



Safeguarding Children and Child Protection Policy

Statutory Policy

Created by: Mrs S Stamford

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For public viewing

Link to other policies:

- Anti-bullying
- Attendance policy
- Behaviour for Learning Policy
- Children missing in education
- Complaints procedure
- Data Protection
- Educational Visits
- E- safety
- Health and Safety Policy
- Health and Wellbeing Policy
- Intimate care policy
- Mobile Phone Policy
- Physical intervention and the use of reasonable force
- Prevent Policy
- Privacy notice for Parents – use of students' data
- Remote Learning Policy
- Safer recruitment
- SEN Policy
- Staff Grievance Policy
- Teacher Appraisal Policy
- Whistleblowing

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Principal

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1. The purpose of a safeguarding and child protection policy

The purpose of this Safeguarding policy is to ensure every child who is a student at St Wilfrid's is safe and protected from harm, each of whom, we believe has been made as an individual in God's image. St Wilfrid's recognises that Safeguarding and promoting the welfare of children is everybody's responsibility. This policy therefore applies to all school staff including supply and agency staff, and volunteers and gives clear direction on how to safeguard children effectively. This policy aims to give clear direction to all staff, governors and parents about our moral and statutory responsibilities to safeguard and protect children. St Wilfrid's fully recognises the contribution it can make to safeguarding and protecting children from harm through prevention, support and protection. This policy will be available publicly via the school website and paper copies can be provided upon request and will be reviewed annually (as a minimum) and updated if needed, so that they are kept up to date with safeguarding issues as they emerge and evolve, including lessons learnt.

Our intention is for all children to have the best outcomes (as outlined in the [Working Together to Safeguard Children 2018](#) & [Keeping Children Safe in Education, 2023](#))

2. Definitions

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

Abuse is defined as 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. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others.

Child/ren refers to anyone who has not yet reached their 18th birthday and in this setting includes Year 13 students who may be 19 in exceptional circumstances.

Staff refers to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity, including supply and agency staff.

Parent/Carer refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents or legal guardian.

Governors refers to individual governors, governing bodies and boards and in the case of academies, this refers to proprietors.

Children Missing Education (CME) are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school i.e. privately or electively home education (EHE).

For the purposes of this document Children Missing Education is defined as: All children of compulsory school age who are:

- Not on a school roll or receiving a suitable education otherwise than at a school
- On the roll of a school but where they have been absent for 10 consecutive days, even if this follows an agreed leave of absence, and no contact has been received from parents.

3. Ethos and culture of safeguarding

Everyone at our school will endeavour to create and maintain an ethos where pupils feel valued, respected and secure.

Children are encouraged to communicate freely with any member of staff about any concerns or worries they may have. They will be listened to and supported in a way that is appropriate to their level of need.

It is recognised that staff at St Wilfrid's play a particularly important role in safeguarding children as they are in a position to identify concerns early and therefore prevent concerns from escalating.

Staff will therefore maintain an attitude of 'it could happen here' where safeguarding and abuse is concerned and demonstrate professional curiosity.

St Wilfrid's will have a clear set of values and standards, upheld and demonstrated throughout all aspects of school life.

All stakeholders will contribute to a whole school approach to safeguarding that creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment.

Governing bodies and proprietors will create a culture that safeguards and promotes the welfare of children in their school.

Leaders will create the right culture and environment so that staff feel comfortable to discuss matters which may have implications for the safeguarding of children, both within, and where it is appropriate, outside of the workplace,

Governors and leaders will create and embed a culture of openness, trust and transparency in which the school's or college's values and expected behaviour set out in the staff code of conduct are lived, monitored and reinforced constantly by all staff.

There will be a culture that makes clear that there is a zero-tolerance approach to sexual violence and sexual harassment and that it is never acceptable, and it will not be tolerated.

4. Curriculum

Children will be taught about how to keep themselves and others safe, including online.

St Wilfrid's curriculum will be tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs or disabilities.

All secondary students will receive Relationship and Sex Education which includes explicit, age appropriate teaching about healthy and respectful relationships, boundaries, consent and self-esteem and body image.

All students will receive Health Education which teaches them how to keep physically and mentally healthy.

This education will be fully inclusive and developed to be age and stage of development appropriate (especially when considering the needs of children with SEND and other vulnerabilities.)

When planning the curriculum, online safety should be considered as part of a whole school approach to keeping children safe online.

LGBT inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum and should therefore be included.

Fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs throughout our curriculum will be actively promoted.

5. Safeguarding Induction and Training

All staff will undergo safeguarding training (including, Prevent, CSE, CCE, contextual safeguarding and online safety) at induction

Induction will include:

- a. An explanation of systems within St Wilfrid's which support safeguarding
- b. The context of teaching in a Church of England Academy
- c. This safeguarding and child protection policy
- d. The school behaviour policy
- e. Staff behaviour policy / code of conduct
- f. The schools safeguarding response to children who go missing from education
- g. Role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).

Staff will be provided with access to copies of the above policies on the school website along with a copy of Part One of Keeping Children Safe in Education through the "Every" portal.

All staff will receive regular and relevant safeguarding and child protection training which is updated regularly.

All staff will receive safeguarding and child protection (including online safety) updates, as required, and at least annually, to continue to provide them with relevant skills and knowledge to safeguard children effectively.

All staff will receive Prevent awareness training in accordance with Home Office advice as informed by the school's Prevent risk assessment and policy.

Staff will complete the face to face Prevent training on a biennial programme that provides more bespoke education guidance.

All governors and trustees will receive appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole school approach to safeguarding. This training will be regularly updated.

In addition, governors should also attend bespoke governor Prevent training which is provided by governor services.

All those involved with the recruitment and employment of staff to work with children will receive appropriate safer recruitment training, the substance of which should at a minimum cover the content of Part three of Keeping Children Safe in Education.

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

In addition to this formal training the designated safeguarding leads' (and any deputies') knowledge and skills should be refreshed at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

The designated safeguarding lead (and any deputies) will undertake Prevent awareness training.

DSLs will receive training that enables them to have a good understanding of Harmful Sexual Behaviour.

Any person on the Academy premises must be signed in and be wearing appropriate St Wilfrid's validated identification badges:

- Blue badge and lanyard: current staff
- Green Badge and lanyard: visitors who have shown valid CRB certification
- Red badge and lanyard: visitors with no CRB clearance and therefore need escorting around the building at all times.

6. Roles and Responsibilities

All adults working with or on behalf of children have a responsibility to protect children. There are, however, key people within St Wilfrid's and the LEA who have specific responsibilities under Child protection procedures. The names of those staff carrying these responsibilities for the current time are listed on the cover sheet of this document.

DSL or the deputy lead in the absence of the DSL

The Designated Safeguarding Lead will take lead responsibility for safeguarding and child protection (including Online Safety, as explicit in their job description).

The Academy will appoint one (or more) Deputy Designated Safeguarding Leads trained to the same level as the DSL (renewed biennially), who will undertake those functions of the DSL in their absence. The DSL or Deputy DSL will always be available during school hours to discuss safeguarding concerns.

As identified in **Annex C of Keeping Children Safe in Education, 2023** [the](#) responsibilities of the DSL include:

The DSL is expected to take lead responsibility in:

- Maintaining detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping

- Transferring child protection files to the new school or college within 5 days when a child leaves the school
- liaising with the designated teacher, SENCO, Mental Health Lead/First Aiders and other staff to ensure those children who are potentially at greater risk are safeguarded effectively

Raising awareness of safeguarding throughout school by:

- Ensuring all staff read and understand this policy and at least Part one of Keeping Children Safe in Education
- Updating this policy at least annually
- Ensure this policy is available publicly
- Ensuring that parents know about school's duty to refer suspected cases of abuse
- Following Child Protection procedures under section 47(1) of the Children Act 1989 referring cases of suspected abuse to the Children's Advice and Duty Service (CADS) as required providing support to staff if they are making a required referral [3.1 Making a Referral to Children's Social Care \(proceduresonline.com\)](#)

The DSL will work with all relevant stakeholders to:

- Support staff and ensure cases are referred to the Prevent team and Channel Panel where there is a radicalisation concern [radicalisation \(proceduresonline.com\)](#);
- considering whether children are at risk of abuse or exploitation in situations outside their families.
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required;
- Refer cases whereby a crime may have been committed to the police as required.
- Report to the police cases where they discover that an act of FGM appears to have been carried out. It will be rare for teachers to see visual evidence of FGM, and they should not be examining students, 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. [Female Genital Mutilation \(proceduresonline.com\)](#)
- Notify parents, discussing concerns about a student if it is safe to do so. The DSL will make contact with the parent/[carer](#) in the event of a concern, suspicion or disclosure. However, if the DSL believes that informing parents would increase the risk of harm to the child or put anyone else at risk, or cause an unjustifiable delay in making the referral, advice will first be sought from children's social care (particularly if the disclosure is sexual abuse, forced marriage, under Prevent Duty, Female Genital Mutilation or Fabricated and Induced Illness (FII))
- Take lead responsibility for safeguarding and child protection (including online safety). This is explicit in the DSL's job description
- take a leading role on cases of child-on-child abuse and liaise with other agencies such as the police and children's social care in determining how to manage such cases.
- be aware of the local response to sexual violence and sexual harassment between children.
- Liaise with the Principal to inform of ongoing enquires under Section 47 of the Children Act [1989](#) and police investigations;
- As required liaise with the LADO for all cases involving a staff member;

- Ensure that when a student leaves St Wilfrid's their child protection file is transferred to the newly identified school or college within 5 working days and will request the information from previous host schools for students newly enrolled
- Work with the Principal and relevant strategic leads by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, including:
 - ensuring that the Academy knows which children have, or have had, a social worker
 - supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have, or have had a social worker reach their potential, even when statutory social care intervention has ended
 - Refer any allegations against staff to the Principal

The role of the Principal is to:

- Oversee the procedures for safeguarding in the DSL's or their deputy's absence
- Ensure that the Child Protection and Safeguarding Policy and Procedures are implemented and followed by all staff;
- Allocate sufficient time and resources to enable the DSL and deputies to carry out their roles effectively, including the assessment of students and attendance at strategy discussions and other necessary meetings;
- Ensure that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle blowing procedures;
- Ensure that students' safety and welfare is addressed through the curriculum;
- Provide a signed annual report to the Governing Body;
- To be kept notified of all referrals concerning child protection and, in the case of a complaint about a member of staff liaise with the LADO where appropriate;

The role of the Family Support and Child Protection Officer is to:

- Ensure that the safeguarding procedures are applied within the Academy and investigate allegations or reports of concerns
- Under the direction of the DSL liaise and work with Children's Services: Safeguarding and Specialist Services over suspected cases of child abuse;
- Ensure that the Academy effectively monitors children about whom there are concerns, including notifying Children's Services when there is an unexplained absence of more than two days for a child who is the subject of a child protection plan;
- Ensure that accurate safeguarding records relating to individual children are kept separate from the academic file in a secure place on Synergy, and are passed securely should the child transfer to a new provision gaining a confirmation of receipt;
- Prepare and submit required documentation for child protection conferences, CIN and CAF meetings and contribute to decision-making and delivery of actions planned to safeguard the child;
- Provide guidance to parents, children and staff about obtaining suitable support;
- Discuss with new parents the role of the DSL and the role of safeguarding in the school including engagement in Operation Encompass.
- Make parents aware of the safeguarding procedures used and how to access the child protection policy.

The role of the governing body is to:

- have regard to Keeping Children Safe In Education, ensuring policies, procedures and training in their schools or colleges are effective and comply with the law at all times.
- have a senior board level (or equivalent) lead to take leadership responsibility for their school's or college's safeguarding arrangements
- ensure that all governors and trustees receive appropriate safeguarding and child protection (including online) training at induction.
- ensure that those staff who work directly with children read at least Part one of this guidance.
- be aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements
- carefully consider how they are supporting their pupils and students with regard to particular protected characteristics - including age, sex, race, sexual orientation, gender reassignment, religion or belief, pregnancy and disability.
- ensure they facilitate a whole school or college approach to safeguarding.
- ensure an appropriate senior member of staff, from the school or college leadership team, is appointed to the role of designated safeguarding lead.
- ensure the designated safeguarding lead has the appropriate status and authority within the school or college to carry out the duties of the post.
- ensure that the school or college contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children.
- recognise the importance of information sharing between practitioners and local agencies.
- ensure that all staff undergo safeguarding and child protection training (including online safety, which amongst other things, includes the understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) at induction.
- ensure that children are taught about how to keep themselves and others safe, including online.
- ensure that appropriate filters and monitoring systems are in place and regularly review the effectiveness of these.
- ensure online safety is a running and interrelated theme whilst devising and implementing their whole school or college approach to safeguarding.
- ensure when hiring or renting out school or college facilities/premises to organisations or individual's appropriate arrangements are in place to keep children safe and review the Lettings Policy as a result. (see new guidance in KCSIE 2023).
- ensure they have clear systems and processes in place for identifying possible mental health problems.
- ensure a designated teacher for looked after children is appointed
- ensure that those involved with the recruitment and employment of staff to work with children have received appropriate safer recruitment training.

The role of ALL STAFF (including Governors) is to:

- maintain an attitude of 'it could happen here'
- read at least Part one of Keeping Children Safe in Education 2023 and demonstrate their understanding in their practice
- contribute to a safe environment in which children can learn
- identify children who may benefit from early help, be aware of their local early help process and understand their role in it
- complete safeguarding induction
- regularly attend or access safeguarding training relevant to their role
- be aware of the process for making referrals to local authority children's social care

- be aware of the process for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments
- know what to do if a child tells them they are being abused, exploited, or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality
- be able to reassure victims that they are being taken seriously and that they will be supported and kept safe
- be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful.
- be aware that technology is a significant component in many safeguarding and wellbeing issues
- be aware that children can abuse other children (often referred to as child-on-child abuse), and should challenge inappropriate behaviours between children that are abusive in nature
- be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
- be aware of the indicators, which may signal children are at risk from, or are involved with, serious violent crime.
- have the skills, knowledge and understanding to keep looked after children and previously looked after children safe
- should raise concerns about poor or unsafe practice and potential failures in the school's or college's safeguarding regime.

7. Procedures & Referrals

In addition to general duties and responsibilities to safeguard and protect children, there are certain circumstances where a specific procedure is required.

Child Protection

Under section 47(1) of the Children Act 1989, Local authorities, with the help of other organisations as appropriate, have a duty to make enquiries under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm.

If, at any point there is a risk of immediate serious harm to a child a referral should be made to the police or CADS immediately. Anybody can make a referral.

Referral to children's social care

Telephone Blackburn with Darwen Borough Council's Children's Advice and Duty Service (CADS)
01254 666400 [Making a Referral to Children's Social Care \(proceduresonline.com\)](https://proceduresonline.com)

A professional making a child protection referral under s.47 must provide information that highlights what the child's unmet needs (underlying risk factors) are as well as high risk indicators that potentially identify the child may be suffering or likely to suffer significant harm.

If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration.

Consent from parents/carers

The school will normally seek to discuss any concerns about a pupil with their parents/carers if it is safe to do so, and ask for consent to share information and concerns with other agencies e.g.

Children's Advice and Duty Service (CADS). Tell them what information you are going to share, who with and why you think it is the right thing to do.

Where the child is in the care of the local authority the DSL should liaise with the Designated Teacher regarding relevant consents/contacts. In the event of any safeguarding concerns arising for children with an allocated social worker the allocated social worker/team/ manager would be contacted in the first instance to share these concerns.

Consent is not necessary if the DSL is requesting advice from CADS without sharing any information about the child/family involved.

However, if the DSL believes that informing parents would increase the risk of harm to the child or put anyone else at risk, or cause an unjustifiable delay in making the referral, advice will first be sought from children's social care (particularly if the disclosure is sexual abuse, forced marriage, under Prevent Duty, Female Genital Mutilation or Fabricated and Induced Illness (FII)).

- **In summary, consent is required to:**
 - Make a referral or request for a service to another agency or arrange a multi-agency meeting
 - Consult with other agencies about a family to help you to determine what support they might need where you are sharing their personal details
- **Consent is not required to:**
 - Have a conversation with the Children's Advice and Duty Service (CADS) or Designated Safeguarding Lead within your organisation where you do not share identifiable details of the family.
- **Consent is not required, nor should it cause delay, but should, wherever possible, inform the family when:**
 - There are concerns that a child/young person, family member or other person has come to, or is likely to come to significant harm and you need to share this with other agencies so that they can take steps to ensure their safety.

Allegations

All concerns or allegations against those working in or on behalf of schools and colleges in a paid or unpaid capacity, this includes, members of staff, supply teachers, volunteers and contractors should be reported to the headteacher, or, where the headteacher is the subject of an allegation, the chair of governors or chair of the management committee and in an independent school it will be the proprietor.

Before contacting the LADO, schools and colleges should conduct basic enquiries in line with local procedures to establish the facts and to help them determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation.

http://panlancashirescb.proceduresonline.com/chapters/p_allegations.html

Referral to the Local Authority Designated Officer

The Headteacher and/or Chair of Governors must discuss allegations with the Local Authority Designated Officer (LADO).

Low-Level Concerns

Concerns about conduct which do not meet the harm threshold must still be referred to the school DSL/headteacher in a timely manner.

Referral to the DBS (Disclosure and Barring Service)

Referral to the DBS (Disclosure and Barring Service) must be made if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned. This is a legal duty and failure to refer when the criteria are met is a criminal offence.

FGM Mandatory Reporting Duty

There is a statutory duty upon teachers that they must report to the police cases where they discover that an act of FGM appears to have been carried out. It will be rare for teachers to see visual evidence of FGM, and they should not be examining pupils or students, 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.

[Female Genital Mutilation \(proceduresonline.com\)](https://proceduresonline.com)

Referral to Prevent and Channel Panel

The designated safeguarding lead (or deputy) will consider a referral to Prevent when there are concerns about a child being radicalised. [Radicalisation \(proceduresonline.com\)](https://proceduresonline.com).

8. Record Keeping

An important part of safeguarding is ensuring that detailed, accurate and secure written records of concerns and referrals are kept.

The record keeping system used in St Wilfrid’s is Synergy and CPOMs

Staff will receive relevant information and training at induction and when required that enables them to use the school’s record keeping system effectively.

All safeguarding and child protection concerns, discussions and decisions made and the reasons for those decisions, will be recorded on Synergy.

Records should include:

- **a clear and comprehensive summary of the concern**
- **details of how the concern was followed up and resolved, and**
- **a note of any action taken, decisions reached and the outcome**

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them.

If any member of staff receives a request from a pupil or parent to see child protection records, they will refer the request to the Head Teacher or DSL.

Child protection information will be stored and handled in line with guidance from the [Information Commissioner’s Office](https://www.informationcommissioner.gov.uk) and UK GDPR requirements.

If in doubt about recording requirements, staff will discuss this with the designated safeguarding lead (or a deputy).

Where children leave the school or college, the designated safeguarding lead will ensure their child protection file is transferred to the new school or college within 5 days for an in-year transfer or within the first 5 days of the start of a new term to allow the new school or college to have support in place for when the child arrives.

Confirmation of receipt of the child protection file should be obtained and retained by the school the child has left.

9. Information Sharing

Early information sharing is vital for the effective identification, assessment, and allocation of appropriate service provision, whether this is when problems first emerge, or where a child is already a child in need, a child with a protection plan or a looked after child.

Staff will not assume a colleague, or another professional will take action and share information that might be critical in keeping children safe.

Staff will only discuss concerns with the Designated Safeguarding Lead, Headteacher or Chair of Governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

Where children leave school, the designated safeguarding lead will consider if it would be appropriate to share any information with the new school or college in advance of a child leaving.

[Information sharing advice for safeguarding practitioners - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/information-sharing-advice-for-safeguarding-practitioners) supports staff who have to make decisions about sharing information.

DPA and UK GDPR **do not** prevent the sharing of information for the purposes of keeping children safe and promoting their welfare.

Fears about sharing information **must not** be allowed to stand in the way of the need to safeguard and promote the welfare of children.

10. Children potentially at greater risk of harm

Whilst ALL children require safeguarding and protecting, some groups of children, are potentially at greater risk of harm than others.

Children who need a social worker (Child in Need and Child Protection Plans)

Where children need a social worker, this should inform decisions about safeguarding and about promoting welfare.

Children missing from education and children absent from school

It is recognised that when children go missing from education, particularly persistently, this can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation- particularly county lines.

When a child goes missing from education, local CME procedures will be followed to safeguard the child and help prevent the risk of them going missing in the future.

Further information, guidance and the local procedure for referring CME is attached.

Children who are absent for repeated or prolonged periods of time can be at risk of a range of safeguarding possibilities. Further information and guidance to improve attendance can be found in [Working together to improve school attendance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk) to support early intervention and prevent the child going missing in the future.

Elective Home Education (EHE)

Home education can mean some children are less visible to the services that are there to keep them safe.

Leaders, including the DSLs and any deputies will familiarise themselves with DfE guidance [Elective home education - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, the DSL will be informed and will endeavour to co-ordinate a meeting with the LA and other key professionals and parents/carers where possible.

This is particularly important when the child has special educational needs or a disability, and/or has a social worker, and/or is otherwise vulnerable.

Children requiring mental health support

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff will recognise and respond to indicators that a child may require mental health support and alert the DSL as with any other safeguarding concern.

DSLs will be aware of and source appropriate mental health support using referral systems and escalation where necessary.

Looked after children and previously looked after children

Staff should have the skills knowledge and understanding to keep looked after and previously looked after children safe.

The educational achievement of registered pupils who are looked after, by working with the local authority and appointing a designated teacher for these children will be promoted.

Children who are lesbian, gay, bi, or trans (LGBT)

Every endeavour is made to reduce the additional barriers faced by children who are LGBT and provide a safe space for them to speak and share their concerns with a member of staff.

Children with special educational needs and disabilities (SEND)

It is recognised that children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline. Such barriers include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs, and
- communication barriers and difficulties in managing or reporting these challenges.
- cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.
- extra pastoral support and attention should be considered for these children, along with ensuring any appropriate support for communication is in place.

DSLs liaise with relevant staff, in particular the SENCO when there is a safeguarding concern for a child with SEND.

11. Child-on-child abuse

All child-on-child abuse is unacceptable and will be taken seriously by all staff.

Child-on-child abuse is most likely to include, but is not be limited to:

- Bullying, including online, prejudice-based and discriminatory bullying
- Abuse in intimate personal relationships (teenage relationship abuse)
- Physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Initiation/hazing type violence and rituals
- Sexual violence, such as rape, assault by penetration and sexual assault
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment
- Causing someone to engage in any sexual activity without consent
- Consensual and non-consensual sharing of nude and semi-nude images
- Upskirting, which typically involves taking a picture under a person's clothing without their permission

At this school we minimise the risk of child-on-child abuse by:

- Developing and maintaining respectful and trusting relationships with all children
- Developing and delivering a curriculum that educates children about safe and healthy relationships and behaviour
- Having clear and consistent policies and procedures in place which set out the consequences of harmful and abusive behaviour
- Creating a culture with a zero-tolerance approach to abuse

- Never accepting harmful behaviour as ‘banter’, ‘just having a laugh’, ‘part of growing up’ or ‘boys being boys’ and never reinforcing harmful gender stereotypes
- Challenge inappropriate behaviours between children in accordance with our behaviour and anti-bullying policies
- Children can confidentially report any form of abuse, including abuse from peers by speaking with any adult in school or by other means including online reporting through the ‘See Something Say Something’ portal.

Particular consideration will be given to how children with SEND are able to report concerns.

We recognise that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and all staff will maintain an attitude of ‘it could happen here’ with regards to child-on-child abuse.

All victims of child-on-child abuse will be reassured that they are being taken seriously.

All adults in school take concerns and allegations of child-on-child abuse seriously and will refer the concern to the DSL (or deputy) as soon as practically possible.

All staff will record of the concern or allegation of child-on-child abuse using the Synergy Safeguarding module.

DSLs will provide the initial response to any allegations of child-on-child abuse by speaking with the victim/s and alleged perpetrator/s and make clear records of their conversations/investigations.

When an allegation of sexual violence or harassment is made the designated safeguarding lead (or deputy), will consider the following:

- informing parents or carers (unless this would put the victim at greater risk)
- a referral to local authority children’s social care if a child is at risk of harm, is in immediate danger, or has been harmed, and
- when a report of rape, assault by penetration or sexual assault is made, this should be referred to the police.

When there has been a report of **sexual violence**, the designated safeguarding lead (or a deputy) will make an immediate risk and needs assessment.

When there has been a report of sexual harassment, the designated safeguarding lead will consider whether a risk assessment is required.

Risk assessments will be documented and kept under review.

The designated safeguarding lead (or a deputy) should engage with local authority children’s social care and specialist services as required [5.31 Peer Abuse \(proceduresonline.com\)](#)

In cases of consensual and non-consensual sharing of nude and semi-nude images and/or videos, the key consideration is for staff not to view or forward such images of a child.

Staff should follow the following guidance: [Sharing nudes and semi-nudes: how to respond to an incident \(publishing.service.gov.uk\)](#)

The designated safeguarding lead will liaise with relevant staff and agencies to assess the level of support required for victim/s, alleged perpetrator/s and any other children affected. This may include:

- Internal pastoral support
- Early Help Assessment/CAF
- Referral to specialist services such as Local Authority children's social care.

12. Online Safety

It is essential that children are safeguarded from potentially harmful and inappropriate online material.

We recognise that there are unique risks associated with online safety and the designated safeguarding leads have the relevant knowledge and up to date capability required to manage such risks.

Through our broad and balanced curriculum, children are taught about safeguarding, including in relation to online safety.

Online safety is a running and interrelated theme in our whole school approach to safeguarding, including training for all staff.

There are effective mechanisms in place to identify, intervene in, and escalate any online safety concerns.

There is an effective Online Safety policy in place which outlines such mechanisms in greater detail.

13. Domestic Abuse

The Domestic Abuse Act 2021 recognises and considers Children as Victims of Domestic Abuse, if they are Witness to incidents whereby they hear, see and experience of the effect of domestic abuse and they are related to either the Victim or the Perpetrator of Domestic Abuse. The Act enables children to be protected by Law and be offered support as necessary. Domestic Abuse Act 2021

legislation.gov.uk

Children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members.

We recognise that experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children and therefore offer appropriate support to children and families who experience domestic abuse supported by Operation Encompass.

14. Operation Encompass

Operation Encompass is a police and education early intervention safeguarding partnership which ensures that a child's school is informed that there has been an incident of domestic abuse to which the child or young person has been exposed.

When an Operation Encompass notification is received by school it is transferred onto schools' recording system with actions linked to the notification.

The DSL will arrange for an individual assessment of the child's needs, and decide on any school routine modifications that need to be made.

If there are additional concerns around the child's safety and wellbeing due to being aware of previously unknown information, a referral to CADS will be made.

15. Honour Based Abuse

Honour based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), child marriage, and practices such as breast ironing.

https://panlancashirescb.proceduresonline.com/chapters/p_honour_abuse.html

16. Child Sexual Exploitation and Child Criminal Exploitation

CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator.

http://panlancashirescb.proceduresonline.com/chapters/p_child_sex_exp.html

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity.

https://panlancashirescb.proceduresonline.com/chapters/p_ch_criminal_exp.html

Child Sexual Exploitation (CSE)

- *"Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator.*
- *"The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology."*

(Working Together, DFE: 2017)

Child Criminal Exploitation (CCE)

- *"Child criminal exploitation occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18. The victim may have been criminally exploited even if the activity appears consensual. Child Criminal Exploitation does not always involve physical contact; it can also occur through the use of technology"*

(Criminal exploitation of children and vulnerable adults: county lines, Home Office: 2018)

17. Neglect

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

Neglect may 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 caregivers); or ensure access to

appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs

For training resources: Neglect Awareness - [Course library - Blackburn with Darwen Learning \(melearning.university\)](https://melearning.university.blackburn.ac.uk/course-library/blackburn-with-darwen-learning)

18. Prevent Duty

There is clear guidance for schools and childcare providers on “preventing” children and young people from being drawn into terrorism. <https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

Localised support including assemblies and workshops for children are provided by The Local Prevent Education Officer (Leanne Romney) and the Community Safety Team.

A Risk Assessment and associated documents is used in school, with support from the Prevent Team as required, to assess and manage risks relating to radicalisation. It is also advised that schools should have a Prevent Policy.

19. Safer Recruitment

School has in place robust recruitment procedures that deter and prevent people who are unsuitable to work with children from applying for or securing employment, or volunteering opportunities in our school.

School demonstrates its commitment to safeguarding throughout all its recruitment processes such as:

- Advert
- Application form
- Shortlisting
- Checking employment history and references
- Interview and selection
- Appropriate pre-employment vetting and checks will be undertaken to help identify whether a person may be unsuitable to work with children or is legally prohibited.

All offers of appointment are conditional until satisfactory completion of the mandatory pre-employment checks. These are:

- Verification of a candidate's identity
- An enhanced DBS check (including children's barred list information, for those who will be engaging in regulated activity with children)
- When using the DBS update service, the original physical DBS certificate will be checked
- Verification of the candidate's mental and physical fitness to carry out their work responsibilities
- Verification of the person's right to work in the UK, including EU nationals.
- A prohibition from teaching check
- Checks on people who have lived or worked outside the UK
- A check of professional or essential qualifications

- Checks to ensure that individuals employed to work in reception classes, or in wraparound care for children up to the age of 8, are not disqualified under the 2018 Childcare Disqualification Regulations.
- A check to see if a Section 128 direction has been issued for an individual participating in the management of the school (if an independent school, including academies and free school) or holding or continuing to hold office as a governor of a maintained school.

A single central record of pre-appointment checks is maintained.

The single central record includes all staff, including teacher trainees on salaried routes agency and third-party supply staff, even if they work for one day.

For independent schools, the single central record must also include all members of the proprietor body. In the case of academies and free schools, this means the members and trustees of the academy trust.

The single central record indicates when pre-employment checks have been carried out or certificates obtained, and the date on which each check was completed, or certificate obtained.

Written notification is obtained from any agency, or third-party organisation, that they have carried out the checks on an individual who will be working at the school or college that the school or college would otherwise perform, including supply staff.

This written notification confirms the certificate has been obtained by either the employment business or another such business.

The date this confirmation was received and whether details of any enhanced DBS certificate have been provided in respect of the member of staff is included on the single central record.

Where the agency or organisation has obtained an enhanced DBS certificate which has disclosed any matter or information, a copy of the certificate is obtained from the agency.

The details of an individual are removed from the single central record once they no longer work at the school.

School do not keep copies of DBS certificates.

A copy of the other documents used to verify the successful candidate's identity, right to work and required qualifications is kept in an individual's personnel file.

We ensure that any contractor, or any employee of the contractor, who is to work at the school or college, has been subject to the appropriate level of DBS check.

The identity of contractors is checked on arrival at the school.

When applicants for initial teacher training are salaried by the school, we ensure that all necessary checks are carried out. This includes an enhanced DBS check with children's barred list information when trainee teachers are engaging in regulated activity relating to children.

Assurances are obtained that the appropriate level of DBS check has been undertaken for visitors who attend school in a professional capacity. Their ID is checked upon arrival at school.

When such assurances cannot be obtained school will check the DBS certificate and corresponding ID.

Risk assessments are undertaken on all volunteers working at the school.

All governors have an appropriate level of DBS check.

New checks on existing staff will only be undertaken when:

- an individual working at the school moves from a post that was not regulated activity with children into work which is considered to be regulated activity with children.
- there has been a break in service of 12 weeks or more, or
- there are concerns about an individual's suitability to work with children.

20. Safeguarding concerns and allegations made about staff

An allegation that may meet the harm threshold **refers to anyone working in the school, including supply teachers, volunteers and contractors that has:**

- behaved in a way that has harmed a child, or may have harmed a child and/or
- possibly committed a criminal offence against or related to a child, and/or
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children, and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

When any such an allegation is made CSAP procedures will be followed. [6.4 Allegations Against Persons who Work with Children \(including Carers and Volunteers\) \(proceduresonline.com\)](#)

A concern or allegation that does not meet the harm threshold (low-level concern) refers to anyone working in the school, including supply teachers, volunteers and contractors that have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work and
- does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO.

All staff are clear about what appropriate behaviour is and are confident in distinguishing expected and appropriate behaviour from inappropriate, problematic or concerning behaviour, in themselves and others.

All staff will report any low-level safeguarding concerns to the DSL, or with the Principal.

Unprofessional behaviour is challenged, and support is given to the individual to correct it at an early stage.

Low-level concerns are managed sensitively and proportionately.

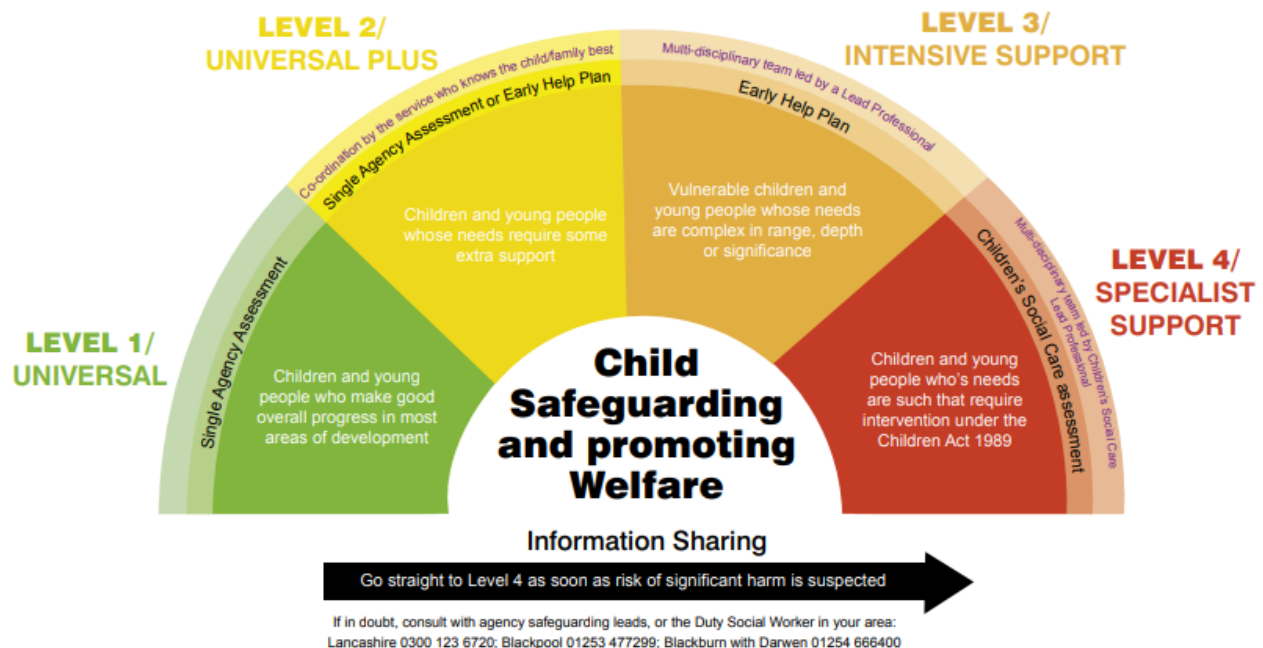
Low-level concerns can help identify any weakness in the school or colleges safeguarding system.

Employers of supply staff and contractors will be notified of any low-level concerns relating to their employees.

If there is any doubt as to whether a reported low-level concern meets the harm threshold, advice will be sought from the LADO.

Appendix i

Parts 1 and 2 of Working Well with Children and Families in Lancashire provide guidance to assist all those whose work brings them into contact with children, young people and their families (including the unborn child) to identify the level of help and protection required to ensure children grow up in circumstances that achieve their best outcomes.



Level 1 needs - Universal

- **Most** children, young people and families will experience challenges in their lives that impact on their wellbeing. **Most** families will be able to weather these challenges (are resilient to them) either without help from services, or with advice, guidance and support from universal services, including empathy and understanding.

Level 2 needs - Universal Plus

- **Some** children, young people and families will need support from people who know them well and have established relationships with them to meet some challenges where advice and guidance has not been enough to help the family achieve change or where a child or young person needs additional support to help them to thrive.

Level 3 needs - Intensive

- **A small number** of children, young people and families will experience significant difficulties and will need coordinated support from experts working with them to find sustainable solutions that reduce the impact of challenge on the wellbeing and development of children and young people.

Level 4 needs - Specialist

- In **exceptional** cases families need specialist, statutory support that is designed to maintain or repair relationships and keep families together wherever possible. In some very specific circumstances, the needs are so great that children need to be away from their family to ensure that they are protected from harm and in these circumstances the local authority becomes their “corporate parent”.

Each local authority area covered by Working Well with Children and Families in Lancashire has its own Part 3 which sets out local services and how these can be accessed. All of the documents can be accessed here: https://panlancashirescb.proceduresonline.com/chapters/p_work_well_chfam.html

Appendix ii: Specific Safeguarding issues

Annex B of '[Keeping Children Safe in Education 2022](#)' provides additional information about specific forms of abuse and safeguarding issues. All school staff who work directly with our children will read this and if they have concerns about a child's welfare speak to the DSL (or deputy) immediately.

In addition to the guidance above, the Academy will ensure that the following safeguarding partnership arrangements are followed on the specific areas of concern using the following links (and additional information where provided):

Breast Ironing:

Breast ironing, also known as breast flattening, is the pounding and massaging of a pubescent girl's breasts, using hard or heated objects, to try to make them stop developing or disappear, so she does not attract male attention. The Home Office said teachers have a duty to report concerns. It is thought that around 1,000 girls in the UK have been affected by breast ironing. It is considered to be a 'hidden crime' with women afraid to speak out for fear of being ousted from their communities.

Children and young people in the Youth Justice system

The Children Act 1989 applies to children and young people in the secure estate and the local authority continues to have responsibilities towards them in the same way as they do for other children. Children who are refused bail and remanded become Looked After for the duration of their remand period. The Safeguarding Children Partnership will have oversight of the safeguarding arrangements within secure settings in their area.

When a child or young person under 18 is remanded or sentenced to custody, the **Youth Custody Service (YCS)** decides where they should be placed. This will be either at a secure training centre, secure children's home or under-18 young offender institution (for young males only).

The placement decision is based on the information provided by youth offending teams (YOTs). The YCS's Placement Team will contact YOTs to make sure the needs, risks and circumstances of each young person has been taken into account.

Further guidance can be found on [CSAP website](#)

Child on Child Abuse

- Children are vulnerable to abuse by their peers. Such abuse should be taken as seriously as abuse by adults and should be subject to the same child protection procedures.
- Staff should not dismiss abusive behaviour as normal between young people and should not develop high thresholds before taking action.
- Staff should be aware of the potential uses of information technology for bullying and abusive behaviour between young people.
- Staff should be aware of the added vulnerability of children and young people with Special Educational Needs and Disabilities
- Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'.
- Abuse issues can sometimes be gender specific e.g. girls being sexually touched/assaulted and boys being subject to initiation/hazing type violence.

When considering abusive or harmful behaviour between peers it is necessary to consider:

- what abuse is and what it looks like

- how it can be managed
- what appropriate support and intervention can be put in place to meet the needs of the individuals involved
- what preventative strategies may be put in place to reduce further risk of harm.

The alleged perpetrator is likely to have considerable unmet needs as well as posing a significant risk of harm to other children. Evidence suggests that such children may have suffered considerable disruption in their lives, may have witnessed or been subjected to physical or sexual abuse, may have problems in their educational development and may have committed other offences. They may therefore be suffering, or be at risk of suffering, significant harm and be in need of protection. Any long-term plan to reduce the risk posed by the alleged perpetrator must address their needs as well as reduce the risk posed by them.

It is important to deal with any type of peer abuse immediately and sensitively. Therefore, staff will:

- gather and record information as soon as possible to get the true facts.
- refer concerns to the DSL in accordance with the school Safeguarding and CP Policy
- document the specific language used and / or behaviour displayed.
- avoid language that may create a 'blame' culture and leave a child labelled.
- talk to the children in a calm and consistent manner.
- not be prejudiced, judgmental, dismissive or irresponsible in dealing with such sensitive matters.

The DSL will:

- Gain a statement of facts from the pupil(s)
- Assess needs of victim and alleged perpetrator
- Speak with parents if appropriate
- Consider referral to Police or Social Care
- Consider CAF Assessment
- Contribute to multi-agency assessments
- Undertake a risk assessment
- Record all incidents and all action taken

Types of Child on Child Abuse

There are many forms of abuse that may occur between peers and this list is not exhaustive. Each form of abuse or prejudiced behaviour is described in detail followed by advice and support on actions to be taken.

- **Physical abuse:** This may include hitting, kicking, nipping/pinching, shaking, biting, hair pulling, or otherwise causing physical harm to another person. There may be many reasons why a child harms another and it is important to understand why a young person has engaged in such behaviour, including accidentally before considering the action or punishment to be undertaken.
- **Sexual violence and sexual harassment:** This must always be referred immediately to the Designated Safeguarding Lead. The DSL will follow the DfE Guidance: [Sexual violence and sexual harassment between children in schools and colleges 2018](#)

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour and it may be just as distressing to the young person who instigates it as to the young person it is intended towards. Sexually harmful behaviour may include

- inappropriate sexual language

- inappropriate role play
 - touching
 - sexual assault/abuse.
- **Bullying:**
Bullying is unwanted, aggressive behaviour among school aged children that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. Both young people who are bullied and who bully others may have serious, lasting problems. Bullying behaviours include:
 - An Imbalance of Power: Young people who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
 - Repetition: Bullying behaviours happen more than once or have the potential to happen more than once. Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally or for a particular reason e.g. size, hair colour, gender, sexual orientation, and excluding someone from a group on purpose.
 - **Online Bullying / Cyber bullying:** is the use of technology (social networks, messaging, text messages, e-mail, etc.) to harass threaten or intimidate someone Online bullying can take many forms:
 - Abusive or threatening texts, emails or messages
 - Posting abusive comments on social media sites
 - Sharing humiliating videos or photos of someone else
 - Stealing someone's online identity
 - Spreading rumours online
 - Trolling – sending someone menacing or upsetting messages through social networks, chatrooms or games
 - Developing hate sites about another person
 - Prank calls or messages
 - Group bullying or exclusion online
 - Anonymous messaging
 - Encouraging a young person to self-harm
 - Pressuring children to send sexual messages or engaging in sexual conversations
 - **Sexting:**
The term 'sexting' relates to the sending of indecent images, videos and/or written messages with sexually explicit content; these are created and sent electronically. They are often 'shared' via social networking sites and instant messaging services. This must always be referred immediately to the Designated Safeguarding Lead
 - **Initiation/Hazing:** is a form of initiation ceremony which is used to induct newcomers into an organisation such as a private school, sports team etc. There are a number of different forms, from relatively mild rituals to severe and sometimes violent ceremonies. The ceremony welcomes newcomers by subjecting them to a series of trials which promote a bond between them. After the hazing is over, the newcomers also have something in common with older members of the organisation, because they all experienced it as part of a rite of passage. Many rituals involve humiliation, embarrassment, abuse, and harassment.
- 6.7. Prejudiced Behaviour
The term prejudice-related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and

which is connected with prejudices around belonging, identity and equality in wider society – for example disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life, (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity.

- **Teenage relationship abuse:**

Teenage relationship abuse is a pattern of actual or threatened acts of physical, sexual, and/or emotional abuse, perpetrated by an adolescent (between the ages of 13 and 18) against a current or former partner. Abuse may include insults, coercion, social sabotage, sexual harassment, threats and/or acts of physical or sexual abuse. The abusive teen uses this pattern of violent and coercive behaviour, in a heterosexual or same gender relationship, in order to gain power and maintain control over the partner. This abuse may be child sexual exploitation.

Female Genital Mutilation (FGM)

Female Genital Mutilation (FGM) is encompassed within a range of crimes of so-called ‘honour based abuse’ or ‘honour based violence’ including forced marriage, the practice of breast ironing and FGM. There is a statutory duty upon teachers that they must report to the police cases where they discover that an act of FGM appears to have been carried out.

The duty above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff must inform the DSL if they have any concerns that a pupil may be having FGM surgery in the future in the UK but also abroad. Staff should not examine pupils following protocols in [CSAP guidance](#).

Any other member of staff who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL and follow the above pan Lancashire safeguarding procedures.

Warning signs for FGM and the roles of schools can be found in the [HM Government Multi-Agency Practice Guidance](#)

- There is a statutory duty upon teachers that they must report to the Police cases where they discover that an act of FGM appears to have been carried out.
- Staff must also follow [Pan-Lancashire](#) procedures.

Forced Marriage and Honour Based Violence

A 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.

The academy will follow national and local guidance [as identified in the CSAP procedures](#).

Gender-based violence/violence against women and girls/Racist, disability and homophobic or transphobic abuse (Diversity)

The population of the regions covered by the Blackburn with Darwen, Blackpool and Lancashire Children's Safeguarding Assurance Partnership (CSAP) is multi-cultural. In order to make sensitive and informed professional judgements about a child's needs and parents' capacity to respond to their child's needs, it is important that professionals are sensitive to differing family patterns and lifestyles and to child rearing patterns that vary across different racial, ethnic and cultural groups.

Professionals should also be aware of the broader social factors that serve to discriminate against black and minority ethnic people. The assessment process should always include consideration of the way religious beliefs and cultural traditions in different racial, ethnic and cultural groups influence their values, attitudes and behaviour and the way in which family and community life is structured and organised.

Professionals should guard against myths and stereotypes, both positive and negative, but anxiety about being accused of racist practice should not prevent the necessary action being taken to safeguard a child following [CSAP procedures](#).

Honour Based Abuse

A variety of crimes including assault, imprisonment and murder where the person is being punished by their family or community for actually or allegedly undermining what the family or community believes to be the correct code of behaviour and therefore bringing 'shame' or 'dishonour' onto the family or community." (Home Office);

All professionals working with victims of so-called 'honour' based abuse need to be aware of the 'one chance rule'. That is, they may only have one chance to speak to a potential victim and thus they may only have one chance to save a life. This means that all professionals working within statutory agencies need to be aware of their responsibilities and obligations when they come across these cases. When a case of HBA is first reported it is important to obtain as much information as possible as there may not be another opportunity for the individual reporting to make contact. If the victim is allowed to walk out of the door without support being offered, that one chance might be wasted. [CSAP procedures](#) will be followed where concerns are raised.

Modern Slavery, Criminal Exploitation & County Lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns.

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, e.g. human trafficking, slavery, sexual and criminal exploitation, forced labour and domestic servitude. 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'.

Children do not need to give their consent to be referred to the NCA.

- 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

[CSAP guidance - Victims of Modern Slavery:](#)

[CSAP guidance - County Lines:](#)

Online Safety

St Wilfrid's is committed to keeping students safe online and understands that Online Safety is a safeguarding issue with a wide variety of continually developing risk areas. The Academy will ensure that:

- ALL staff and volunteers understand that children can be harmed online including through hurtful and abusive messages, online bullying, enticing children to engage in age-inappropriate conversations, grooming, sharing and/or production of indecent images, false news/disinformation, viral scare stories/online challenges or encouraging risk taking behaviours.
- Students will receive regular and up-to-date education about online risks and how to stay safe online.
- All staff and volunteers will receive regular online safety training, including new and emerging risk areas.

St Wilfrid's E-Safety Policy details how we will keep students safe when using the online environment. The policy is reviewed annually to ensure developments in technology are reflected and address the potential risks these developments may bring.

St Wilfrid's will ensure that:

- Online bullying by students, such as those via social media, texts or e-mail, is unacceptable and will therefore be treated as with any other type of bullying. Such instances will be managed in line with our [Anti-bullying / Behaviour Policy](#);
- There are clear and explicit rules for the use of mobile devices such as smartphones brought into the Academy by students whereby they must not be used on the Academy premises without the specific permission from a member of staff;
- Where there is a need to search a student for a mobile device, the Academy will ensure this is in accordance with the DfE published advice: [Searching, Screening and Confiscation](#);
- Our **Home-School Agreement** contains reference to the use of social media and our expectations regarding student behaviour both within and outside of the school environment. Should the Academy become aware of online safety-related issues that have occurred outside of school, they will be managed in accordance with our Home-School Agreement and **E-Safety Policy**.
- St Wilfrid's has appropriate filtering and monitoring systems in place regarding use of the academy's internet provision. We will ensure all members of staff and the wider school community are aware of expectations for the use of non-school provided connectivity (3G, 4G & 5G).
- Safeguarding aspects relating to Online Safety identified in the DfE **Keeping Children Safe in Education** statutory guidance are in place and effective.

In addition to those items above, ensuring our Online Safety provision is current and effective is essential. The governing body will therefore carry out an annual self-review of the school's online safety provision using the [CSAP Online Safety Governance Self-Review Tool](#).

Child abuse and sexual violence and harassment between children

All staff will understand what sexual violence and harassment constitutes in line with the comprehensive guidance provided in Part 5 of [Keeping Children Safe in Education 2022](#). In addition, staff should be familiar with the DfE departmental advice: [Sexual Violence and Sexual Harassment Between Children in Schools and Colleges](#) which contains further detailed information and the [CSAP procedures on Peer Abuse](#).

Preventing Radicalisation

All schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act of 2015, to have 'due regard to the need to prevent people from being drawn into terrorism', known as the '[Prevent Duty](#)'.

Relationships, education, relationships and sex education (RSE) and health education (DfE, 2019)

This curriculum will be statutory from September 2020 with safeguarding and keeping safe at the heart of these topics. Good practice will allow children and young people to discuss potentially sensitive issues in a safe environment. However, should these raise safeguarding concerns then the safeguarding and child protection policy will apply.

Safeguarding children with SEND

We are aware that children with Special Educational Needs and Disabilities (SEND) can be especially vulnerable to abuse. Disabled and deaf children are three times more likely to be abused than their peers. Additional barriers can sometimes exist when recognising abuse in SEND children such as:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;

- being more prone to peer group isolation than other children;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs;
- communication barriers and difficulties in overcoming these barriers.

We therefore;

- train all staff about the extra vulnerabilities of children with SEND, particularly those adults who are working in 1:1 or small group situations
- offer support for those staff working with children with SEND
- ensure that every child has a way of communicating their voice and that it is listened to and responded to
- closely monitor children with SEND through high vigilance of staff and the open ethos of the school
- offer pastoral support to children with SEND when monitoring has identified that they require this additional support
- every child in school knows that they can trust all adults in school and that they can communicate any worries they might have with any adult in school
- maintain positive, open and honest relationships and communication with parents/carers of children with SEND and ensure that opportunities for regular communication are used.

Voyeurism (offences) Act 2019

This act criminalises the act of 'up skirting' in which the Crown Prosecution Services defines 'up skirting' as a colloquial term referring to the action of placing equipment such as a camera or mobile phone beneath a person's clothing to take a voyeuristic photograph without their permission. It is not only confined to victims wearing skirts or dresses and equally applies when during the wearing of kilts, cassocks shorts or trousers.