	
Date	

APPENDIX 3 – part 3

Making a referral



Complete prior to making a referral to a Referral & Assessment Team (or if necessary, to the Police).

Today's Date	
Your name and job title	
Name of child and DOB	
Child's details – gender, ethnicity, religion, main language	
Child's address	
Parent/carers names and contact tel. numbers	
Sibling names and DOB	
Other family members and/or significant adults	
Child's GP's name and address	
Is the child safe? Deadline? (i.e. Is hometime approaching?) Any immediate/impending danger to the child?	
When was the child last seen by a member of staff?	
Details of your concerns including descriptions of any injuries observed, details of allegations made). See below:	
Physical – Note where on the body the injury is and describe shape and size if you have seen it. If the injury looks like it has been caused in a particular way, say so; if the child or parent has provided any explanation or account of how the injury occurred you should record this.	
Sexual – State exactly what the child has been doing, giving clear descriptions of what you have seen or heard, and anyone else who has shared or observed the concerning behaviour, language or knowledge.	
Emotional – Detail the way in which the child functions at school, with peers and parents. Detail a number of events that have led to your concerns.	
Neglect – Is it the child in need of protection?	

The source of the information.	
If family is unaware of referral, reasons why you have not contacted them (Only when an allegation of sexual abuse has been made or you have fears of further harm to child).	
The parent's/carer's response to your concerns/you seeking permission to refer.	
Any changes in the child's behaviour/presentation recently.	
Does the child have a disability/special needs? What is the nature of the disability/special needs? Does this have any effect on their ability to communicate?	
Level of the child's comprehension/concentration.	
Any network of support provided to the family.	
Any history of your own agency's contact with the family?	
Family's contact with any other agencies, if known. Including CAF, Child Action meetings etc.	
Names/DOB/schools of any other children living in the household (not mentioned previously under siblings in school).	

After you have spoken to someone, log their name and job title below, along with a short comment about next action.

Then update the termly child protection/safeguarding log

CHANNEL : Referral and Assessment Form

Person making referral:
 Contact number:

Subject's Surname		Forename(s)	
D.O.B & Place of birth		Male/Female	
Address			
Tel No(s) Mobile		Email	
School or Employment			

Reason for referral

Household composition

Name	D.O.B	Gender	Relationship to subject

Other Significant Adults

Name	D.O.B	Gender	Address	Relationship

Agencies Involved	Contact	Telephone	Email

Assessment: Please complete the following, alternatively you may attach a completed CAF or ASSET or APIR

Family History, functioning and well-being

(Illness, bereavement, violence, drug use, criminality, relationship breakdown)

Participation in learning, education and employment

(Attendance and achievement, personal and social development)

Health

(Physical and mental well-being. The impact of genetic factors and of any impairment need to be considered)

Emotional/Social Development

(Confidence, psychological difficulties, coping with stress, adaptation to change)

Identity, Self Esteem, Self Image and Social Presentation

(Perceptions of self, sense of belonging, experiences of discrimination, acceptance by family, peer group and wider society, understanding of the way in which appearance and behaviour are perceived by the outside world and the impression being created)

Based on the above, what are the key needs of the subject?

Based on the above what do you think is the impact/risk for the subject?

APPENDIX 4

Body Map Guidance for Schools



Body Maps should be used to document and illustrate visible signs of harm and physical injuries.

Always use a black pen (never a pencil) and do not use correction fluid or any other eraser.

Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

Any concerns should be reported and recorded without delay to the appropriate safeguarding services, e.g. Social Care direct or child's social worker if already an open case to social care.

When you notice an injury to a child, try to record the following information in respect of each mark identified e.g. red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:

- Exact site of injury on the body, e.g. upper outer arm/left cheek.
- Size of injury - in appropriate centimetres or inches.
- Approximate shape of injury, e.g. round/square or straight line.
- Colour of injury - if more than one colour, say so.
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff etc.?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?
- Has the child's body shape changed? Are they holding themselves differently?

Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required.

Ensure First Aid is provided where required and record

A copy of the body map should be kept on the child's concern/confidential file.

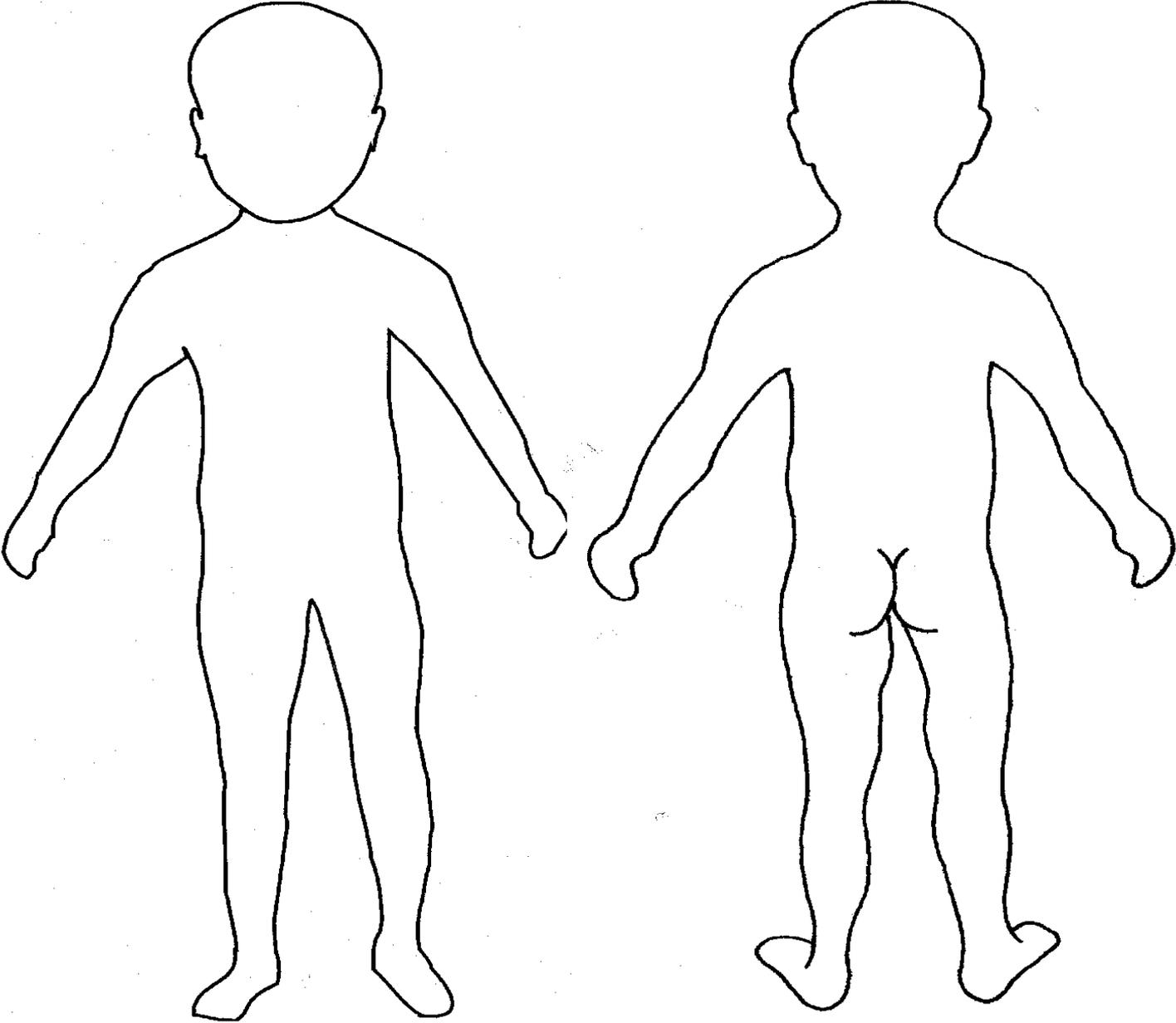
BODYMAP

(This must be completed at time of observation)

Name of Pupil: _____ Date of Birth: _____

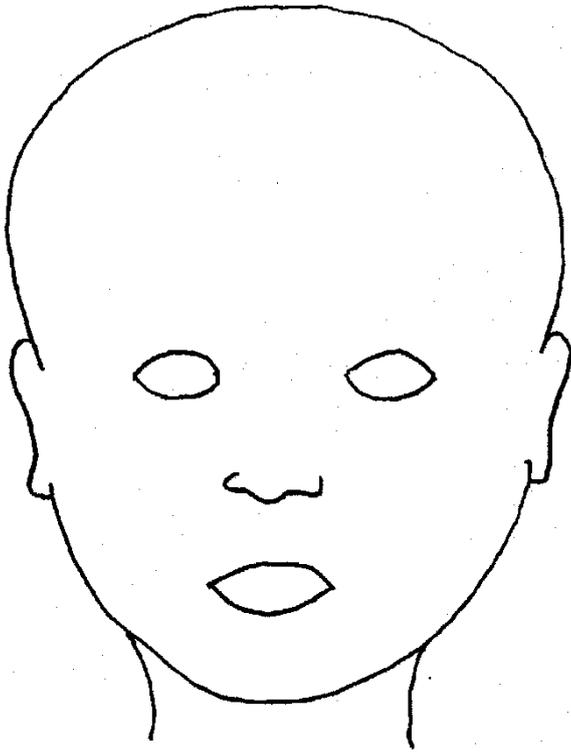
Name of Staff: _____ Job title: _____

Date and time of observation: _____

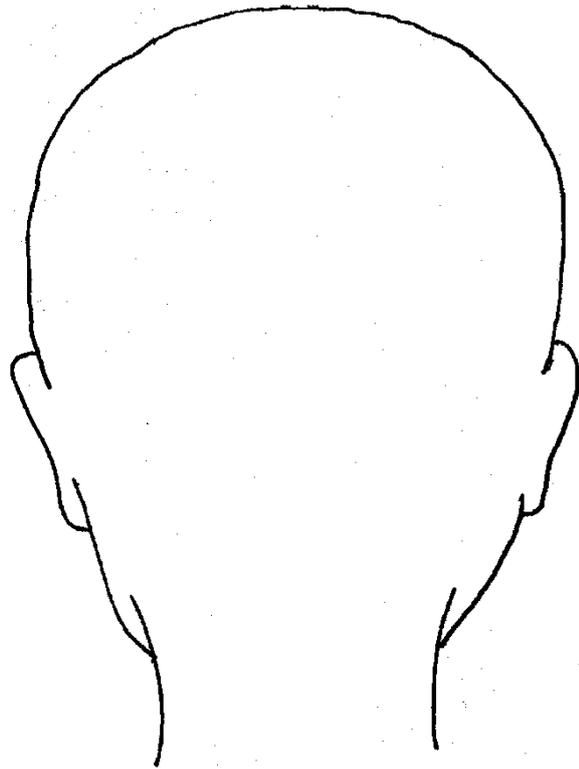


Name of pupil:

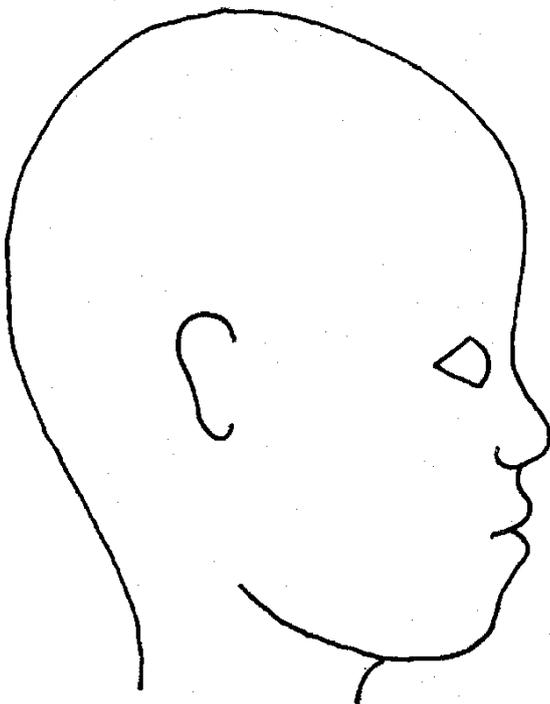
Date and time of
observation:



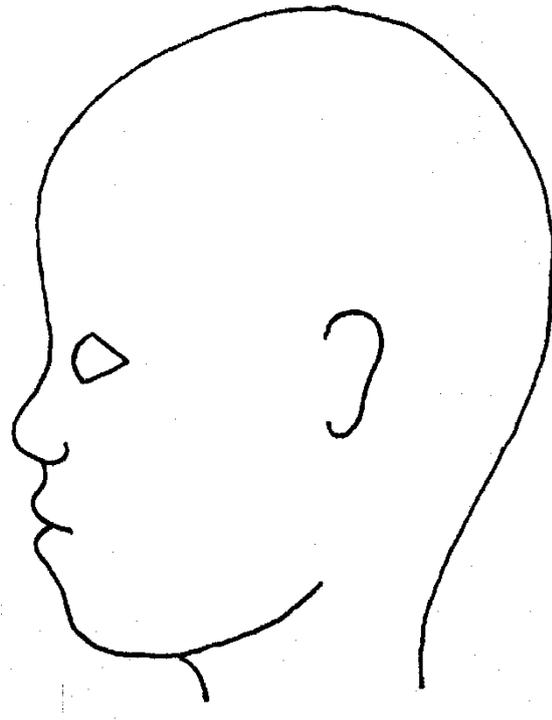
FRONT



BACK



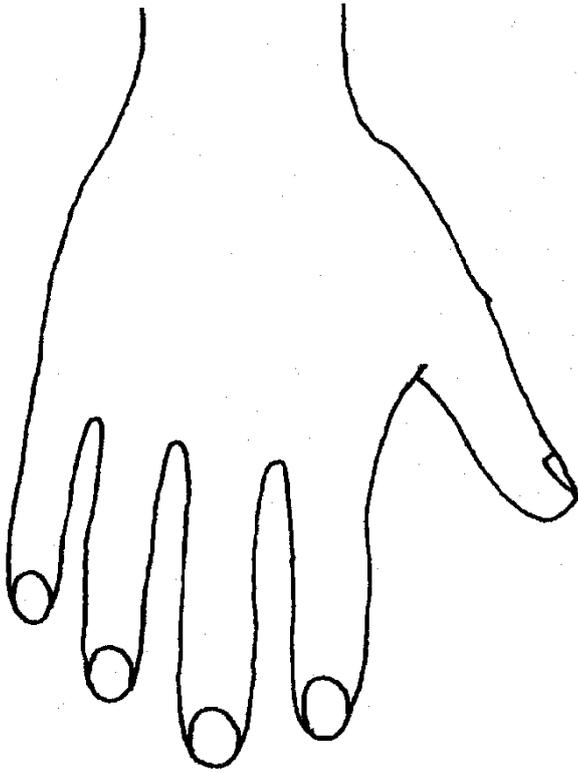
RIGHT



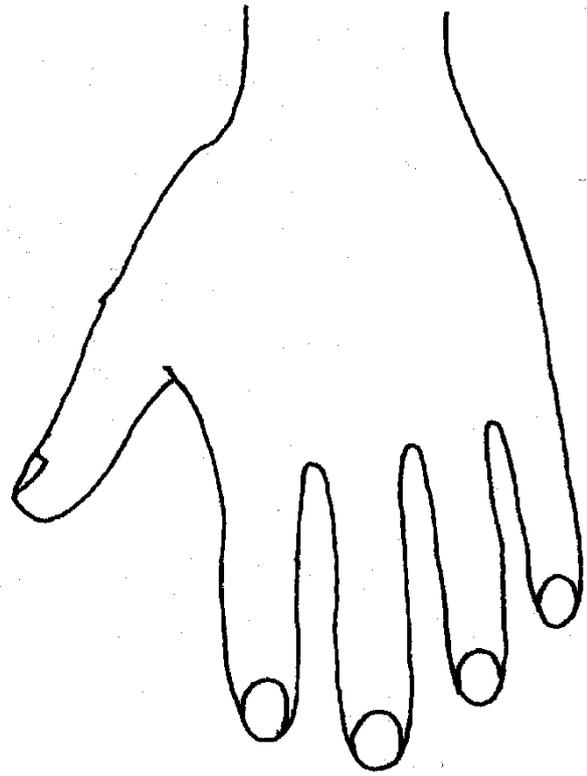
LEFT

Name of pupil:

Date and time of
observation:



R



L

BACK

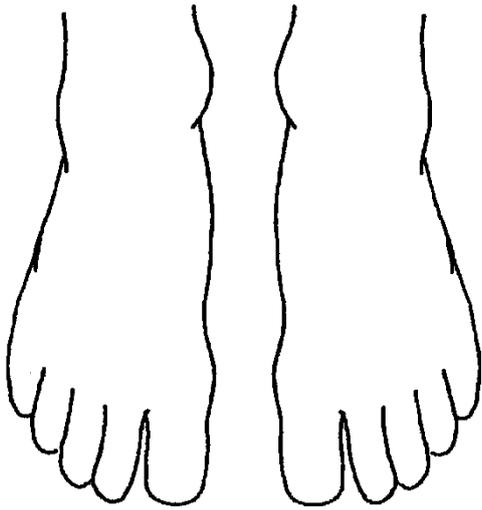


Name of Pupil:

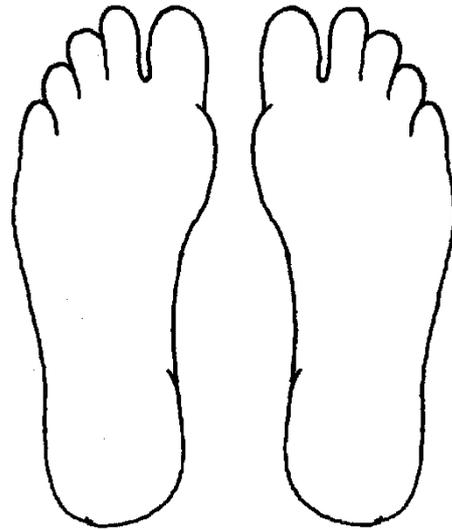
.....

Date and time of
observation:

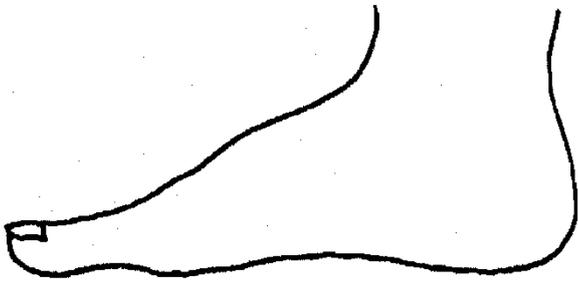
.....



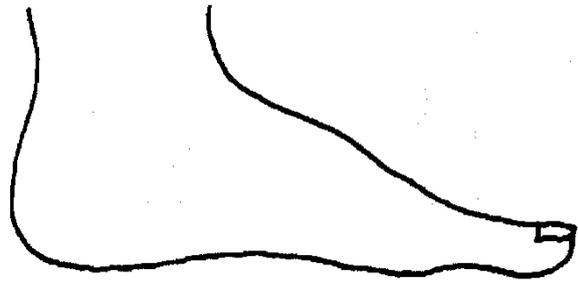
R TOP L



R BOTTOM L



R



L

INNER



R



L

OUTER

Printed Name, Signature
and Job title of staff:

APPENDIX 5

HOME ACCIDENT OR INJURY FORM



This form should be completed when a parent/carer informs school that a child has sustained an injury or had an accident outside of school

Date Accident/Injury Reported:	
--------------------------------	--

Name of Child:	
Class/Year Group:	

Person Reporting Incident:	
Relationship to Child:	

Date Accident Occurred:	
Place of Accident:	

Description of injury (complete body map if needed):
--

Brief detail of how the accident occurred:
--

Witnessed by:	
---------------	--

First Aid Treatment given:	Yes <input type="checkbox"/>	No <input type="checkbox"/>
----------------------------	------------------------------	-----------------------------

Was Medical advice sought?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
----------------------------	------------------------------	-----------------------------

If yes, when and where?	
-------------------------	--

Signed by parent/carer:	
-------------------------	--

Member of staff accident reported to:	
---------------------------------------	--

APPENDIX 6

TRANSFER OF SAFEGUARDING RECORDS



This form should be completed when a pupil moves to another setting and there are safeguarding concerns and records to transfer. *Current guidance (KCSiE September 2018) does not state that the school that the pupil is transferring from should keep a copy of the records.*

Child's name	
DOB	
Previous surnames or aliases	
Name of people with parental responsibilities	
Name of social worker/lead professional	

Information and files transferred (to include chronologies and assessments)

NB: Parental consent is needed to transfer Early Help Assessment

Name of sending school	
Name of receiving school	
Passed to (name)	
Date of first entry in file	
Date of last entry in file	

Child status: (please tick)

Single Agency Support	
Early Help	
Child in Need	
Child Protection	
Looked After Child	
Privately Fostered Child	

Transferred by:	Received by:
Name:	Name:
Position:	Position:
Signed:	Signed:
Date:	Date:

RECEIVING SCHOOL: PLEASE COULD YOU COMPLETE AND RETURN THIS FROM (SAE ENCLOSED) Thank you.

APPENDIX 8

DSL Job description (extracted from KCSiE Annex B Sept'19)

Role of the designated safeguarding lead

Governing bodies, proprietors and management committees should ensure an appropriate senior member of staff, from the school or college leadership team, is appointed to the role of designated safeguarding lead. The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety). This should be explicit in the role holder's job description. This person should have the appropriate status and authority within the school to carry out the duties of the post. They should be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings, and/or to support other staff to do so, and to contribute to the assessment of children.

Deputy designated safeguarding leads - It is a matter for individual schools and colleges as to whether they choose to have one or more deputy designated safeguarding leads. Any deputies should be trained to the same standard as the designated safeguarding lead and the role should be explicit in their job description. Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead, this lead responsibility should not be delegated.

Manage referrals

The designated safeguarding lead is expected to:

- refer cases of suspected abuse to the local authority children's social care as required;
- support staff who make referrals to local authority children's social care;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- refer cases where a crime may have been committed to the Police as required.

Work with others

The designated safeguarding lead is expected to:

- act as a point of contact with the three safeguarding partners;
- liaise with the headteacher or principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the "case manager" (as per Part four) and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member;
- liaise with staff (especially pastoral support staff, school nurses, IT Technicians, and SENCOs or the named person with oversight for SEN in a college) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies; and
- act as a source of support, advice and expertise for all staff.

Training

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead should undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest

safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements.
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to, and understands, the school's or college's child protection policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation.
- understand the importance of information sharing, both within the school and college, and with the three safeguarding partners, other agencies, organisations and practitioners.
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Raise Awareness

The designated safeguarding lead should:

- ensure the school's or college's child protection policies are known, understood and used appropriately;
- ensure the school's or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.

Child protection file

Where children leave the school or college the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required.

In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

Availability

During term time the designated safeguarding lead (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the designated safeguarding lead, to define what “available” means and whether in exceptional circumstances availability via phone and or Skype or other such media is acceptable.

It is a matter for individual schools and colleges and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

Section 2

Safer recruitment **Recruitment, selection and pre-employment vetting**

Ladybridge Primary School creates a culture of safe recruitment and, as part of that, adopts recruitment procedures that help deter, reject or identify people who might abuse children.

The Governing body at Ladybridge Primary School acts reasonably in making decisions about the suitability of the prospective employee based on checks and evidence including: criminal record checks (DBS checks), barred list checks and prohibition checks together with references and interview information.

At least one person on the recruitment panel has undertaken safer recruitment training (every 5 years).

The level of DBS check required, and whether a prohibition check is required, is dependent on the role and duties of an applicant to work in school, as outlined in this guidance. Ladybridge will take proportionate decisions on whether to ask for any checks beyond what is required.

For most appointments, an enhanced DBS check with barred list information is appropriate as the majority of staff will be engaging in regulated activity. A person will be considered to be in 'regulated activity' if as a result of their work they:

- * will be responsible, on a regular basis, in any setting for the care or supervision of children; or
- * will regularly work in a school at times when children are on school premises (where the person's work requires interaction with children, whether or not the work is paid (unless they are a supervised volunteer), or whether the person is directly employed or employed by a contractor); or

Types of check

Disclosure and barring service (DBS checks)

The DBS is responsible for administering three types of checks:

Standard: a check of the Police National Computer (PNC) records of convictions, cautions, reprimands and warnings;

Enhanced: a check of the PNC records as above, plus other information held by the police that is considered relevant by the police; and

Enhanced with barred list information: for people working in regulated activity with children. This adds checks of the DBS Children's Barred List to the enhanced check.

When the DBS has completed its check of an applicant's PNC record and, if appropriate, whether or not they are on the barred list, the relevant information will be recorded on a certificate (the DBS certificate) that is sent to the applicant. The applicant must show the DBS certificate to their potential employer before they take up post or as soon as practicable afterwards. If Ladybridge allows an individual to start work in regulated activity before the DBS certificate is available then we ensure that the individual is appropriately supervised and that all other checks, including a separate barred list check, has been completed. A risk assessment will be completed, providing appropriate details.

If we know or have reason to believe that an individual is barred, we will not allow them to carry out any form of regulated activity.

Secretary of State Prohibition Orders

Prohibition orders prevent a person from carrying out teaching work in schools, sixth form colleges, 16 to 19 academies, relevant youth accommodation and children's homes in England. A person who is prohibited from teaching must not be appointed to work as a teacher in such a setting. A check of any prohibition can be carried out using the Employer Access Online Service. Prohibition orders are described in the National College for Teaching and Leadership's (NCTL) publication Teacher misconduct: the prohibition of teachers. Prohibition orders are made by the Secretary of State following consideration by a professional conduct panel convened by NCTL. Pending such consideration, the Secretary of State may issue an interim prohibition order if he considers that it is in the public interest to do so.

Pre-appointment checks

All new appointments to regulated activity (see pg39 for definition)

An offer of appointment to a successful candidate, including one who has lived or worked abroad, is conditional upon satisfactory completion of pre-employment checks.

When appointing new staff, Ladybridge:

- * Verifies a candidate's identity, from current photographic ID and proof of address except where, for exceptional reasons, none is available;
- * Obtains a certificate for an enhanced DBS check with a barred list information where the person will be engaging in regulated activity;
- * Obtains a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available;
- * Checks that a candidate to be employed as a teacher is not subject to a prohibition order issued by the Secretary of State, using the Employer Access Online service;
- * Verifies the candidate's mental and physical fitness to carry out their work responsibilities. A job applicant can be asked relevant questions about disability and health in order to establish whether they have the physical and mental capacity for the specific role
- * Verifies the person's right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, then prospective employers, or volunteer managers, follow advice on the GOV.UK website;
- * Verifies professional qualifications, as appropriate. The Teacher Services' system should be used to verify any award of qualified teacher status (QTS), and the completion of teacher induction or probation.

A DBS certificate is obtained from the candidate before or as soon as practicable after appointment. Alternatively, if the applicant has subscribed to it and gives permission, Ladybridge may undertake an online update check through the DBS Update Service. Individuals can join the DBS Update Service when applying for a new DBS check; this will allow them to re-use this check when applying for similar jobs. With the individual's consent, their employer can go online and carry out a free, instant check to see if a new certificate is required: www.gov.uk/dbs-update-service.

There is **no requirement** to obtain an enhanced DBS check if, in the three months prior to beginning work in their new appointment, the applicant has worked in a school in England in a post which brought them into regular contact with children or in any post in a school since 12 May 2006

Ladybridge **may** request an enhanced DBS check with barred list information should there be concerns and bearing in mind the duty Ladybridge is under not to allow a barred person to work in regulated activity.

Ladybridge **may not** request an enhanced DBS check with barred list check for anyone working in school who is not in regulated activity, but may request an enhanced DBS check **without** a barred list check.

Employment history and references

Ladybridge always asks for written information about previous employment history and checks that information is not contradictory or incomplete. If a candidate for a teaching post is not currently employed as a teacher.

References are always obtained, scrutinised and any concerns resolved satisfactorily, before the appointment is confirmed. They are always requested directly from the referee and Ladybridge does not rely on open references, for example in the form of 'to whom it may concern' testimonials.

Ideally, references are sought on all short-listed candidates, including internal ones, before interview, so that any issues of concern they raise can be explored further with the referee, and taken up with the candidate at interview.

Individuals who have lived or worked outside the UK

Individuals who have lived or worked outside the UK must undergo the same checks as all other staff at Ladybridge.

Agency and third-party staff

Ladybridge obtains written notification from any agency, or third-party organisation, we use that the organisation has carried out the checks on an individual who will be working at school that the school would otherwise perform. This includes, as necessary, a barred list check, prior to appointing that individual. We also check that the person presenting themselves for work is the same person on whom the checks have been made.

Existing staff

If Ladybridge has concerns about an existing staff member's suitability to work with children, then Ladybridge carries out all relevant checks as if the person were a new member of staff. Similarly, if a person working at Ladybridge moves from a post that was not regulated activity, into work which is regulated activity, the relevant checks for the regulated activity must be carried out. Apart from these circumstances, Ladybridge is not required to request a DBS check or barred list check.

Volunteers

In a school a **supervised** volunteer who regularly teaches or looks after children is not in regulated activity. The Department for Education (DfE) has published separate statutory guidance on supervision and regulated activity which Ladybridge Primary has regard to when considering which checks should be undertaken on volunteers.

Under no circumstances is a volunteer in respect of whom no checks have been obtained left unsupervised or allowed to work in regulated activity. For new volunteers in regulated activity who will regularly teach or look after children on an unsupervised basis or provide personal care on a one-off basis Ladybridge obtains an enhanced DBS certificate with barred list check. For new volunteers not in regulated activity Ladybridge obtains an enhanced DBS certificate. For existing volunteers who provide personal care, Ladybridge considers obtaining an enhanced DBS certificate with barred list check. For other existing volunteers who are unsupervised and continuing with their current duties, unless there is cause for concern Ladybridge does not request a DBS check with barred list check because the volunteer should already have been checked.

For existing volunteers not in regulated activity there is **no requirement** to request an enhanced DBS check. However Ladybridge may choose to request one as they judge necessary but **may not** request a check of the barred list.

If a volunteer is not engaging in regulated activity, Ladybridge undertakes a risk assessment and uses our professional judgement and experience when deciding whether to seek an enhanced DBS check. We consider the nature of the work with children;

- * what we already know 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 referees can advise on suitability; and
- * whether the role is eligible for an enhanced DBS check.

School and college governors

Governors at Ladybridge are treated on the same basis as those taking part in regulated activity, that is, an enhanced DBS check with barred list check (A person prohibited under section 128 is also disqualified from holding or continuing to hold office as a governor of a maintained school).

Contractors

Ladybridge has arrangements in place with contractors to make sure that the contractor, or any employee of the contractor, working at Ladybridge has been subject to the appropriate level of DBS check, if any such check is required.

Contractors and contractors' employees for whom an appropriate DBS check has not been undertaken are supervised if they will have contact with children.

If a contractor working at Ladybridge is self-employed, then Ladybridge considers obtaining the DBS check, as self-employed people are not able to make an application directly to the DBS on their own account. Ladybridge always check the identity of contractors and their staff on arrival at school.

Visitors

Ladybridge does not have the power to request DBS checks and barred list checks, or ask to see DBS certificates, for visitors (for example children's relatives or other visitors attending a sports day). The Headteacher/Deputy Head teacher uses their professional judgment about the need to escort or supervise visitors.

When organising work experience placements Ladybridge ensures that policies and procedures are in place to protect children from harm.

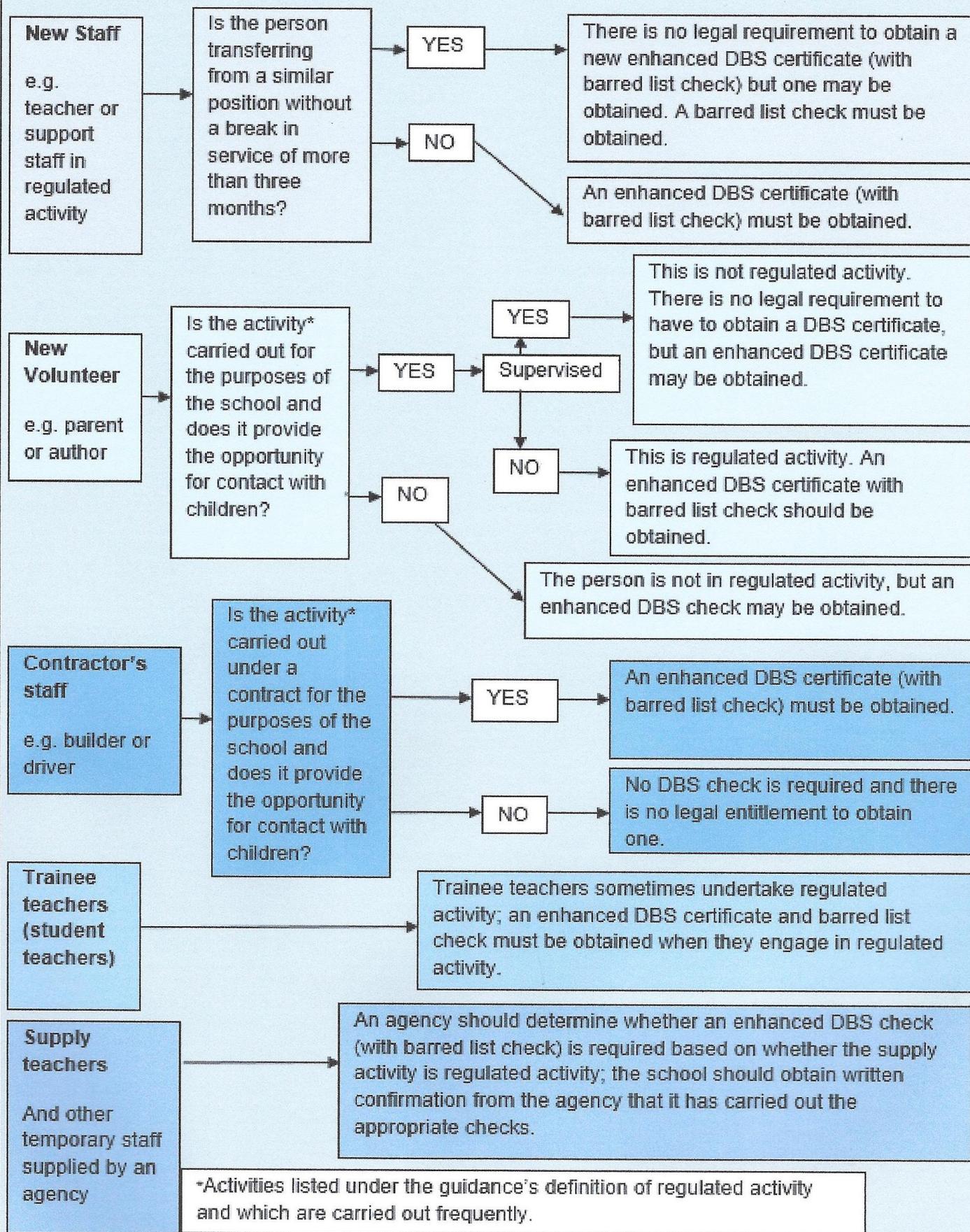
Barred list checks by the DBS might be required on some people who supervise a child under the age of 16 on a work experience placement. Ladybridge has to consider the specific circumstances of the work experience, in particular the nature of the supervision and the frequency of the activity being supervised, to determine what, if any, checks are necessary. These considerations would include whether the person providing the teaching/training/instruction/supervision to the child will be:

- * unsupervised; and
- * providing the teaching/training/instruction frequently (at least once a week or on more than three days in a 30 day period, or overnight).

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

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

FLOWCHART OF DISCLOSURE AND BARRING SERVICE CRIMINAL RECORD CHECKS AND BARRED LIST CHECKS



Regulated activity

The full legal definition of regulated activity is set out in Schedule 4 of the Safeguarding Vulnerable Groups Act 2006 as amended by the Protection of Freedoms Act 2012. HM Government has produced a [Factual note on regulated activity in relation to children: scope](#).

Regulated activity includes:

- a) teaching, training, instructing, caring for (see (c) below) or supervising children if the person is unsupervised, or providing advice or guidance on physical, emotional or educational well-being, or driving a vehicle only for children;
- b) work for a limited range of establishments (known as 'specified places', which include schools and colleges), with the opportunity for contact with children, but not including work done by supervised volunteers.

Work under (a) or (b) is regulated activity only if done regularly.⁴⁴ Some activities are always regulated activities, regardless of frequency or whether they are supervised or not. This includes:

- c) relevant personal care, or health care provided by or provided under the supervision of a health care professional:
 - personal care includes helping a child with eating and drinking for reasons of illness or disability or in connection with toileting, washing, bathing and dressing for reasons of age, illness or disability;⁴⁵
 - health care means care for children provided by, or under the direction or supervision of, a regulated health care professional.