



Whole-School Policy on Safeguarding and Child Protection

Tarleton Community Primary School

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

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

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

Our school fully recognises the contribution it can make to protect children from harm and to support and promote the welfare of all children who are registered pupils at our school.

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

This policy should be read in conjunction with the School's Safeguarding Portfolio.

| KEY AREA | |
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| Statutory Guidance | <ul style="list-style-type: none"> • Education Act 2002: Section 175 of the Education Act 2002 requires local education authorities and the governors of maintained schools and further education (FE) colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. • Section 157 of the same act and the Education (Independent Schools Standards) (England) Regulations 2003 require proprietors of independent schools (including academies and city technology colleges) to have arrangements to safeguard and promote the welfare of children who are pupils at the school. • Working Together to Safeguard Children 2015 sets out organisational responsibilities for schools and colleges and this applies to maintained, independent, academies, free schools and alternative non provision academies • Keeping children safe in education 2016: Statutory guidance for schools and colleges 2016 was issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) Regulations 2014 and the Education (Non-Maintained Special Schools) (England) Regulations 2011. This contains information on what schools and colleges should do and sets out the legal duties with which schools must comply • What to do if you are worried a child is being abused • Guidance for Safer Working Practice • The Children Act 1989 • The Children Act 2004 |

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| <p>Ethos</p> | <p>Tarleton Community Primary School recognises that high self-esteem, confidence, peer support and clear lines of communication with trusted adults helps all children, especially those at risk of, or suffering abuse. We therefore ensure that:</p> <ul style="list-style-type: none"> • <i>ALL staff, volunteers and governors contribute to an ethos where children feel secure and safe</i> • <i>ALL children have opportunities to communicate and know that they are listened to</i> • <i>ALL children's wishes, feelings and views will be taken into account when decisions are being made about how to keep them safe</i> • <i>ALL children know that they can communicate with any adult in school if they are worried or in difficulty</i> • <i>ALL staff and volunteers will contribute to providing a curriculum which will equip children with the skills they need to stay safe and be able to communicate when they do not feel safe</i> • <i>ALL staff and volunteers will contribute to providing a curriculum which will help children develop an attitude which will enable them to enter adulthood successfully and reach their full potential</i> • <i>ALL staff, volunteers and governors will establish effective, supportive and positive relationships with parents, carers, pupils and professionals</i> |
| <p>Roles & Responsibilities</p> | <p>Tarleton Community Primary School is committed to providing the relevant personnel with clear and explicit roles and responsibilities to ensure accountability when safeguarding children. We therefore ensure that:</p> <p><i>All adults, including volunteers, working in or on behalf of the school will:</i></p> <ul style="list-style-type: none"> • <i>Demonstrate an understanding that safeguarding is everyone's responsibility</i> • <i>Maintain and demonstrate a mind set of "it could happen here"</i> • <i>Do all they can within the capacity of their role, to ensure that children are protected from harm</i> • <i>Do all they can within the capacity of their role, to ensure that children grow up in circumstances consistent with safe and effective care</i> • <i>Do all they can within the capacity of their role, to ensure that children have the best outcomes</i> • <i>Report cases of suspected abuse to the DSL. This will be done as soon as possible using the school's agreed format</i> <ul style="list-style-type: none"> ➢ <i>(Incident logged on a Notification of Concern Form available on the Safeguarding Noticeboard in the Staffroom preferably before a staff member leaves the school site but always within 24 hrs, with DSLs 'alerted')</i> • <i>Report lower level concerns to the DSL using the school's agreed Notification of Concern form and system</i> • <i>Monitor all pupils, particularly those that are deemed vulnerable</i> • <i>Report any concerns regarding adults conduct to the DSL or Headteacher</i> <p><i>The Governing Body will:</i></p> <ul style="list-style-type: none"> • <i>Ensure that the policies, procedures and training in Tarleton Community Primary School are effective and comply with the law at all times</i> • <i>Ensure that safeguarding policies and procedures are followed by all staff</i> • <i>Put in place safeguarding responses in cases where children go missing from education</i> • <i>Appoint a DSL and back-ups and ensure that they are provided with appropriate support, funding, resources and time to carry out their role</i> • <i>Ensure the school or college contributes to inter-agency working in line with statutory guidance Working together to safeguard children</i> • <i>Ensure that safeguarding procedures take into account local guidance including Risk Management Toolkit and Lancashire Continuum of</i> |

Need and Thresholds Guidance

- Ensure that staff members undergo safeguarding training at induction
- Ensure that DSLs and all staff, volunteers and Governors are trained and updated regarding safeguarding regularly in compliance with **Keeping Children Safe in Education**
- ensure that children are safe online by ensuring that appropriate filters and monitoring systems are in place
- ensure that children are taught about safeguarding
- prevent people who pose a risk of harm from working with children
- ensure there are procedures in place to handle allegations against teachers, headteachers, volunteers and other staff
- ensure staff in school are aware of, and policies reflect, an understanding of specific issues such as peer on peer abuse and safeguarding children with disabilities and special educational needs
- ensure that all practice and procedures operate with the **best** interests of the child at their heart
- appoint a designated teacher to promote the education of CLA
- ensure that all staff are aware of safeguarding issues and vulnerabilities associated with CLA

The DSLs will:

- take **lead responsibility** for safeguarding and child protection
- manage referrals to Children's Social Care, Police and other agencies
- work with others in order to improve outcomes for children
- attend DSL training every 2 years
- undertake Prevent awareness training
- update their skills and knowledge on a regular basis, but at least annually
- raise awareness of safeguarding throughout school
- ensure that this policy is reviewed annually and is available publicly
- maintain, update and amend the school's safeguarding portfolio regularly
- ensure that parents are aware of schools responsibilities regarding safeguarding and child protection
- maintain accurate safeguarding records that are stored securely
- be available during school hours
- arrange cover of DSL role for any out of hours/out of term activities
- represent school in multi-agency meetings
- be provided with appropriate support and supervision in order to carry out the role safely and effectively

Induction, Training & Updates

Tarleton Community Primary School is committed to providing staff and volunteers with the skills and knowledge needed to safeguard children. We therefore ensure that:

- ALL staff and volunteers will receive Level 1 & 2 Safeguarding Training on induction using **LCC Safeguarding Induction Pack** which includes **Keeping Children Safe in Education (Part One), Guidance for Safer Working Practice, Code of Conduct** and **Whistleblowing Policy**.
- ALL staff and volunteers will receive Level 1 & 2 Safeguarding Training annually
- the DSL/s will provide ALL staff, volunteers and governors with regular safeguarding updates
- ALL staff, volunteers and governors will read and show an understanding of any updates that are provided
- DSLs will attend DSL training every 2 years
- DSLs will update their knowledge, skills and understanding of relevant safeguarding issues on a regular basis
- the main DSL will undertake Prevent awareness training
- at least one member of staff and one governor will attend Safer Recruitment Training. This will be renewed at least every 5 years

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| | <ul style="list-style-type: none"> • ALL staff, volunteers and governors will undertake any additional training on matters such as Child Sexual Exploitation, Prevent, Peer on Peer abuse, Online Safety etc as is deemed necessary by the SLT • any staff member will discuss any specific training requirements or gaps in knowledge or understanding with the DSL/s |
| <p>Child Protection</p> | <p>Tarleton Community Primary School is committed to PREVENTING abuse, PROTECTING children from abuse and SUPPORTING those involved in cases of abuse. We therefore ensure that:</p> <ul style="list-style-type: none"> • ALL staff and volunteers understand the importance of teaching children how to keep themselves safe from all types of abuse • ALL staff and volunteers seek out opportunities that are relevant to their role, to teach children the skills to keep themselves safe • ALL staff and volunteers make and maintain positive and supportive relationships with children which enable children to feel safe and valued • safeguarding has a high status throughout school by being on the agenda at staff meetings/briefings, information being readily available on notice boards, regular updates • ALL staff feel confident in approaching DSLs to raise concerns • ALL staff and volunteers have an understanding of the four categories of abuse; NEGLECT, EMOTIONAL ABUSE, SEXUAL ABUSE, PHYSICAL ABUSE. • ALL staff and volunteers understand that there are other ways in which children can be abused such as; Online, Child Sexual Exploitation, Female Genital Mutilation, Honour Based Violence, Radicalisation, Trafficking, Slavery, Peer Abuse, Forced Marriage and others • ALL staff and volunteers have the knowledge, skills and expertise to recognise the signs and symptoms of all types of abuse • DSLs keep up to date with emerging and specific safeguarding issues and update training and the School's Safeguarding Portfolio accordingly • DSLs update staff and volunteers knowledge and understanding of such issues in order for them to be able to identify children who are at risk of such specific safeguarding issues • ALL staff and volunteers will maintain and demonstrate an attitude of "it can happen here" • ALL staff and volunteers are child-centred in their practice and act in the best interests of the child at all times • ALL staff recognise and understand that behaviour can be a child's way of communicating distress and changes to behaviour may be an indicator of abuse • ALL staff and volunteers have the skills to respond appropriately and sensitively to disclosures or allegations of abuse • ALL staff and volunteers report cases of suspected abuse to the DSL. This will be done as soon as possible using the school's agreed format • where a child is at risk of immediate harm, ALL staff understand that they must refer to the Police or Children's Social Care • ALL staff and visitors know how to refer to Children's Social Care • DSLs will make a Section 47 referral to Children's Social Care where a child is in need of protection, has been significantly harmed or is at risk of significant harm, using Lancashire Continuum of Need and Thresholds Guidance and Risk Management Toolkit to determine whether this threshold has been met • this referral will be done by telephone and followed with a CSC Referral Form as soon as possible • consent from parents/carers and child (if age appropriate) will be sought prior to this referral, except where this will cause delay or place anyone at risk • where consent is not given, parents and carers are informed that a referral will still be made, except where this will cause delay or place |

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| | <p>anyone at risk</p> <ul style="list-style-type: none"> • DSLs adhere to policy, procedures and guidance from the LSCB with regard to sharing information • DSLs contribute to Strategy Discussions, Strategy Meetings, Initial and Review Child Protection Conferences, Core Group Meetings and other CP meetings • DSLs will attend CP meetings, produce and present reports, liaise with staff, work with parents, work with other agencies and ensure the voice of the child is evidenced throughout these processes • DSLs meet regularly to ensure that decisions made about children who are subjects of CP Plans are agreed and a clear rationale for the decision is documented • a copy of the child's CP Plan is included in the child's individual safeguarding file & electronically within CPOMS • ALL staff and volunteers will support victims of abuse in a capacity that is relevant to their role. This will be determined by the DSL • DSLs will determine what information staff members need to know in order to safeguard and support children. This may be different information for different staff • staff are offered appropriate support and/or supervision that is relevant to their role or involvement in particular cases • communication and work with parents and carers will always be undertaken in a supportive manner and in the best interests of the child • ALL staff understand that children who perpetrate abuse or display harmful behaviour should be treated as victims first and foremost and supported in the same way a victim of abuse would be supported • specific programmes of work and support are offered to children and families who are vulnerable • Risk Assessments will be undertaken where a child's behaviour poses a risk to others, themselves or the environment |
| <p>Child in Need</p> | <p>Tarleton Community Primary School is committed to ensuring the appropriate level of support is offered to a "Child in Need" and their family. We therefore ensure that:</p> <ul style="list-style-type: none"> • DSLs will make a Section 17 referral to Children's Social Care where Early Help has not been successful in reducing risk and meeting unmet needs using Lancashire Continuum of Need and Thresholds Guidance and CSC referral form • DSLs will make a Section 17 referral to Children's Social Care where there is evidence that the Level 3 threshold has been met on the Continuum of Need • this will be determined and assessed by the DSL using the Lancashire Continuum of Need and Thresholds Guidance and the Risk Management Toolkit • DSLs will obtain parental consent for the referral and for information to be shared, prior to contacting Children's Social Care • when consent is not given, DSLs will continue to offer Early Help, gather evidence of engagement or lack thereof, disguised compliance, impact on the child, increase in risk or level of unmet need, improvements or deteriorations • DSLs will review such cases regularly and assess whether there is evidence that meets Level 4 threshold on the Continuum of Need. In such cases Child Protection Procedures will be followed • DSLs contribute to Child in Need Meetings and Reviews • DSLs will attend CiN meetings, produce and present reports, liaise with staff, work with parents, work with other agencies and ensure the voice of the child is evidenced throughout these processes • DSLs will meet regularly to ensure that decisions made about children who are subjects of CiN Plans are agreed and a clear rationale for the |

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| | <p><i>decision is documented</i></p> <ul style="list-style-type: none"> • <i>a copy of the child's CiN Plan is included in the child's individual safeguarding file</i> |
| <p>Early Help</p> | <p>Tarleton Community Primary School is committed to providing our families with the right help at the right time. We therefore ensure that:</p> <ul style="list-style-type: none"> • <i>ALL staff and volunteers can identify the risk factors that indicate a family or pupil may benefit from Early Help</i> • <i>ALL staff and volunteers will use the school's agreed format for letting the DSL know about Early Help requirements</i> • <i>DSLs will undertake a CAF assessment, when appropriate, to identify what Early Help is required</i> • <i>DSLs will signpost and refer to appropriate support agencies</i> • <i>DSLs will lead on TAF meetings where is it appropriate for them to do so</i> • <i>DSLs will refer to CSC where Early Help has not been successful in reducing risk and meeting unmet needs using Lancashire Continuum of Need and Thresholds Guidance and CSC referral form</i> • <i>DSLs will utilise Wellbeing, Prevention and Early Help services by using Request for Service form</i> • <i>DSLs and other identified staff will identify and work with any organisations that are relevant in meeting the needs of pupils and their families</i> • <i>DSLs and other identified staff will initiate and maintain positive and supportive relationships with parents and carers of children who may benefit from Early Help</i> |
| <p>Confidentiality</p> | <p><i>Confidentiality is an issue that needs to be discussed and fully understood by all those working with children, particularly in the context of child protection.</i></p> <p><i>The basic principles of information sharing are the 7 Golden Rules of Information sharing (Data Protection Act 1998 (2008); the 7 step information wheel will be displayed within school offices to support / remind staff.</i></p> <p><i>Staff will be reminded on a regular basis of the 7 Golden Rules and within Safeguarding training will be informed that they must never promise to keep secrets, that if a child ask them to keep a secret they will tell them that them that cannot keep secrets and that any information that indicates that they or another child or adult is being harmed or is at risk of being harmed will be shared with DSL's/backup DSL's named within this policy.</i></p> <p><i>Professionals can only work together to safeguard children if there is an exchange of relevant information between them. This has been recognised in principle by the courts. Any disclosure of personal information to others, [including Children's Social Care Services], must always have regard to both common and statute law.</i></p> <p><i>Normally, personal information should only be disclosed to third parties (including other agencies) with the consent of the subject of that information (Data Protection Act 1998, European Convention on Human Rights, Article 8). Wherever possible, consent should be obtained before sharing personal information with third parties. In some circumstances, consent may not be possible or desirable but the safety and welfare of a child dictate that the information should be shared. The law permits the disclosure of confidential information necessary to safeguard a child or children. Disclosure should be justifiable in each case, according to the particular facts of the case, and legal advice should be sought if in doubt.</i></p> |

Specific Safeguarding

Tarleton Community Primary School is committed to keeping our children safe from specific forms of abuse. We therefore ensure that:

ALL staff and volunteers understand that there are specific and emerging ways in which children can be abused, such as:

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.

- ALL staff and volunteers will have 'due regard to the need to prevent people from being drawn into terrorism', known as the 'Prevent Duty'
- ALL staff and volunteers will have a general understanding of how to identify a child who may be at risk of radicalisation
- ALL staff and volunteers will use professional judgement in identifying children who might be at risk of radicalisation and act proportionately
- The school **Online Safety Policy** will ensure the safety of children by ensuring they cannot access terrorist and extremist material when using the internet and that suitable filtering software is in place
- DSLs understand when it is appropriate to make a referral to the Channel Panel

Child Sexual Exploitation (CSE) involves exploitative situations, contexts and relationships where young people may receive something (e.g. food, accommodation, drugs, alcohol, gifts or simply affection) as a result of engaging in sexual activities. The perpetrator will not only groom the victim (possibly over a long period of time) but will always hold some kind of power which increases as the exploitative relationship develops. Sexual exploitation involves a degree of coercion, intimidation or enticement, including unwanted pressures from peers to have sex, sexual bullying including on line bullying (cyberbullying) and grooming. It is important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

- The school curriculum (whereby sexual relationships/PSHE is delivered) will include relevant information around the risks associated with CSE
- The school **Online Safety Policy** will ensure the safety of children by ensuring they cannot access inappropriate material when using the internet and that suitable filtering software is in place

Honour Based Violence (HBV) 'A crime or incident, which has or may have been committed, to protect or defend the honour of the family and/or community'. (ACPO Working Definition 2008) ALL staff and volunteers will have a general understanding of how to identify a child who may be at risk of Honour Based Violence.

Forced Marriage is one whereby one or both parties do not consent to marriage but are forced to do so through violence, threats or any form of coercion. Schools play an important role in safeguarding children from being forced to marry.

Female Genital Mutilation (FGM) is encompassed within the term Honour Based Violence

- ALL staff and volunteers are aware of the "one chance rule" and will report all cases of suspected Honour Based Violence to the DSL immediately
- FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences
- ALL staff need to be alert to the possibility of when a female pupil may be

at risk of FGM or when it may have been conducted on them

- DSLs must report to the police cases where they discover that an act of FGM, Forced Marriage or other HBV appears to have taken place

Modern Slavery The Modern Slavery Act 2015 places a new statutory duty on public authorities, including schools, to notify the National Crime Agency (NCA) (section 52 of the Act) on observing signs or receiving intelligence relating to modern slavery. The public authority (including schools) bears this obligation where it has 'reasonable grounds to believe that a person may be a victim of slavery or human trafficking'.

- Staff must be aware of the above and contact the DSL should they suspect or receive information that either parents or their children may be victims of modern slavery. The DSL should then contact the NCA

Peer on Peer Abuse occurs when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age; everyone directly involved in peer on peer abuse is under the age of 18.

- ALL staff and volunteers understand that children can abuse other children
- ALL staff and volunteers will inform the DSL of suspected peer abuse
- Peer on peer abuse will be taken as seriously as any other form of abuse
- Physical abuse between peers will be managed under the school's **Behaviour Policy**
- Emotional abuse between peers will be managed under the school's **Anti-Bullying Policy**
- Harmful sexual behaviour will be identified and managed using the **Brook Traffic Light Tool** and with support and guidance from LCC Schools Safeguarding Officer
- Sexting will be managed on a case by case basis using national and local guidance and advice from LCC Schools Safeguarding Officer
- In cases of suspected or actual peer on peer abuse a risk assessment will be undertaken and appropriate and proportionate control measures put in place to manage and reduce risk. Seek advice from LCC Schools Safeguarding Officer
- Referrals to Children's Social Care, Police and/or other appropriate agencies will be made where thresholds are met

Sexting is when someone sends or receives a sexually explicit text, image or video. This includes sending 'nude pics', 'rude pics' or 'nude selfies'. Pressuring someone into sending a nude picture can happen in any relationship and to anyone, whatever their age, gender or sexual preference. However, once the image is taken and sent, the sender has lost control of the image and these images could end up anywhere. By having in their possession, or distributing, indecent images of a person under 18 on to someone else, young people are not even aware that they could be breaking the law as stated as these are offences under the Sexual Offences Act 2003.

Guidance on how to deal with sexting can be found at:

<https://www.saferinternet.org.uk/blog/new-sexting-guidance-schools-released-uk-council-child-internet-safety>

Children Missing from Education can be a potential sign of abuse or neglect including sexual exploitation, undergoing female genital mutilation, forced marriage or travelling to conflict zones.

- ALL staff and volunteers follow school procedures when a child misses education particularly on repeat occasions to help identify the risk of abuse and neglect

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| | <ul style="list-style-type: none"> • The school Attendance Policy is up to date, reviewed annually and includes reference to CME • There is an admissions policy and an attendance register • The Local Authority is informed of any pupil who fails to attend school regularly, or has been absent without the schools permission for a continuous period of 10 school days or more <p>For all specific safeguarding issues, DSLs will seek advice from LCC Schools Safeguarding Officer and follow national and local guidance that can be accessed in the School's Safeguarding Portfolio:</p> <ul style="list-style-type: none"> • Pan Lancashire Policy and Procedures for Safeguarding Children Manual http://panlancashirescb.proceduresonline.com/chapters/contents.html#specific • Multi Agency Statutory Guidance on FGM http://panlancashirescb.proceduresonline.com/chapters/p_female_mutilation.html • Prevent Duty http://panlancashirescb.proceduresonline.com/chapters/p_violent_extremism.html http://panlancashirescb.proceduresonline.com/chapters/p_forced_marriage.html • What to do if you suspect a child is being sexually exploited http://panlancashirescb.proceduresonline.com/chapters/p_child_sex_exp.html • Sexting in Schools Guidance • Sexting in schools and colleges: responding to incidents and safeguarding young people • ACPO CPAI Lead's Position on Young People Who Post Self-Taken Indecent Images |
| Online Safety | <p>Tarleton Community Primary School is committed to keeping pupils safe online. We therefore ensure that:</p> <ul style="list-style-type: none"> • ALL staff and volunteers understand that children can be harmed online via hurtful and abusive messages, enticing children to engage in age inappropriate conversations, sharing and production of indecent images or encouraging risk taking behaviour • The school's Online Safety Policy details how we keep pupils safe when using the internet and mobile technology • Online bullying by pupils, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our Anti-bullying / Behaviour Policy • There is a clear and explicit procedure for dealing with mobile phones that are brought into school by children within the Acceptable Use of Mobile Phones, Cameras and Recording Devices • DfE advice; Searching, Screening and Confiscation is followed where there is a need to search a pupil for a mobile device • When school become aware of an online safety issue that has occurred outside of school, it is managed in accordance with the school Online Safety Policy |
| Record Keeping | <p>Tarleton Community Primary School is committed to recording all matters relating to the welfare of children in a relevant format. We therefore ensure that:</p> <ul style="list-style-type: none"> • DSLs will refer to LCC Record Keeping Guidance to assist them in creating and maintaining accurate safeguarding records • there is an agreed format for reporting all matters relating to child wellbeing, from an early help requirement or "niggle", to a disclosure of abuse |

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| | <ul style="list-style-type: none"> • ALL staff use the agreed format for passing on concerns which are Notification of Concern Forms that are found in the Staffroom • concerns should be factual and evidence based • concerns should be written in ink, signed and dated • concerns should be passed directly to the DSL • where possible, a DSL will 'action' a concern enabling the member of staff who logged the concern to receive feedback. Rules of confidentiality however, dictate that it may not always be possible or appropriate for the DSL to feedback to staff who report concerns to them. Such information will be shared on a 'need to know' basis only and the DSL will decide which information needs to be shared, when and with whom. The primary purpose of confidentiality in this context is to safeguard and promote the child's welfare. • ALL concern logs will be kept either in whole school safeguarding files or in an individual pupil safeguarding file • a pupil will have an individual safeguarding file when there has been a number of concerns, an offer of Early Help or the family is, or has been at Level 2 or above on the Continuum of Need • DSLs will record all discussions, decisions and rationale behind decisions and sharing of information in the child's records • DSLs will record evidence of child's wishes, professional challenge, offers of early help and multi-agency working • when individual pupils are discussed during staff meetings, such as supervision, staff updates or risk assessments etc. pupil information should be anonymised or stored in a secure manner • all safeguarding records will be stored securely in a locked room/cabinet • only DSLs and other named staff will have access to safeguarding records • a pupil's safeguarding file will be transferred, in its entirety, to the educational establishment where the child moves to, unless there is ongoing legal action • the safeguarding file will be hand delivered to the DSL at the receiving school. If this is not possible, the safeguarding file will be sent by recorded delivery • a receipt will be obtained at time of transfer and the responsibility for the safeguarding records will pass to the receiving school • the educational establishment where the pupil attends at statutory school leaving age (18) will securely retain the safeguarding records until the child's 25th birthday. Safeguarding records will then be destroyed securely • advice will be sought from legal services and/or Schools Safeguarding Officer if any staff are unclear about any aspects of safeguarding record keeping |
| <p>Safer Recruitment</p> | <p>Tarleton Community Primary School is committed to keeping pupils safe by ensuring that adults who work or volunteer in school are safe to do so. We therefore ensure that:</p> <ul style="list-style-type: none"> • LCC Human Resources guidance is adhered to, to ensure that there is a strong reference and commitment to safeguarding during advertisement, selection and recruitment of new staff • at least one governor and one staff member have attended Safer Recruitment Training in the last 5 years • there are at least 2 people on each selection panel and at least one person on every selection panel has attended Safer Recruitment Training • ALL staff will monitor the conduct of all adults who come into contact with children at school and report any concerns to the DSL, headteacher or Chair of Governors as appropriate • relevant, proportionate and lawful checks are undertaken on all adults who regularly work at, or visit the school |

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| | <ul style="list-style-type: none"> • a Single Central Record is kept of checks that are undertaken on all adults who regularly work at, or visit the school • the SCR is stored securely and only accessed by designated staff and governors • DSLs, HT and Safeguarding Governor should evidence regular oversight/scrutiny of the SCR using the SCR Audit Sheet • evidence of staff members identity, required qualifications and the right to work in the UK will be kept in individual personnel files • covering (umbrella) letters will be obtained from agencies and other employers that provide staff to work in school • individual identity checks will be undertaken on those staff detailed above to ensure they are employees of the named agency/employer • a transfer of control agreement will be used where other agencies/organisations use school premises and are not operating under school's safeguarding policies and procedures • adults working within school will make a declaration that they are not disqualified under the Child Care Act 2006 (an extension to the legal requirements within the Child Care Act 2006 which requires adults who are involved in the management or provision of child care of children in Early Years, or in out-of-school provision for children up to 8 years old to make a declaration that they are not disqualified) • this declaration will be renewed annually and evidenced using the School's Declaration Form. This form will be retained and stored securely • when an issue is declared, advice will be sought from Ofsted about the need to apply for a waiver. If a waiver is necessary, a risk assessment will be carried out and proportionate measures put in place until a waiver has been issued or matters resolved otherwise disqualification@ofsted.gov.uk • advice will be sought from Human Resources, LADO and/or Schools Safeguarding Officer if any staff are unclear about any aspects of Safer Recruitment |
| <p>Allegations of abuse</p> | <p>Tarleton Community Primary School understands that when an allegation is made against a member of staff, set procedures must be followed. We therefore ensure that:</p> <ul style="list-style-type: none"> • all staff are aware of the requirement to, and process of referring allegations against staff to the headteacher • all staff are aware of the requirement to, and process of referring allegations against the headteacher to the nominated Governor • The headteacher and/or Chair of Governors will discuss the allegation with the Local Authority Designated Officer (LADO) • LSCB procedures for dealing with allegations against staff will be followed http://panlancashirescb.proceduresonline.com/chapters/p_allegations.html • All staff remember that the welfare of the child is paramount and that they have a duty to inform the DSL if any adult's conduct gives cause for concern • All concerns of poor practice or possible child abuse by colleagues should be reported to the headteacher. • Complaints about the headteacher should be reported to the Chair of Governors • All staff are aware of the school's Whistleblowing Policy which enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place • |
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| <p>Visitors</p> | <p>Tarleton Community Primary School is committed to keeping pupils safe by ensuring that visitors to school do not pose a risk to children at our school. We therefore ensure that:</p> <ul style="list-style-type: none"> • visitors to school sign in and wear identification lanyard to indicate they have done so • ALL staff and children, where appropriate, will challenge visitors to school who are not wearing correct identification • visitors sign out and remove/hand in their identification when they leave the school • visitors are aware of who to speak to if they are worried about a child during their visit • visitors are accompanied during their visit, when children are present, unless they have undergone relevant checks and these are accepted and verified by DSL or headteacher • visitors will behave in a way that is compliant with the school's Code of Conduct • visitors will not use mobile phones or other similar electronic devices during their visit unless agreed by the headteacher or DSL. • visitors will not initiate contact or conversations with pupils unless this is relevant and appropriate to the reason for their visit • when there are several visitors to the school at the same time (such as for an assembly etc) there will be adequate staff supervision of children and visitors. A risk assessment will be undertaken if deemed necessary or appropriate • when visitors are undertaking activities with children, content of the activity will be agreed with the headteacher or DSL, prior to the visit • if any visitor behaves in an unacceptable or threatening manner, they will be required to leave and escorted from the premises immediately. In this situation, they should be immediately removed from any situations where there is a possibility of them harming children or staff. If necessary the police should be summoned to remove them |
| <p>Cameras, Mobile Phones and Devices</p> | <p>This section is legally applicable to all early years' settings (The Early Years Foundation Stage, EYFS 2014), however at Tarleton Community Primary School we follow this guidance throughout the school as a model of safe practice.</p> <p>Tarleton Community Primary School is committed to keeping pupils safe by ensuring that electronic devices such as cameras, phones and tablets are used in an appropriate manner. School will therefore ensure that:</p> <ul style="list-style-type: none"> • parental consent is obtained to take and use photographs and/or videos of children • parental consent is obtained for photographs to be taken by the media for use in relation to promoting or publishing the school • separate parental consent is obtained if any other agency requests to take photographs of any child • parental consent will be valid for 5 years but may be sought more regularly at the discretion of the headteacher • images will be uploaded to, and stored in a secure place for a relevant amount of time, this may be for longer than the child is at school if appropriate • photographs and videos of children are only taken to provide evidence of their achievements for developmental records or for other school related purposes • staff, visitors, volunteers and students do not use their own mobile phones to take or record any images of children • the school's digital camera/s or memory cards must not leave the school setting unless this is agreed by the headteacher for official school business • photos are printed/uploaded in the setting by staff and once done images |

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| | <p>are immediately removed from the cameras memory</p> <ul style="list-style-type: none"> • parents are reminded frequently of the risks associated with posting images of children to social media • parents are reminded frequently that they are not permitted to distribute or post images that contain children other than their own • staff, volunteers and visitors will not use mobile phones in toilet or changing areas • The Code of Conduct will outline when and where staff, volunteers and visitors can use their mobile phones • ALL staff, volunteers and visitors will adhere to the above policies and failure to do so will be addressed appropriately by the headteacher and/or the Governing Body • Pupils' use of mobile phones and other devices are prohibited from school during school hours; all mobile phones will be handed into their class teacher on arrival in school and given back to pupils at the end of the day. • DFE Advice; Searching, Screening and Confiscation is followed where there is a need to search a pupil for a mobile device | |
| Review Dates | Policy adopted by the Governing Body on: | Autumn 2017 |
| | Policy to be reviewed no later than: | Autumn 2018 |
| Key Personnel and Training Details | Designated Safeguarding Lead (DSL) and DSL Training Attended | Chris Upton July 2017 |
| | Back-up/Deputy DSL(s) and DSL Training Attended | Janette Higson June 2017 Michelle Smith March 2016 |
| | Prevent Lead | Chris Upton |
| | <i>Date Prevent/WRAP training attended</i> | 9/12/15 WRAP 8/10/15 Prevent Awareness Training |
| | Safer Recruitment Training | Chris Upton Feb 2016 Andrea Walmsley Nov 2015 Mike Adams June 2015 Janette Higson May 2016 |
| | Headteacher | Chris Upton |
| | <i>Date safeguarding training attended (state type of training)</i> | July 2017(DSL Refresher Training LCC) |
| | Chair Of Governors | Stuart Bond |
| | <i>Date safeguarding training attended (state type of training)</i> | October 2017 GEL Training |
| | Safeguarding Governor | Mike Adams |
| | <i>Date safeguarding training attended (state type of training)</i> | 12/10/16 Child Protection & Safeguarding for Governors 5/12/16 Online Safety for Governors |
| Whole School Training | | |
| Useful Contacts | LCC Schools Safeguarding Officer | Andrea Glynn 01772 531196 andrea.glynn@lancashire.gov.uk |
| | Local Authority Designated Officer (LADO) | Tim Booth 01772 536694 tim.booth@lancashire.gov.uk |

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|---------------------------------|---|--|
| | Education Early Support Co-ordinators | Jenny Ashton 01772 531643 jennifer.ashton@lancashire.gov.uk Matt Chipchase 01254 220989 matt.chipchase@lancashire.gov.uk |
| | Lancashire Children's Social Care | 0300 1236720 cypreferrals@lancashire.gov.uk |
| | Whistleblowing | 01772 532500 WhistleblowingComplaints@lancashire.gov.uk |
| | Schools HR Advisor | Vic Welch 01772 531814 / 07778 769075 |
| | School Advisor | Lynsey Austen 01257 516166 |
| | Legal Services | Lynn Brewer 01772 530569 |
| Changes made and by whom | September 2017: New proforma adopted as provided by LCC by Mr Chris Upton | |

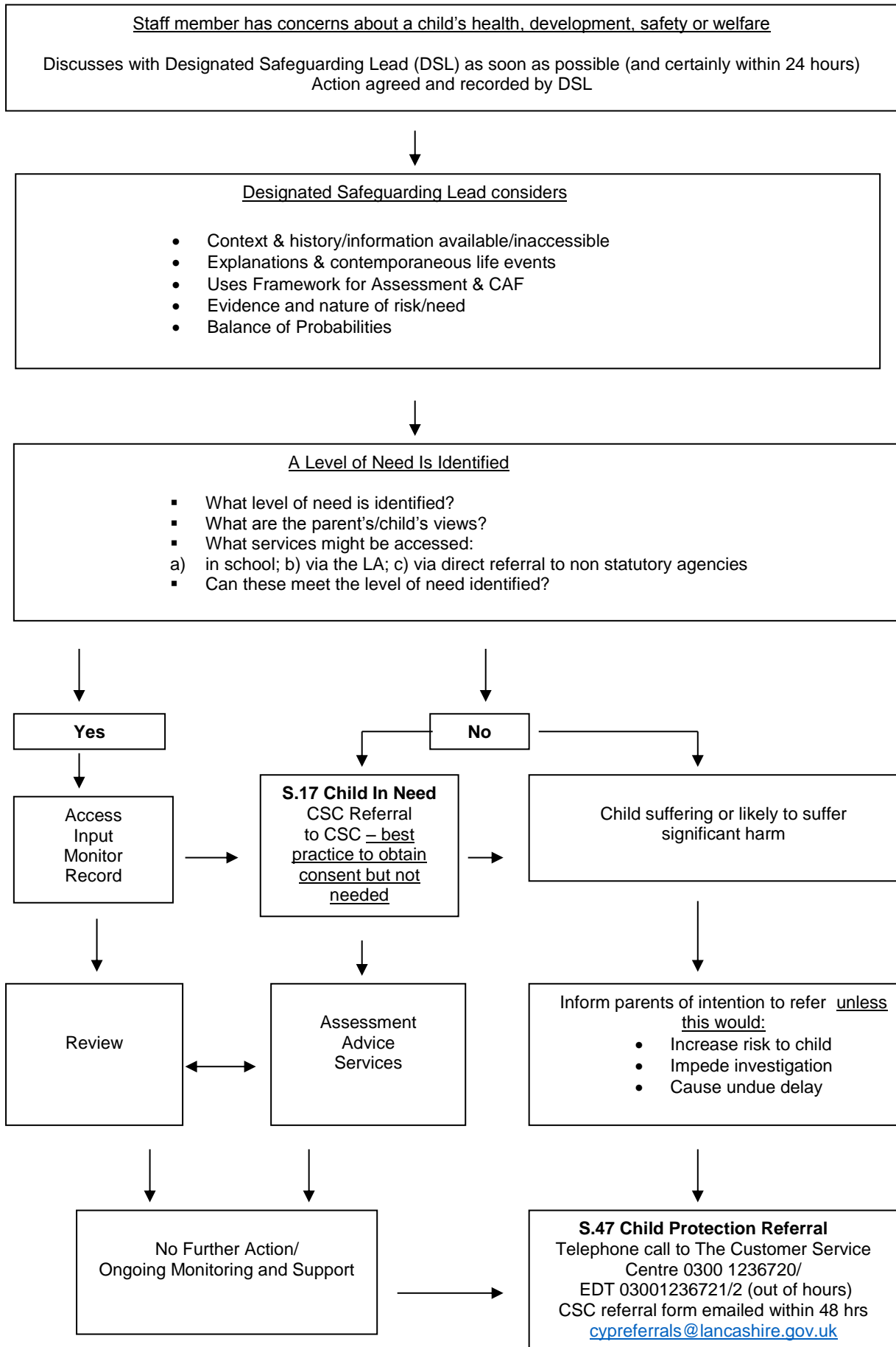
This policy will be reviewed: Autumn 2018

Adopted by Governors: Autumn 2017

Signed by Chair of Governors

Date.....

APPENDIX 1: TAKING ACTION ON CHILD WELFARE/PROTECTION CONCERNS IN SCHOOL



APPENDIX 2: TALKING AND LISTENING TO CHILDREN

If a child wants to confide in you, you *SHOULD*

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

You should *NEVER*

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

Children with communication difficulties, or who use alternative/augmentative communication systems

- While extra care may be needed to ensure that signs of abuse and neglect are interpreted correctly, any suspicions should be reported in exactly the same manner as for other children;
- opinion and interpretation will be crucial (be prepared to be asked about the basis for it and to possibly have its validity questioned if the matter goes to court).

Recordings should

- State who was present, time, date and place;
- Be recorded on CPOMS as soon after the event/concern was raised as possible, in order for a DSL to make a timely response preferably before the end of the working day
- Be responded to by one of the DSL's as soon as possible preferably within 24 hours;
- Use the child's words wherever possible;
- Be factual/state exactly what was said;
- Differentiate clearly between fact, opinion, interpretation, observation and/or allegation.

What information do you need to obtain?

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

If you do need to ask questions, what is and isn't OK?

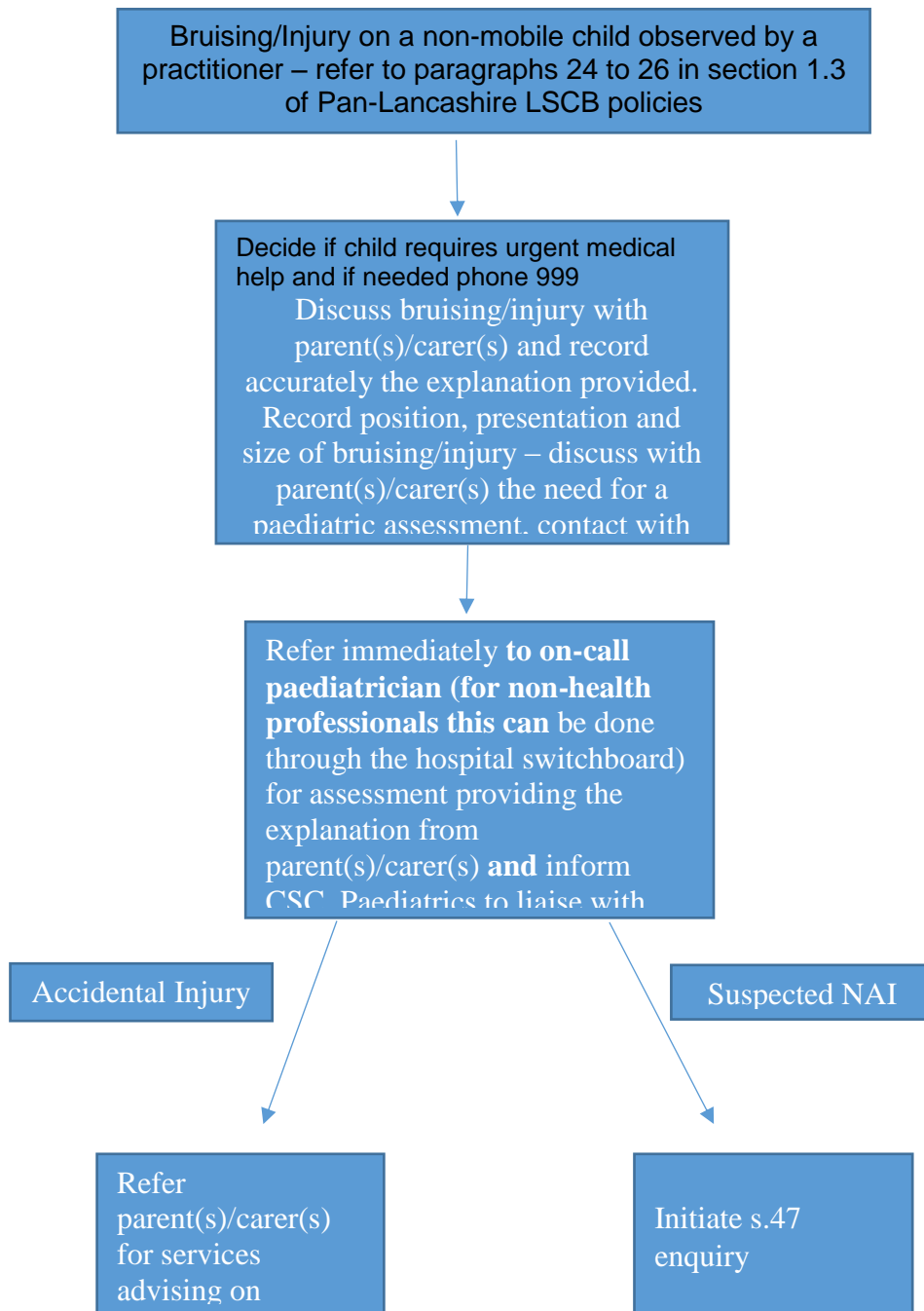
- **Never** asked closed questions i.e. ones which children can answer yes or no to e.g. Did he touch you?
- **Never** make suggestions about who, how or where someone is alleged to have touched, hit etc e.g. Top or bottom, front or back?
- If we must, use only '**minimal prompts**' such as 'go on ...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

What else should we think about in relation to disclosure?

- Is there a place in school which is particularly suitable for listening to children e.g. not too isolated, easily supervised, quiet etc;
- We need to think carefully about our own body language – how we present will dictate how comfortable a child feels in telling us about something which may be extremely frightening, difficult and personal;
- Be prepared to answer the ‘what happens next’ question;
- We should never make face-value judgements or assumptions about individual children. For example, we ‘know that [child.....] tells lies’;
- Think about how you might react if a child DID approach you in school. We need to be prepared to offer a child in this position exactly what they need in terms of protection, reassurance, calmness and objectivity;
- Think about what support **you** could access if faced with this kind of situation in school.

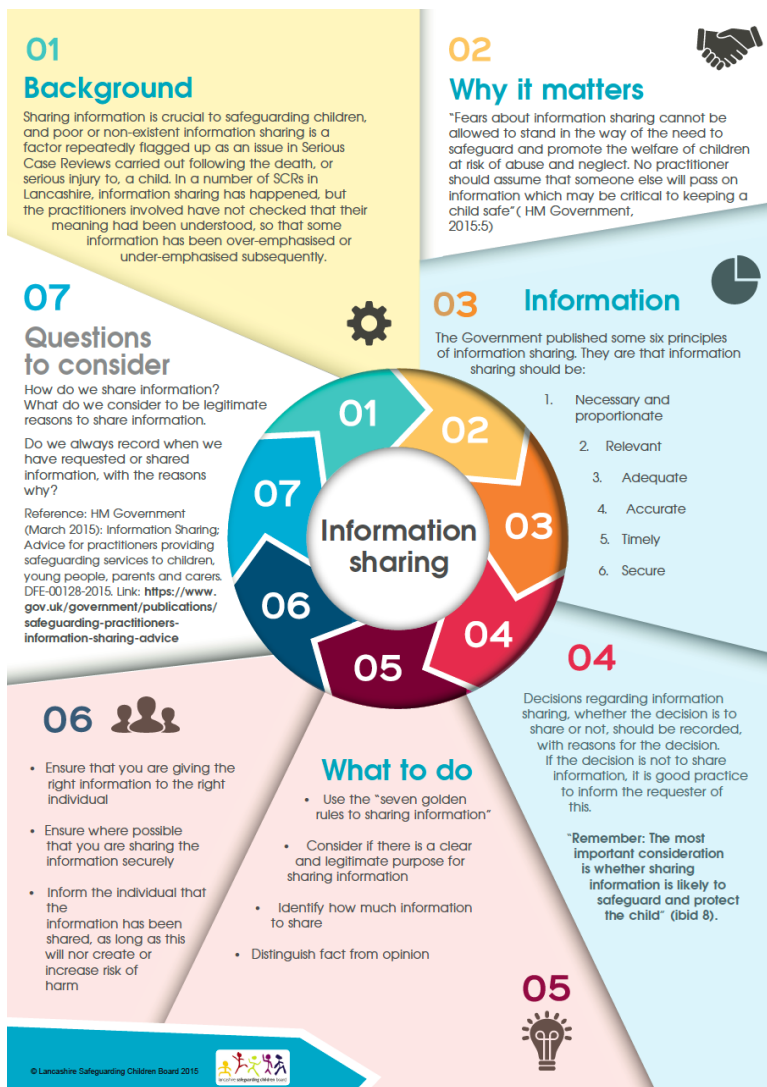
APPENDIX 3: BRUISES TO NON-MOBILE CHILDREN FLOW CHART

The flowchart below has been developed to assist health, education, early years and social care practitioners in following the agreed multi-agency procedure where a non-mobile child is observed with bruising and/or injuries.

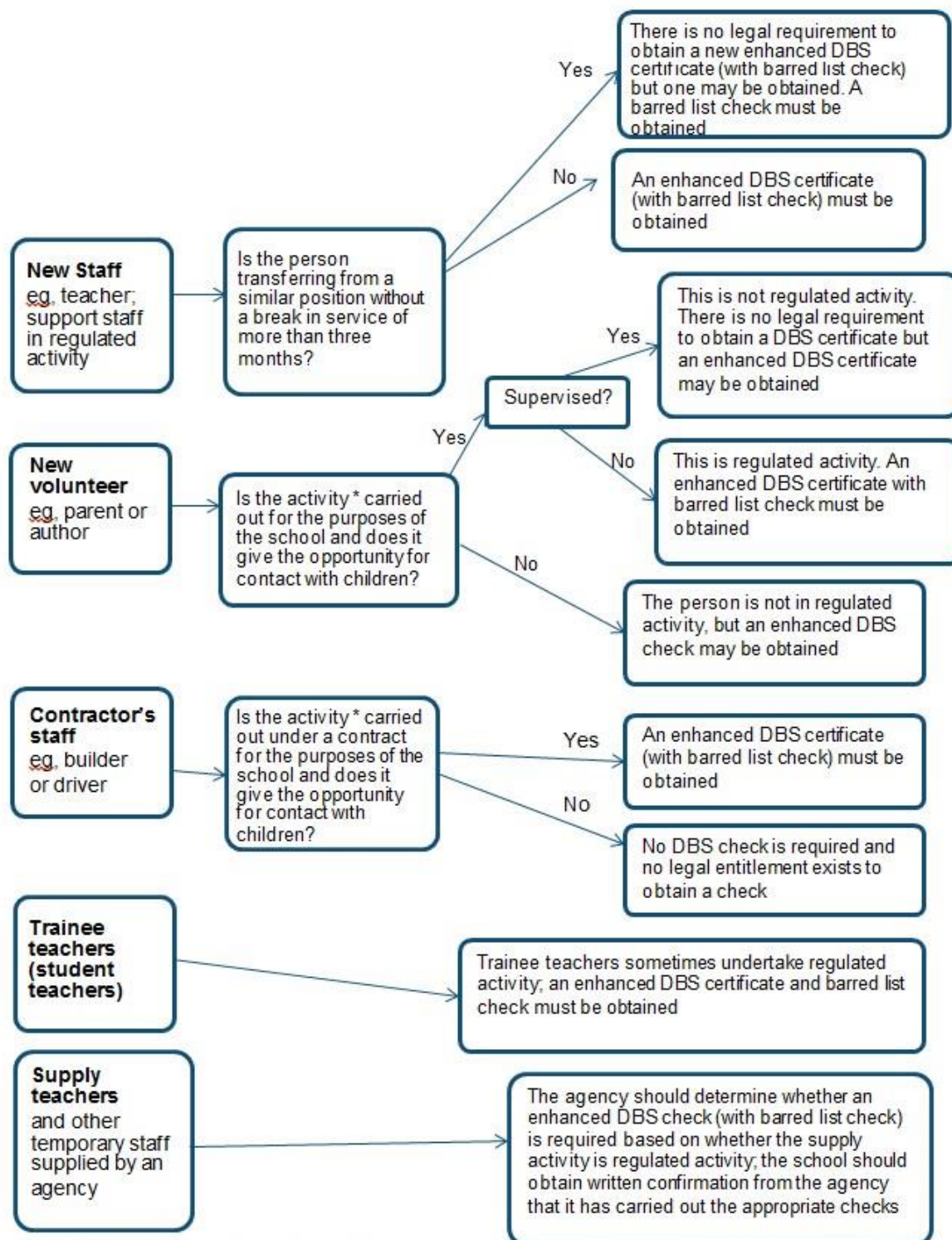


APPENDIX 4: SEVEN GOLDEN RULES FOR INFORMATION SHARING

1. **Remember that the Data Protection Act is not a barrier to sharing information** but provided a framework to ensure that personal information about living persons is shared appropriately.
2. **Be open and honest** with the person (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. **Seek advice** if you are in any doubt, without disclosing the identity of the person where possible.
4. **Share with consent where appropriate** and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement on the facts of the case.
5. **Consider safety and well-being:** base your information sharing decisions on considerations of the safety and well-being of the person and others who may be affected by their actions.
6. **Necessary, proportionate, relevant, accurate, timely and secure:** ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those people who need it, is accurate and up to date, is shared in a timely fashion, and is shared securely.
7. **Keep a record** of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.



APPENDIX 5: DBS Check Flowchart



* Activities listed under the guidance's definition of regulated activity and which are carried out 'frequently'

APPENDIX 6: Children's Social Care

Referrals

Lancashire

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|------------------------------------|--|
| The Customer Service Centre | 0300 123 6720 |
| email address for referrals | Error! Hyperlink reference not valid. |
| Emergency Duty Team (Out of Hours) | 0300 123 6721/3 |

Customer Service Contact Numbers in neighbouring Local Authorities:-

Blackburn with Darwen 01254 666400 EDT 01254 587547

Blackpool 01254 477299

Cumbria 0333 240 1727

North Yorkshire 01609 536993 EDT 0845 0349417

St Helens 01744 676600 or 0300 6500 148 EDT 0845 0500 148

Wirral 0151 606 2008 EDT 0151 604 63501

Sefton 0845 140 0845 EDT 0151 9208234

Rochdale 0300 303 0440 EDT 0300 303 8875

Bradford 01274 437500 EDT 01274 431010

Wigan 01942 828300 EDT 0161 834 2436