

# LUDLOW CHURCH OF ENGLAND SCHOOL



## SAFEGUARDING AND CHILD PROTECTION POLICY

September 2022

This policy must be reviewed annually unless there are any changes in legislation or guidance in the interim, in which case the policy must be updated as and when necessary.

**Review Date: September 2023**

## **Mission Statement**

Recognising its historic foundation, the school will preserve its religious character in accordance with the principles of the Church of England, and in partnership with the Church at parish and diocesan level, and also with other local Churches. Mindful of its position as the only secondary school in its area, the school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith, in both Christianity and other religions, and promotes Christian values through the experience it offers to all its students.

Ethos statement from Ludlow Church of England School  
(Instrument of Government) Order 1999.

## Foreword

This policy was written and adopted on: 2<sup>nd</sup> September 2014 and is updated annually, with this policy being approved in September 2022.

The policy reflects current legislation, accepted best practice and complies with the government guidance: Working Together to Safeguard Children July 2018 and Keeping Children Safe in Education September 2022. (KCSIE 2022)

It is due for review in September 2023.

Other policies and guidance that need to be taken into account are:

- Anti-Bullying
- Equality
- Behaviour for Learning
- Guidance for the use of restrictive physical intervention in schools and educational establishments
- Relationship, Sex and Health Education
- Supporting Students with Medical Needs
- Attendance
- SEND Information Report
- E-Safety
- Safer Working Practices
- Staff Code of Conduct
- Mental Health and Wellbeing Policy
- Intimate Care Policy
- Local Authority Health and Safety, and personnel framework (see Shropshire Learning Gateway)
- Preventing Extremism and Radicalisation Policy (see Shropshire Learning Gateway)
- DfE guidance -Working Together to Safeguard Children 2018; Keeping Children Safe in Education 2022; Mental Health and Behaviour in Schools (July 2022); Searching, Screening and Confiscation (July 2022)
- NSPCC Website
- Whistleblowing and Confidential Reports Policy
- Ofsted 'Inspection framework: safeguarding in maintained school academies' May 2019
- What to do if you are worried a child is being abused 2015 – Advice for Practitioners
- Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers 2018
- Shropshire Safeguarding Community Partnership (SSCP) online procedure guidance
- West Midlands Child Protection Procedures

## Statutory Duties

Schools should have in place arrangements that reflect the importance of safeguarding and promoting the welfare of children, including:

- ensuring that the school contributes to inter-agency working in line with statutory guidance Working Together to Safeguard Children 2018. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans;
- a clear line of accountability for the commission and/or provision of services designed to safeguard and promote the welfare of children;
- a senior member of staff to take leadership responsibility for the school's safeguarding arrangements;

- a culture of listening to children and taking account of their wishes and feelings and ensuring there are systems in place for children to express their views and give feedback;
- ensure that there are procedures in place to handle allegations against other children;
- arrangements which set out clearly the processes for sharing information, with other professionals and with the Shropshire's Safeguarding Community Partnership (SSCP);
- a designated professional lead for safeguarding. Their role is to support other members of staff, to recognise the needs of children, including rescue from possible abuse or neglect. Designated Leads roles should always be explicitly defined in job descriptions. They should be given sufficient time, funding, supervision and support to fulfil their child welfare and safeguarding responsibilities effectively;
- it is vital that the school creates a culture of safe recruitment and, as part of that, adopt recruitment procedures that help deter, reject or identify people that might abuse children (see Section 3 Page 49 - 85 of Keeping Children Safe in Education 2022);
- all staff members should also receive appropriate child protection training which is regularly updated and designated leads training every two years;
- employers are responsible for ensuring that their staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children and creating an environment where staff feel able to raise concerns and feel supported in their safeguarding role.

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# Safeguarding and Child Protection Policy and Procedures

## 1. Policy statement:

At Ludlow CE School, we believe that it is always unacceptable for a child or young person to experience abuse of any kind, and recognise that safeguarding the welfare of **all** children and young people is everyone's responsibility. We follow Shropshire Safeguarding Community Partnership (SSCP) procedures and acknowledge that the welfare of the child is paramount.

At Ludlow CE School, it is our duty to respond promptly and appropriately to all concerns, incidents or allegations of abuse or neglect of a child. We work in partnership with children, young people, their parents, carers and other agencies. Our statutory duties and supporting guidance are set out in the **Working Together to Safeguard Children 2018** and **Keeping Children Safe in Education 2022**.

Safeguarding and promoting the welfare of children is defined for the purposes of this policy as:

- Protecting children from maltreatment
- Prevent impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best outcomes

At Ludlow CE School, we recognise that all children, regardless of who they are or where they are from, have the right to protection from all types of abuse. No child or group of children in our school will be treated any less favourably by us than others in being able to access their right to education or other services and support we are reasonably able to provide, to or access for them, for the purposes of safeguarding and promoting their welfare. This may mean that additional positive actions and/or safeguards may be taken by us to ensure the individual and/or groups of children and not disadvantaged from receiving education or services or disproportionately subjected to abuse.

This policy is also based on the following legislation and guidance:

- **The Children Act 1989 and 2004** - Safeguarding and promoting the welfare of children is defined as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and undertaking that role to enable those children to have optimum life chances and to enter adulthood successfully

Section 3 (5) of the Children Act 1989 states that the law empowers anyone who has care of a child to do all that is reasonable in the circumstances to safeguard his/her welfare

- **Counter-terrorism and Security Act 2015** – preventing people being drawn into terrorism and promotion of British values to ensure children are kept safe from radicalisation
- **Female Genital Mutilation Act 2003 – Serious Crime Act 2015** - mandatory reporting of FGM from 31<sup>st</sup> October 2015 including the mandatory reporting of female genital mutilation; procedural information
- Education and Training (Welfare of Children) Act 2021
- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what regulated activity is in relation to children

- Statutory guidance on the Prevent Duty, which explains schools' duties under the Counterterrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- Keeping Children Safe in Education 2022
- The Statutory Framework for the Early Years Foundation Stage (EYFS) 2021
- The Ofsted Compulsory Childcare Register
- Shropshire Safeguarding Partnership Threshold Guidance
- West Midlands Child Protection Procedures
- Human Rights Act 1998 – it is unlawful for schools and colleges to act in a way that is incompatible with the European Convention on Human Rights (the Convention) that apply in the UK. The specific convention rights applying to schools and colleges are:
  - Article 3: the right to freedom from inhumane and degrading treatment (an absolute right)
  - Article 8: the right to respect for private and family life (a qualified right) includes a duty to protect individuals' physical and psychological integrity
  - Article 14: requires that all of the rights and freedoms set out in the Act must be protected and applied without discrimination, and
  - Protocol 1, Article 2: protects the right to education
- Equality Act 2010: Compliance with the Public-Sector Equality Duty (PSED) is a legal requirement for schools and colleges that are public bodies. Schools and colleges that are public bodies have a general duty to have regard to the needs to eliminate unlawful discrimination, harassment, and victimisation, to advance equality of opportunity between different groups and to foster good relations between different groups. The duty applies to all protected characteristics and means that whenever significant decisions are being made or policies developed, thought must be given to the equality implications such as, for example, the elimination of sexual violence and sexual harassment.

The Public Sector Equality Duty (as required by s149 of the Equality Act) applied to our school and we refer to the [Equality Act 2010: Government advice for schools](#)

## 2. Procedure

### 2.1 Adult Roles and Responsibilities

All staff (including students and volunteers) in this school are familiar with the definitions and signs and symptoms of abuse or neglect as outlined in Keeping Children Safe in Education 2022 and set out in West Midlands Child Protection Procedures. Staff understand and are alert to the fact that children can be at risk of harm inside and outside of the school, inside and outside of home, and online.

All staff are aware of their individual roles in safeguarding and promoting the welfare of children, including their responsibility to be alert to any issues for concern in the child's life at home or elsewhere. Keeping Children Safe in Education 2022 Part 1 must be read and understood by all members of the staff. The Local Academy Board (LAB) and proprietors, working with the Senior Leadership Team and especially the Designated Safeguarding Lead, should ensure that those staff who do not work directly with children read either Part one or Annex A. Everyone working directly with children must also be issued with Annex A. Designated Safeguarding Leads, management and the LAB should read KCSIE 2022 in its entirety.

We ensure that all staff (including students on placement, volunteers and LAB members) undergo an induction process where they are given copies of the procedures they must follow if they suspect abuse or neglect.

Relevant procedures include:

- Child Protection Policy
- Behaviour for Learning Policy
- Staff Code of Conduct
- Procedures for Managing Children Missing Education
- Appropriate safeguarding and child protection training (including online safety); relevant to their role in this school

On-going support is provided through regular supervision and appraisals to ensure these policies and procedures are put into practice to protect children.

As part of induction, training will include the school's behaviour policy and the school's procedures for managing children who are missing education, as well as the staff code of conduct, and the Safeguarding Child Protection Policy (including online safety)

All staff are expected to update their Safeguarding and Child Protection Training at least **every three years**. In addition, all staff members should receive regular safeguarding and child protection training and updates (for example, via email, e-bulletins, staff meetings) as required, but at least **annually**, to provide them with relevant skills and knowledge to safeguard children effectively.

The **Designated Safeguarding Lead** (DSL) who will take the lead for safeguarding and child protection issues is **Lyn Hughes** (DSL)

The **Deputy Designated Safeguarding Lead** is **Bryn Faulkner** (DDSL)

The **Designated Teacher for Looked After Children** is **Lyn Hughes** (CDTLAC)

The **Single Point of Contact for PREVENT** is **Lyn Hughes** (SPOC for PREVENT)

The **Safeguarding Link LAB Member** who oversees this work is **Barbara Ball**

The **Mental Health Lead** is **Emma Morris**

Our Designated Safeguarding Leads will update their child protection/safeguarding training every **two years** and has specific responsibilities as listed in **Appendix A**.

The specific responsibilities of the Link LAB Member and Headteacher are listed in **Appendix B and C**.



## 2.2 Information Sharing and Record Keeping

When a concern about a child's welfare or safety is raised it will be discussed with the designated lead and recorded. The designated lead will decide if the concern should be shared with another agency (see **decision making** below) or kept on record in case future concerns arise. The reason for the decision will be noted alongside the record. The online system, MyConcern, is used for logging all concerns and records of safeguarding issues.

All paper records will be stored in a separate confidential file in a locked, secure place with restricted access. Where children leave the school or college (including in-year transfers) the Designated Safeguarding Lead should ensure their Child Protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer, or with 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. When a child/student transfers to another school/setting within this or another authority, the confidential information held is forwarded under confidential cover and separate from the child's/student's main file to the DSL for Child Protection in the receiving school/setting immediately. Records on MyConcern will also be shared. This should be transferred separately from the main student file, ensuring secure transit and confirmation of receipt should be obtained (**Appendix D**). In addition to the Child Protection file, the DSL will consider sharing additional information with the new setting/school/college in advance of a child leaving. This would be for the purposes of helping the new setting/school/college put in place the right support to safeguard this child and to help the child thrive in the school or college.

Where children have a Social Worker, local authorities will share this information with the school, and the DSL will hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes.

Information sharing is vital in identifying and tackling all forms of abuse and neglect, and in promoting children's welfare, including their educational outcomes. Schools and colleges have clear powers to share, hold and use information for these purposes. Information is shared as necessary to protect children from harm. We follow the guidance in the HM Government 2018 guide '*Information sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers*' and the Department of Education 2015 guide '*What to do if you are worried a child is being abused*'.

Staff should be proactive in sharing information as early as possible to help identify, assess, and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to the local authority children's social care. The LAB and proprietors are aware that among other obligations, the Data Protection Act 2018, and the UK General Data Protection Regulation (UK GDPR) place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure.

The Data Protection Act 2018 and UK General Data Protection Regulation **do not** prevent the sharing of information for the purposes of keeping children safe and promoting their welfare. If in any doubt about sharing information, staff should speak to the DSL or a deputy. Fears about sharing information **must not** be allowed to stand in the way of the need to safeguard and promote the welfare of children.

When information is being accumulated prior to possible referral, we will use the chronology of events held on MyConcern. This is a secure software for managing and recording the safeguarding and welfare concerns of our students. Some chronologies will need to be produced for a specific reason; for example, when a new relationship is started, during multi-agency meetings, from the start of a significant event, or from the start of the date parameters set by a statutory case review. The chronology should then continue throughout the intervention, or for as long as is required.

The designated lead will regularly review all child protection chronologies to decide if the accumulation of events is having a detrimental impact on a child and must be referred to Compass. If the designated lead decides not to refer, the reason will be noted on the child's chronology.

## **2.3 Decision making – ‘Accessing *the right service at the right time*’**

We take a holistic approach to safeguarding all children in our care and recognise that different families need a different level of support at different times. To enable us to recognise at which level a family might require support, we use the Shropshire Safeguarding Community Partnership’s *Multi-Agency Guidance on Threshold Criteria to help support Children, Young People and their Families in Shropshire*. [Shropshire Threshold Document](#)

The DSL and relevant staff must familiarise themselves with the Threshold Document and should access relevant Shropshire Council Early Help training and support to enable them to understand the Thresholds Document and support the local multi-agency approach to early help assessment.

This guidance identifies four levels to ensure all children receive the support and intervention they need to achieve a positive life experience. Of central importance in understanding where a child’s needs might lie on this continuum, is the cooperation and engagement of parents and carers, and we aim to develop good, professional relationships to ensure that we have a shared understanding of each child’s needs.

It should be noted that if parents demonstrate a lack of co-operation or appreciation about the concerns we identify, this may raise the level of the need and required level of action.

Just because a child is assessed at a point in time as meeting or not meeting certain threshold criteria does not mean that this will always be the case. An assessment is an on-going process, not an event; children’s needs often change over time.

The Designated Lead for Safeguarding will maintain an overview of all children with a plan to ensure children’s needs are being met at the right level of intervention.

### **Level 1 – Universal**

Children with no additional needs and where there are no concerns. Typically, these children are likely to live in a resilient and protective environment where their needs are met. These children will require no additional support beyond that which is universally available. We anticipate that, by working closely with parents and sign-posting families to other universal services within our community, we can meet the needs of children and families at this level.

Consent must be sought to access services and share information with others. Any information sharing between agencies without consent must be clear as to its legal basis.

Ensure privacy information is shared with the family and a consent form completed.

Support is provided by services identified as universal in local communities and are available to all. These include: schools, colleges, early years and childcare provision, primary healthcare provision (i.e. GP, hospitals), and the voluntary and community sector.

Universal support will most likely be provided by a single agency and/or existing support from family, friends, the community.

It is these Universal Services who are best placed to ensure children and families have access to the Early Help Offer. The needs of the child/young person are appropriately met within this framework.

Universal Services are constant and remain involved if/when the child/family move up to other levels of need.

***At this level, parents will always be consulted before any action is taken.***

## **Level 2 – Children in need of Early Help**

These children can be defined as needing some additional support without which they would be at risk of not meeting their full potential.

Their identified needs may relate to their health, educational, or social development, and are likely to be short term needs. If ignored, these issues may develop into more worrying concerns for the child.

In addition to the Whole Family Assessment, specific local tools and pathways should be used where there are concerns about possible harm to the child.

Early Help aims to provide a multi-agency response when a single agency is not able to progress and help the child and their family.

The existing single agency or multi-agency team should work with the family and each other to complete a Whole Family Assessment and Action Plan.

At this stage a lead professional/practitioner should be identified who can build a relationship with the whole family and ensure that the whole family's needs are met and any actions progressed.

Consent must be sought to access services. Any information sharing between agencies without consent must be clear as to its legal basis.

Ensure privacy information is shared with the family and a consent form completed.

Sometimes, in discussion with parents and carers, and through our observations and records, we may think a child and their family could benefit from additional support from outside agencies to ensure the child reaches their full potential. This process is known as Early Help. We have knowledge of the different agencies which may be able to offer support, and we will work with parents and carers to decide which support would be most appropriate for their family. We will work with parents to complete any Early Help referral forms required to access this support.

If we are unsure of where to access support, we will contact Compass for advice.

Further information about Early Help can be found at: <http://www.shropshire.gov.uk/early-help/>

***At this level, parents will always be consulted before we contact another agency and their written consent gained before any action is taken.***

## **Level 3 – Targeted Early Help**

This level applies to those children identified as requiring targeted support and who meet at least 2 of the 6 Strengthening Families criteria in the Whole Family Assessment. It is likely that, for these children, their needs and care are compromised.

These children will be those who are vulnerable to harm or experiencing adversity. In addition to the Whole Family Assessment, specific local tools and pathways should be used where there are concerns about possible harm to the child.

These children are potentially at risk of developing acute/ complex needs if they do not receive targeted early help.

If a child continues to have unmet needs which cannot be met by Universal or Early Help support, then the existing single agency or multi-agency team should work with the family and each other to review the Whole Family Assessment and Action Plan, and follow the Request for Intervention Pathway to request more intensive family support from a Targeted Early Help Family Support Worker.

Consent must be sought from the family to access services. Any information sharing between agencies without consent must be clear as to its legal basis.

**Ensure privacy information is shared with the family and a consent form completed.**

## **Level 4 – Complex Significant Needs**

These are children whose needs and care at the present time are likely to be significantly compromised, and or they are suffering or likely to suffer significant harm, and so who require intervention from Shropshire Council Children's Social Care.

An immediate referral to Compass should be made for assessment under Section 17 or Section 47 of the Children Act 1989.

Specific local tools and pathways and the Shropshire Threshold Matrix should be used to support their referral and help practitioners to assess significant harm to the child.

### **Child in Need**

Section 17 of the Children Act (1989) states that a child shall be considered in need if:

- They are unlikely to achieve, maintain or have the opportunity of achieving or maintaining a reasonable standard of health or development without the provision of services by a local authority.
- Their health and development is likely to be significantly impaired, or further impaired, without the provisions of such services

and/or;

- They are disabled.

Consent must be sought to access services and share information with others. Any information sharing between agencies without consent must be clear as to its legal basis.

**Ensure privacy information is shared with the family and a consent form completed.**

### **Child Protection**

Section 47 of the Children Act 1989 states that the authority shall make necessary enquiries to enable them to decide whether they should take action to safeguard or promote the child's welfare where there is reasonable cause to suspect a child is suffering or likely to suffer significant harm.

Where it is suspected that a child may be suffering or be at risk of suffering significant harm, referring practitioners must inform parents or carers that they are making a referral to Compass, and seek consent unless to do so may:

- Place the child at increased risk of significant harm; or
- Place any other person at risk of injury; or
- Obstruct or interfere with any potential Police investigation; or
- Lead to unjustified delay in making enquiries about allegations of significant harm.

Guidance for assessment practice can be found on page 13 of the Shropshire Threshold document.

(Taken from: Multi-agency Guidance on Threshold Criteria to help support Children, Young People and their Families in Shropshire 2021) Threshold Document

## 2.4 Partnership with families

A copy of this policy is made available on our website to all parents prior to their child joining our school, as well as details of the complaints procedure. In general, any concerns will be discussed with parents and we will offer support. All conversations, whatever the outcome, should be recorded appropriately to show that they took place, identify what was agreed and evaluate how effectively they enabled needs to be met. In this way, quality conversations can demonstrate their impact on successful practice, including improvements in decision making and joint working. Conversations should continue to inform the on-going planning and reviewing.

Practitioners working with families at a Universal, Early Help or Targeted or Child in Need level will need to obtain the consent of the family before any information is held or shared with other agencies. Any information sharing between agencies without consent must be clear as to its legal basis.

If the practitioner does not gain the family's consent and in future has ongoing concerns, they should refer to local tools and pathways available via West Midlands Child Protection procedures and consider contacting Compass for advice and guidance. **Except for Child Protection matters, referrals to Compass cannot be accepted without parents having been consulted first.**

Consent is not required for Child Protection referrals where it is suspected that a child may be suffering or be at risk of suffering significant harm; however, the referring practitioner, would need to inform parents or carers that they are making a referral, unless to do so may:

- Place the child at increased risk of Significant Harm; or
- Place any other person at risk of injury; or
- Obstruct or interfere with any potential Police investigation; or
- Lead to unjustified delay in making enquiries about allegations of significant harm.

The child's interest must be the overriding consideration in making such decisions. Decisions should be recorded. If consent is withheld by the parent:

- If it is felt that the child's needs can be met through Early Help, then discussion with the family should take place about the completion of a Whole Family Assessment and provision of services through an Early Help Plan. Early Help consultations are available from the Early Help Advisors for support in managing these situations.
- For another agency familiar with the child and family to make the approach about information sharing to the family.
- No Whole Family Assessment should take place. Other specific local tools and pathways available via West Midlands Child Protection Procedures should be used where there are concerns about possible harm to the child. The rationale for this decision will be recorded on the concerns form.
- The combination of the concerns and the refusal to consent to enquiries being made may result in the concerns being defined as Child Protection concerns. In this case, information sharing may proceed without parental consent. The consultation and the decision to proceed without consent must be recorded on the case papers.

**If a child has been injured or is in imminent danger of being injured, then we will contact the emergency services, medical or police, immediately on 999.**

When making a level 4 referral to Compass we will ensure we have a record of all details required detailed on a [Shropshire Multi-Agency Referral Form](#)

## 2.5 Specific legal duties

Legislation has recognised and criminalised the following types of abuse and placed duties on education settings to report offences to the authorities:

- **Radicalisation and the Prevent Duty**  
The government set out its definition of British values in the 2011 Prevent Strategy – this promotes the values of:
  - democracy
  - the rule of law
  - individual liberty
  - mutual respect
  - tolerance of those of different faiths and beliefs

### Recognising the indicators of vulnerability to radicalisation

There is no such thing as a “typical extremist”. Those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Students may become susceptible to radicalisation through a range of social, personal and environmental factors – it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

Indicators of vulnerability include:

- Identify crisis – the student distanced from their cultural/religious heritage and experience discomfort about their place in society;
- Personal crisis – the student may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing family friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- Personal circumstances – migration; local community tensions; and events affecting the student’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet aspirations – the student may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration;
- Special educational needs – students may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations;
- Significant changes to appearance and/behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.

If a member of staff has a concern about a student/s, they should follow the school's normal safeguarding procedures, including discussing with the school's designated safeguarding lead as set out in the Safeguarding and Child Protection Policy.

**The Single Point of Contact for PREVENT is Lyn Hughes (DSL).**

The designated lead should refer to the Shropshire Safeguarding Community Partnership Child Exploitation Practice Guidance and Protocol (Preventing Terrorism)

Prevent referrals should be sent to [ctu\\_gateway@westmidlands.police.uk](mailto:ctu_gateway@westmidlands.police.uk)

If uncertain about whether threshold is met for a Prevent referral, the DSL should contact West Mercia Police on 01386 591821 for a consultation

For assistance with completion of a Prevent referral form, contact the West Midlands Prevent hub 0121 251 0241.

Prevent Engagement Officer, West Mercia Police is DC Holly Aungiers – 01386 591815

- **Domestic abuse and honour-based abuse**

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. It can take place between individuals aged 16 years and over who have a "personal connection" (as defined by the Domestic Abuse Act 2021).

So called "honour"-based abuse (including female genital mutilation (below) and forced marriage) may also be considered as domestic abuse.

Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

We will seek support for victims and their children by following:

- Shropshire Safeguarding Community Partnership Domestic Abuse Pathway.
- The right to choose: government guidance on forced marriage - GOV.UK ([www.gov.uk](http://www.gov.uk))
- Multi-agency statutory guidance on female genital mutilation - GOV.UK ([www.gov.uk](http://www.gov.uk))

Depending on the level of risk, we may or may not consult parents before contacting Compass.

This school takes part in Operation Encompass, which is being run locally in partnership with Shropshire Council and West Mercia Police.

Operation Encompass is a process whereby the police and the council will inform a member of staff if a child or young person has experienced any domestic abuse incident. This will be done prior to the start of the day. Information sharing between professional agencies allows staff to provide emotional and practical support to their pupils experiencing domestic abuse.

The sharing of details under Operation Encompass is permitted under Statutory Safeguarding Legislation and in respect of local authority schools under the Crime and Disorder Act (for the prevention of crime) and doing so without the child's or parent's consent is permissible under both pieces of legislation and the General Data Protection Regulation (GDPR).

For more information on Operation Encompass, please visit: <https://www.operationencompass.org/>

- **Female Genital Mutilation (FGM)**

Whilst all staff should speak to the Designated Safeguarding Lead (or deputy) about any concerns about female genital mutilation (FGM), there is a specific **legal** duty on **teachers**. If a **teacher**, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher **must** personally report this to the police.

All teachers will be aware of and adhere to the Government Guidance on mandatory reporting of female genital mutilation; procedural information.

Please refer to <https://www.gov.uk/government/publications/female-genital-mutilation-leaflet> ***We may not seek parental consent if this may put the girl at increased risk.***

## **2.6 Abuse, Neglect and specific safeguarding issues**

To ensure that our children and young people are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Abuse is defined in statutory guidance (Keeping Children Safe in Education 2022) 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. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse.
- Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others.
- Abuse can take place wholly online, or technology may be used to facilitate offline abuse.
- Children may be abused by an adult or by another child or children.

All staff should be aware that safeguarding incidents and/behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the DSL and deputy DSLs, should consider whether children are at risk of abuse and exploitation in situations outside of their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms (but not limited to) sexual exploitation, criminal exploitation, radicalisation and serious youth violence. Please see link:  
<https://contextualsafeguarding.org.uk>

Staff are made aware of the found main categories of abuse and other specific forms of abuse and safeguarding issues (such as those outlined in the table below) through child protection training, reading up to date guidance such as Keeping Children Safe in Education 2022, and accessing multi-agency procedures at <http://www.safeguardingshropshireschildren.org.uk/>

Staff should exercise professional curiosity to be able to identify children who may need help or protection.

This school ensures that the DSL is continually updated in all areas below. They are familiar with the referral pathways and specific toolkits and guidance on West Midlands Child Protection Procedures, and training available on the Shropshire Safeguarding Community Partnership websites.

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and or alcohol misuse, deliberately missing education, serious violence (including that linked to county lines), and consensual and non-consensual sharing of nudes and semi-nude images and/or videos (UKCIS) can be signs that children are at risk.



Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, information for schools, colleges and early years settings can be found on the TES, MindEd and the NSPCC websites.

Staff can access government guidance as required on the issues listed below via [Keeping Children Safe in Education 2022](#), [West Midlands Child Protection Procedures](#) and other government websites as well as through continuing professional development.

**Table:**

<b>Specific Forms of Abuse</b>	<b>Safeguarding Issues</b>
<p><u>Four main categories</u></p> <ul style="list-style-type: none"> <li>• Emotional Abuse</li> <li>• Physical Abuse</li> <li>• Neglect</li> <li>• Sexual abuse and exploitation (including sexual violence and sexual harassment between children)</li> </ul> <p><u>Other types of abuse</u></p> <ul style="list-style-type: none"> <li>• Abuse motivated by Hate (hate related incidents will be reported to Shropshire Council using the <a href="#">Hate related Incident Reporting Form Appendix F</a>)</li> <li>• Abuse linked to faith or belief</li> <li>• Child abduction and community safety incidents</li> <li>• Child-on-child abuse (see below)</li> <li>• Child exploitation (including criminal – County Lines (CCE) and sexual exploitation (CSE))</li> <li>• Cybercrime (including cyberbullying)</li> <li>• Domestic Abuse*</li> <li>• Gender based abuse/violence against women and girls (VAWG)</li> <li>• Fabricated or induced illness</li> <li>• Modern Slavery (including Trafficking)</li> <li>• Online abuse</li> <li>• Radicalisation</li> <li>• So-called honour-based abuse (including Female Genital Mutilation (FGM) and Forced Marriage)</li> </ul>	<ul style="list-style-type: none"> <li>• Child missing from education, home or care</li> <li>• Children and the court system</li> <li>• Children with family members in prison</li> <li>• Drug and/or alcohol use (parental or child)</li> <li>• Extremism</li> <li>• Gangs and youth violence</li> <li>• Health and Wellbeing (parental or child). Includes medical conditions, physical health, mental health.</li> <li>• Homelessness</li> <li>• Initiation/Hazing-type violence and rituals</li> <li>• Private fostering arrangements</li> <li>• Serious Violence</li> </ul>

\*Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial, or emotional. Children can be victims of domestic abuse. They may see, hear or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of these can be detrimental and have a long-term impact on their health, wellbeing, development and ability to learn.

Definitions of categories of abuse and neglect can be found in **Appendix E**.

- **Trauma and Mental Health**

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. Staff should be aware of how these children's experiences, can impact on their physical and mental health, behaviour, and education.

All staff are made aware that mental health problems can, in some cases, be an indicator of abuse. The DSL will liaise with the school Mental Health Lead (Emma Morris) to ensure information is being shared. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following the Safeguarding and Child Protection policy, and Mental Health and Wellbeing policy, and speaking to the designated safeguarding lead or a deputy. The Mental Health and Behaviour in Schools guidance sets out how schools and colleges can help prevent mental health problems by promoting resilience as part of an integrated, whole school/college approach to social and emotional wellbeing, which is tailored to the needs of their pupils.

All staff are made aware that mental health problems can, in some cases, be an indicator or abuse. The DSL will liaise with the school mental health lead to ensure information is being shared. Please see the Mental Health and Wellbeing Policy.

Both Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation. The DSL can obtain local information regarding Exploitation from SSCP and by attending local briefings.

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include: increased absence from school; a change in friendships or relationships with older individuals or groups; a significant decline in performance; signs of self-harm or a significant change in wellbeing; or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal Exploitation of children and vulnerable adults: county lines guidance.

Compliance with the Public-Sector Equality Duty (PSED) is a legal requirement for schools and colleges that are public bodies.

Under the PSED, schools and colleges that are public bodies, have a general duty to have regard to the need to eliminate unlawful discrimination, harassment and victimisation, to advance equality of opportunity between different groups and to foster good relations between different groups. The duty applies to all protected characteristics and means that, whenever significant decisions are being made or policies developed, thought must be given to the equality implications, such as, for example, the elimination of sexual violence and sexual harassment.

Children may need a social worker due to safeguarding or welfare needs. Local Authorities will share this information with the school, and the DSL will hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes.

### **Child on Child Abuse**

Staff should recognise that children can abuse other children, and that it can happen both inside and outside of the school; at home or someone else's home, in public spaces and online.

It can take place in spaces which are supervised or unsupervised. Within a school context, for example, child-on-child abuse might take place in spaces such as toilets, the playground, corridors and when children are walking home. All staff should understand, that even if there are no reports in their schools or colleges, it does not mean it is not happening; it may be the case that it is just not being reported.

Examples of child-on-child abuse are listed below.

At Ludlow CE School, we understand that even if there are no reports of child-on-child abuse, that such abuse may still be taking place. We want to create a safe environment for children that does not accept abusive behaviour and encourages children to report to staff when they witness or experience it.

As such, staff will take a zero-tolerance approach to abuse. They will challenge inappropriate behaviours between children that are abusive in nature. They should not downplay abusive behaviour by children towards other children, such as passing it off as "banter" or "part of growing up".

Children who experience or witness child-on-child abuse will have any concerns they raise taken seriously. Children experiencing, causing or who witness child-on-child abuse will be supported and protected to ensure their needs are met and they are effectively safeguarded, in accordance with this policy.

Staff are aware that safeguarding issues can manifest themselves via child-on-child abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in personal intimate relationships between children (sometimes known as 'teenage relationship abuse')
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- 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 sexual activity without consent, such as forcing someone to strip, touching themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as sexting or 'youth produced sexual imagery')
- 'Up-skirting' and 'down-blousing' typically involve taking a picture under/inside a person's clothing without their knowing, with the intention of viewing their genitals, buttocks or breasts to obtain sexual gratification, or cause the victim humiliation distress or alarm
- Revenge porn
- Initiation/hazing-type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group that may also include an online element)

All staff should read and be familiar with:

- Part 5 of Keeping Children Safe in Education 2022: Child-on-child sexual violence and sexual harassment.
- Sharing nudes and semi-nudes: how to respond to an incident ([publishing.service.gov.uk](https://publishing.service.gov.uk))

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with child-on-child abuse. These may include: increased absence from school; a change in friendships; a significant decline in performance; signs of self-harm or a significant change in wellbeing; or signs of assault or unexplained injuries.

Ludlow CE School will ensure that children are taught about key subjects to minimise the risk of child-on-child abuse as outlined in the Prevention of Curriculum section in this policy.

If staff have any concerns regarding child-on-child abuse, they should speak to their designated safeguarding lead (or deputy).

The school would respond to an incident of child-on-child abuse by recording the incident on a Concern Reporting Form (Appendix F).

### **Child-on-child sexual violence and sexual harassment**

Where there are concerns of child-on-child sexual violence or sexual harassment, the school will follow the below pieces of Government Guidance as set out in:

- Part 5 of Keeping Children Safe in Education 2022: Child-on-child sexual violence and sexual harassment.
- Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK ([www.gov.uk](https://www.gov.uk))
- Searching, screening and confiscation at school - GOV.UK ([www.gov.uk](https://www.gov.uk))

In summary the process and procedures for managing a sexual violence or sexual harassment incident are:

#### ***Whole-school approach:***

*Pre-planned risk assessment proforma in place*  
*Training for staff on how to report incidents*  
*Training on how to manage reports*  
*Child-on-child abuse policy in place*

#### ***Responding to a report***

*Victims are reassured; supported and kept safe*  
*Record the concern*  
*Inform the DSL if not involved in the initial report*

#### ***Risk Assessment***

*Risk assessment for victim*  
*Risk assessment for alleged perpetrator*  
*Risk assessment for all other children involved (including any necessary support for siblings)*  
*Initial consideration of children sharing a classroom and/or having direct contact in school*  
*Initial consideration of contact between children travelling to and from school*

#### ***Support***

*Support for victim and alleged perpetrator*

#### ***Managing the report***

*Consider the options to manage the report, including manage internally, early help, referral to children's social care and report to police*  
*Consider bail conditions*  
*Manage details in the criminal process*

The school monitors where there are any patterns of child-on-child abuse by recording on *MyConcern* and will determine necessary support and intervention.

It is vital that staff at Ludlow CE School understand that the child who is perpetrating the abuse may also be at risk of harm. Staff should make every effort to ensure that the child who is perpetrating the abuse is also treated as a potential victim and undertake assessments to conclude this. Sensitive work must be undertaken with the child who is perpetrating, by helping them to understand the nature of their behaviour and the effect it has on others may prevent abuse.

Staff must be able to use their professional judgement in identifying when what may be perceived as “normal developmental childhood behaviour” becomes abusive, dangerous and harmful to others. Designated leads may need to consult with the SSCP Threshold document to help with their decision making.

The Designated Safeguarding Lead has attended Brook Traffic Light Training on 7<sup>th</sup> October 2021, which will support in identifying developmentally typical behaviours or those that may be referred to as problematic or harmful.

Children do not always feel able to speak out about their experience of child-on-child sexual abuse. They may be afraid of:

- being considered a ‘snitch’
- getting in trouble themselves
- how they will be perceived by others
- teachers or adults not being discrete
- their parents being informed.

The school’s Relationship, Sex and Health Education (RSHE), and Personal, Social, Health and Economic (PSHE) programmes ensure our students are well-informed and supported in developing healthy and positive lifestyles and relationships and are confident in seeking support. The programmes provide high-quality, planned activities which inform students about:

- healthy and respectful relationships
- what respectful behaviour looks like
- boundaries and consent
- gender roles, stereotyping, prejudice and equality
- body confidence and self-esteem
- how to recognise an abusive relationship, including coercive and controlling behaviour
- the concepts of, and laws relation to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called honour-based violence, such as forced marriage and Female Genital Mutilation (FGM), and how to access support, and
- what constitutes sexual harassment and sexual violence and why these are always unacceptable.

A helpline was launched by the NSPCC on 1<sup>st</sup> April 2021 to support potential victims of sexual harassment and abuse. Run by the NSPCC it aims to provide advice and support to both children and adults who are victims of abuse in school. It will also include how to contact the police to report crimes. The advice line is also available to support professionals and parents. **NSPCC helpline number is 0800 136 663.**

This dedicated helpline will offer support to:

- all children and young people making current and non-recent disclosures of abuse
- any children or young people who want to talk about being involved or witnessing any incidents
- any adults who have experienced non-recent abuse
- parents and carers who have any concerns about their own or other children
- parents and carers who have any concerns about their own or other children
- professionals who work in schools and need support on this or related issues.

This school promote the use of this helpline by:

- Posters around the school
- Promoted in school assemblies and staff meetings
- Newsletters to parents
- On the school's website

## **Children who are lesbian, gay, bi or trans**

Ludlow CE welcomes the responsibility to ensure children who may be LGBTQ+ have a trusted adult who they can be open with.

KCSiE 2022 acknowledges that children who are LGBTQ+ may be targeted. Homophobia, biphobia, and transphobia are forms of discrimination or hate towards LGBTQ+ people, or those perceived to be LGBTQ+. These behaviours will not be tolerated.

## **2.7 Safeguarding children with special educational needs and disabilities**

It is recognised that children with special educational needs or disabilities (SEND) can face additional safeguarding challenges, both online and offline. Additional barriers can exist when recognising abuse and neglect in this group of children. These can include: assumptions that indicators of possible abuse such as behaviour, mood and injury, relate to the child's impairment without further exploration; children with SEND can be disproportionately impacted by issues such as bullying, without necessarily showing outward signs; communication barriers; and/or cognitive understanding.

It is important, therefore, to be particularly sensitive to these issues when considering any aspect of the welfare and safety of such children, and to seek professional advice where necessary.

Any reports of abuse involving children with SEND will therefore require close liaison with the **Designated Safeguarding Lead (or deputy) and the SENCO, Bryn Faulkner**.

We will consider extra pastoral support attention for children with SEND, through tutor mentoring, the use of Key Person, teaching assistants training in providing additional social/emotional support.

## **2.8 Alternative Provision**

The cohort of students accessing Alternative Provision often have complex needs; it is important that governing bodies and proprietors are aware of the additional risk of harm that their students may be vulnerable to. The Department has issued two pieces of statutory guidance to which commissioners of Alternative Provision should have regard: Alternative Provision and DfE Statutory Guidance Education for children with health needs who cannot attend school

Ludlow CE School ensures that any alternative provision used for students is quality assured. A quality assurance checklist (**Appendix G**) is used to evidence that safeguarding procedures are being followed and the necessary vetting checks for staff at the Alternative Provision have been undertaken.

## **2.9 Children Missing Education**

All children, regardless of their circumstances, are entitled to a full-time education, which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area. Effective information sharing between parents, schools, colleges and local authorities is critical to ensuring that all children are safe and receiving suitable education.

A child going missing from education is a potential indicator of abuse or neglect, and such children are at risk of being victims of harm, exploitation or radicalisation. School staff should follow their procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. Where reasonably possible the

school will hold at least two emergency contacts for every child in the school in case of emergency and in case there are welfare concerns at home.

Schools and colleges should put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. The school will contact Shropshire Education Access Service to report an absence after 10 days. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, female genital mutilation and forced marriage. Further information about children at risk of missing education can be found in the Children Missing Education guidance or Shropshire Council Learning Gateway

## **2.10 Elective Home Education**

Many home educated children have an overwhelmingly positive learning experience. We would expect the parents' decision to home educate to be made with their child's best education at the heart of the decision. However, this is not the case for all, and home education can mean some children are less visible to the services that are there to keep them safe and supported in line with their needs.

Please see link to [Elective Home Education \(Shropshire Council\)](#)

## **2.11 Safeguarding children who are/have been Looked After**

Staff are aware the most common reason for children becoming looked after is because of abuse and/or neglect. Appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. Appropriate staff members also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The Designated Safeguarding Lead has details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

The designated teacher for Looked After Children (LAC) will work with the Local Authority to promote the educational achievement of registered students who are looked after or who have left care through adoption, special guardianship, child arrangement orders, or who are adopted from state care outside of England and Wales. The appointment of a designated teacher is a statutory requirement for governing bodies of maintained schools and proprietors of academies.

The Designated Safeguarding Lead should have details of the child's social worker and the name of the virtual head teacher. The designated safeguarding lead should work closely with the designated teacher.

The Designated Teacher for LAC at Ludlow CE School is Lyn Hughes.

## **Private Fostering**

A private fostering arrangement is one that is made, without the involvement of a local authority, for the care of a child under the age of 16 (under 18 if disabled) by someone other than a parent or close relative for 28 days or more. The designated safeguarding lead should notify the local authority of a private fostering arrangement that comes to their attention, where they are not satisfied that the arrangement has been notified. Further information see the Children (Private Arrangements for Fostering) Regulations 2

## 2.12 Injuries

At the beginning of each session or school day parents/carer are requested to notify us of any accidents, incidents or injuries which may affect their child before leaving him/her at the school. A note will be made of any existing injuries and how the injury was received will be recorded. A body map may be used to indicate any marks/bruises - **Refer to body map in Multi-Agency Referral form (MARF)**

Any serious injury occurring in the school/setting e.g. broken bone, is reported to Health and Safety Executive (HSE) via RIDDOR.

**2.13 Safe use of ICT and mobile phones** (refer to Social Media. and Use of Mobile Phones by Students policies.

It is essential that children are safeguarded from potentially harmful and inappropriate online material. At Ludlow CE School we ensure that there are appropriate filters and appropriate monitoring systems in place, through our IT management systems (Shropshire ICT).

Where children are being asked to learn online at home the school will follow advice from the Department of Education (Safeguarding and remote education), and share this with staff, parents/carers and students through our guide to Remote Learning.

The use of mobile phones and other electronic devices such as computers, tablets, and game devices is commonplace. However, as a society, we are beginning to recognise that although these devices have brought great benefit we also need to ensure that we help children to understand there are dangers and how to keep themselves safe. This includes:

- Keeping personal details secure
- Understanding that not all content is appropriate, truthful or legal
- What to do if they do accidentally access inappropriate or illegal content
- What to do if they are upset by something they receive
- What to do if they are going to physically meet someone they have met on-line

We believe that photographs validate children's experiences and achievements and are a valuable way of recording milestones in a child's life. Parental permission for the different ways in which we use photographs is gained as part of the initial registration at Ludlow CE School. We take a mixture of photos that reflect the school environment; sometimes this will be when children are engrossed in an activity either on their own or with their peers. To safeguard children and adults, and to maintain privacy, cameras are not to be used during intimate care situations by adults or children.

Children are allowed to use mobile phones at break and lunchtimes only. Appropriate use of mobile phones is essential at Ludlow CE School. During lessons, mobile phones must be turned off and placed in bags. Misuse of mobile phones will result in confiscation. On the third occasion, parents will be contacted and the child will not be permitted to have a mobile phone in their possession on school site for two weeks.

Staff can use their personal mobile phones (including smart watches) during their break times, away from students. During working hours, they must be kept secure and out of reach of children. All staff are made aware of their duty to follow this procedure, and to challenge anyone not adhering to it.

Images and videos of students and their work are used for assessment and examination purposes. These recordings should be made using the school's devices and deleted once they have been uploaded to the school's IT system. Permission should be sought from the Headteacher or DSL if a personal device needs to be used for such purposes.

Visitors to the setting are informed on signing-in, that they are not permitted to use their mobile phones on site, without permission. No images can be taken of students, without permission.



Through induction, staff and volunteers are made aware of our 'acceptable use of technology' policy both at home and in the workplace. If any staff or volunteers breach this policy, then we will take disciplinary action which may result in a referral to the Disclosure and Barring Service.

We have an effective whole school approach to online safety, which empowers us as a school, to protect and educate students, our staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- **content:** being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism;
- **contact:** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes;
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and
- **commerce** - risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel our students or staff are at risk, please report it to the Anti-Phishing Working Group(<https://apwg.org/>).

**Training** – The Governing bodies and proprietors should ensure that, as part of the requirement for staff to undergo regular updated safeguarding training, including online safety and the requirement to ensure children are taught about safeguarding, including online safety, that safeguarding training for staff, including online safety training, is integrated, aligned and considered as part of the whole school or college safeguarding approach and wider staff training and curriculum planning.

## 2.14 Escalating / de-escalating concerns

Just because a child is assessed at a point in time as meeting certain threshold criteria, does not mean that they always will. An assessment is an on-going process, not an event; children's needs often change over time. The Designated Lead for Safeguarding will maintain an overview of all children with a plan, to ensure children's needs are being met at the right level of intervention. Of central importance in understanding where a child's needs might lie on this continuum, is the cooperation and engagement of the parents and carers – a lack of co-operation or appreciation about the concern may of itself raise the level of the need and required response.

## 2.15 The impact of abuse

The impact of child abuse should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well-buried. For some children, full recovery is beyond their reach, and the rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships, and long-term medical or psychiatric difficulties.

## 2.16 Taking action

The following section will be followed by all staff at Ludlow CE School:

It is vital that, as staff working with children in our school, we build trusted relationships with them. This means listening to and supporting them in a way which meets their needs in your everyday work. This will help our children to feel reassured, safe and able to communicate with you more easily

Key points to remember for taking action are:

- in an emergency take the action necessary to protect the child, for example, call 999
- report your concern to the DSL immediately
- if the DSL is not able to be contacted, ensure action is taken to report the concern to children's social care (any member of staff can report to social care, in the absence of the DSL)
- do not start your own investigation
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- log the concern on MyConcern
- seek support for yourself, if you are distressed.

### **If you suspect a child is at risk of harm**

There will be occasions when you suspect that a child may be at serious risk, but you have no 'real' evidence. The child's behaviour may have changed, or you may have noticed other physical but inconclusive signs.

Children may not feel ready or know how to tell you that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or are being threatened. This could also be due to their vulnerability, experiences, individual characteristics or needs.

This should not prevent you from having a professional curiosity and speaking to the DSL if you have concerns about a child. You should build on the trusted relationship you have with the child to try to give them the opportunity to talk. The signs you have noticed may be due to a variety of factors and it is fine to ask the child if they are alright or if you can help in any way.

Record these early concerns and pass to DSL. If the child does begin to reveal that they are being harmed, you should follow the advice in the section below 'If a child discloses information to you'.

If, following your conversation, you remain concerned, you should discuss your concerns with the designated person.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following the procedures set out in this policy and by speaking with the DSL.

### **If a child tells you that they have been abused**

Make sure you are aware of the Shropshire Children Reporting Concern guidance.

It takes a lot of courage for a child to tell someone that they are being neglected and or abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults, or they may believe, or have been told, that the abuse is their own fault.

If a child talks to you about any risks to their safety or wellbeing, you will need to let them know that **you must** pass the information on – you are not allowed to keep secrets. The point at which you do this is a matter for professional judgement. If you jump in immediately, the child may think that you do not want to listen; if you leave it till the very end of the conversation, the child may feel that you have misled them into revealing more than they would have otherwise. Telling a child that you must pass information on might mean that the child is worried about or chooses not to talk to you. Keep in mind and recognise how difficult telling you is likely to be. Offer them reassurance and explanations that you want to help them to be safe (making sure you do not make any promises about what will happen). Be honest and say if you do not know.

All staff should be able to reassure children who tell them about abuse that they are being taken seriously and that they will be supported and kept safe. A child should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a child ever be made to feel ashamed for making a report or choosing not to talk to staff.

### **During your conversation with the child:**

Allow them to speak freely.

- Remain calm and do not over react – the child may stop talking if they feel they are upsetting you.
- Give reassuring nods or words of comfort – ‘I’m so sorry this has happened’, ‘I want to help’, ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’.
- Do not be afraid of silences – remember how hard this must be for the child.
- Under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the child’s mother think about all this.
- At an appropriate time, tell the child that to help them you must pass the information on.
- Do not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused.
- Avoid admonishing the child for not disclosing earlier. Saying ‘I do wish you had told me about this when it started’ or ‘I can’t believe what I’m hearing’ may be your way of being supportive, but the child may interpret it that they have done something wrong.
- Tell the child what will happen next. The child may agree to go with you to see the designated person. Otherwise, let them know that someone will come to see them before the end of the day.
- Report verbally to the designated person.
- Write up your conversation as soon as possible on MyConcern.
- Seek support if you feel distressed.

Please refer to:

- Section 2.18 if you have a safeguarding concern or an allegation about another staff member and
- Section 2.19 for Whistleblowing, if you have concerns about safeguarding practices within the school or college.

## **2.17 Prevention in the Curriculum**

Our school recognises the importance of teaching our children to develop their students’ awareness of behaviour that is unacceptable towards them and others, and how they can help keep themselves and others safe including online. This is addressed in the following ways:

- The PSHE focus day in Year 7, and tutor PSHE programme across the years covers e-safety.
- The PSHE curriculum in Key Stage 3 and Relationship Sex and Health Education in Key Stage 4, alongside the tutor time programme, provides personal development opportunities for students to learn about keeping safe and who to ask for help if their safety is threatened. As part of developing a healthy, safer lifestyle, students are taught to, for example:
  - Keep themselves safe online (see 2.13)
  - safely explore their own and others' attitudes to all aspects of life, including sexuality
  - recognise and manage risks in different situations and how to behave responsibly
  - judge what kind of physical contact is acceptable and unacceptable (working towards including this area in the Key Stage 3 programme)
  - recognise when pressure from others (including people they know) threatens their personal safety and well-being and develop effective ways of resisting pressure; including knowing when and where to get help
  - use assertiveness techniques to resist unhelpful pressure
  - making informed decisions about appropriate and inappropriate relationships
- The school demonstrates that it listens to and takes students' safety concerns seriously through a range of ways:
  - offering the services of Enhance support workers and on-site School Counsellor, either through self-referral or tutor/Curriculum Learning Tutor
  - by displaying helpline information for all students, for example, from Childline, NSPCC on notice board in main corridor at back of PE changing rooms
  - peer mentoring, through vertical tutor groups and prefects
  - Key Person support
  - drop in centre-CHAT
  - Referrals to outside agencies, through Early Help process
  - Employment of Family Support Worker through Strengthening Families Programme
  - Referral to Mental Health Support Services through Bee U or Social Prescribing

**2.18 Managing allegations of abuse made against staff (this includes apprentices and supply staff), students on placement or volunteers (see Appendix H). See KCSIE Allegations of Abuse Against Staff in School (DHMAT Sept 2019), Confidential Reporting and Whistleblowing Policy (DHMAT Oct 2020) and Staff Code of Conduct (DHMAT March 2022)**

As part of our whole school approach to safeguarding, this school will ensure that we promote an open and transparent culture in which all concerns about all adults working, in or on behalf of, the school (including apprentices, supply teachers, volunteers, student teachers and contractors) are dealt with promptly and appropriately.

There are two levels of allegations/concern;

1. Allegations that **may** meet the harms threshold.
2. Allegation/concerns that **do not** meet the harms threshold – which may be referred to as 'low level concerns'.

Examples of such behaviour could include, but are not limited to:

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating or offensive language.

Further information about the two levels of concern can be found in our separate policy titled Low-Level Concerns Policy (March 2022).

Allegations which might indicate that a person would pose a risk of harm to children if they continue to work in regular or close contact with children in their present position, or in any capacity with children in a school or college, will be taken seriously. We have a duty to inform Ofsted of any serious allegations made against a person which suggests he or she has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children. This includes any behaviour that may have happened outside of school or college that might make an individual unsuitable to work with children (transferable risk).

We also have a duty of care towards our staff. We provide support for anyone facing an allegation and provide employees with a named contact if they are suspended. It is essential that any allegations of abuse made against members of staff or volunteers are dealt with very quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

## **Staff**

If staff have safeguarding concerns or an allegation is made about another member of staff (including supply staff, volunteers, and contractors) **posing a risk of harm to children**, then:

- this should be referred to the Headteacher
- where there are concerns/allegations about the Headteacher, this should be referred to the Chair of the Local Academy Board, and
- in the event of concerns/allegations about the Headteacher, where the Headteacher is also the sole proprietor of an independent school, or a situation where there is a conflict of interest in reporting the matter to the Headteacher, this should be reported directly to the Local Authority Designated Officer (LADO). Please refer to [Shropshire Safeguarding Community Partnership Local Authority Designated Officer/Managing Allegations](#).

If staff have a safeguarding concern or an allegation about another member of staff (including supply staff, volunteers or contractors) that does not meet the harm threshold, then this should be shared in accordance with the school's low-level concerns policy.

Staff may consider discussing any concerns with the school's designated safeguarding lead and make any referral via them.

Where the school or college identify a child has been harmed, that there may be an immediate risk of harm to a child or if the situation is an emergency, they should contact children's social care and as appropriate the police immediately in line with [Shropshire Safeguarding Community Partnership Local Authority Designated Officer/Managing Allegations](#). There are two aspects to consider when an allegation is made:

- Looking after the welfare of the child - the designated safeguarding lead is responsible for ensuring that the child is not at risk and referring cases of suspected abuse to the local authority children's social care in line with the Shropshire Safeguarding Community Partnership Procedures
- Investigating and supporting the person subject to the allegation - the case manager should discuss with the LADO, the nature, content and context of the allegation, and agree a course of action.

The LADO may ask for additional information, such as previous history, whether the child or their family have made similar allegations previously and the individual's current contact with children. There may be situations when the LADO will want to involve the police immediately, for example if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence.

The initial sharing of information and evaluation may lead to a decision that no further action is to be taken regarding the individual facing the allegation or concern; in which case, this decision and a justification for it will be recorded by both the Registered Person/Headteacher and the LADO, and agreement reached on what information should be put in writing to the individuals concerned and by whom. The Registered Person/Headteacher will then consider with the LADO what action should follow both in respect of the individual and those who made the initial allegation.

If further action is required, we will follow the advice of the LADO and co-operate with any investigations. We will follow instructions about what can be disclosed to the accused and whether he/she should be suspended whilst further investigations take place. This is not an indication of admission that the alleged incident has taken place but is to protect the staff as well as children and families throughout the process. Clear advice will be given to workers on the process of investigation by other agencies. We will follow advice about how to inform families about the allegation.

If the member of staff/volunteer is found to be a risk to children and vulnerable adults, the Disclosure & Barring Service will be notified. You will need to consider who makes the referral if an allegation is made against the Designated Safeguarding Lead e.g., if an allegation is made against the Designated Safeguarding Lead, the Headteacher will make the referral. If we are aware of the details of a child who has or may have been harmed by a member of staff or volunteer, we will contact Compass to make a referral to seek support for the child.

## **2.19 Whistleblowing**

Whistle blowing is a mechanism by which adults can voice their concerns in good faith, without fear of repercussion. Any behaviour by colleagues that raises concern, regardless of source, will be recorded and reported to the designated practitioner or appropriate agency. Refer to the Confidential – Reporting and Whistleblowing Policy.

## **2.20 Recruiting Staff** (refer to Reporting and Whistleblowing Policy)

We provide adequate and appropriate staffing resources to meet the needs of children. (More information can be found in our Safer Recruitment Policy).

Job adverts and application packs refer to our safeguarding policy and procedures.

Applicants for posts are clearly informed that positions are exempt from the Rehabilitation of Offenders Act 1974. We ensure that we meet our responsibilities under the Safeguarding Vulnerable Groups Act 2006.

Where applicants are rejected because of information that has been disclosed, we will inform the applicant about their right to know and to challenge incorrect information.

We comply with the Safeguarding and Welfare Requirements in Keeping Children Safe in Education 2022 in respect of references and Enhanced Disclosure and Barring Service checks for staff and volunteers, to ensure that no disqualified or unsuitable person works with or has access to the children.

Keeping Children Safe in Education 2022 states that schools will be required to complete a risk assessment for each volunteer to decide whether they need to do an enhanced DBS check or not. (Note that even if it is decided an enhanced DBS is to be requested, if the volunteer is not in regulated activity, then schools are not legally allowed to do a barred list check).

We have procedures for recording the details of visitors, including prospective candidates, to the school, and ensure that we have control over who comes into the premises so that no unauthorised person has unsupervised access to the children. See protocol for Education Visits to Schools (LCES 2020).

Where students are placed in an alternative provision, the school should obtain a written statement from the provider that they have completed all the vetting and barring checks that are necessary on their staff.

## **2.21 Staff Supervision (including students and volunteers)**

To ensure that all staff are alert to any issues for concern, staff receive regular training and updates in safeguarding and Child Protection through a range of training and supervision activities. This includes both formal and informal supervision, annual appraisals, staff meetings and access to SSCP approved training. Individual supervision offers staff an opportunity to receive coaching to improve their practice with children and address any issues resulting in poor performance. Individual supervision also provides a safe space in which to raise any concerns they may have about the conduct of other adults connected with the setting.

Staff supervision is also used to ensure that all staff remain suitable to work with children. This means staff are required to inform their line manager of any medication they are taking and provide medical evidence that this will not impair their ability to look after children properly. Staff are also required to disclose any information, which may lead to their disqualification as outlined in *and Keeping Children Safe in Education 2022*.

## **2.22 Resolution of professional disagreements**

When practitioners are working together in the complex business of safeguarding children, there will inevitably be occasions when there are professional differences of opinion or concerns about practice decisions, actions or lack of actions to a referral, assessment or the progress of child's plan. In these circumstances, practitioners have a duty to take action to address professional disagreements as soon as they arise in a way that is appropriate and proportionate

Examples of case-specific professional disagreements include:

- When there is disagreement about the response to a referral made by one agency to another agency or service (e.g. decision making).
- When there is disagreement about the outcome of an assessment.
- When there is serious concern about the implementation of a child's Plan and disagreement about how this should be addressed (e.g. agreed actions not being followed through).
- When there is serious concern about the effectiveness of a child's Plan in bringing about the necessary changes and disagreement about how this should be addressed (e.g. drift/delay).
- When there is disagreement over the sharing of information in a case.

Designated Safeguarding Leads and managers will consult with the procedures for resolving professional disagreements by accessing it on the West Midlands Child Protection Procedures [website](#). Designated Safeguarding Leads will record any actions taken and outcomes on file.


## 2.23 Use of school/setting premises for non-school/college activities

The governing bodies or proprietors hire or rent out school or college facilities/premises to organisations or individuals (for example to community groups, sports associations, and service providers to run community or extra-curricular activities) they ensure that appropriate arrangements are in place to keep children safe.

When services or activities are provided by the governing body or proprietor, under the direct supervision or management of their school or college staff, their arrangements for child protection will apply. However, where services or activities are provided separately by another body this is not necessarily the case. The governing body or proprietor should therefore seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed); and ensure that there are arrangements in place to liaise with the school or college on these matters where appropriate. The governing body or proprietor should also ensure safeguarding requirements are included in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement.

## 2.24 Visitors to the School

- All visitors must report to Reception on arrival. No visitor is permitted to enter the school via any other entrance, under any circumstances.
- At Reception, all visitors must state the purpose of their visit and who has invited them. They should be ready to produce formal identification, upon request.
- All visitors will be asked to sign in, using our electronic register, 'InVentry', making note of their name, organisation, who they are visiting, car registration.
- All visitors will be required to wear an identification badge – the badge must remain visible throughout their visit.
- All visitors to the school may be asked to bring formal identification with them at the time of their visit (unless they are named on the approved visitors list as set out below); they must follow the procedure below.
- Visitors will then be escorted to their point of contact **OR** their point of contact will be asked to come to Reception to receive the visitor. The contact will then be responsible for them while they are on site. The visitor must not be allowed to move about the site unaccompanied, unless they are registered on the Approved Visitor List.

Signature: 	Date Policy adopted: 07/10/19
Position: Chair the Local Academy Board	Review Date: September 2022



## Appendix A

### The role and responsibilities of the Designated Safeguarding Lead

The Registered Person/Body should ensure an appropriate practitioner must be designated to take lead responsibility for safeguarding children as the designated safeguarding lead.

The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety). This should be explicit in the role holder's job description.

This person should have the appropriate status and authority within the setting to carry out the duties of the post. The role of the designated safeguarding lead carries a significant level of responsibility, and they should be given the additional time, funding, training, resources and support they need to carry out the role effectively.

Their additional responsibilities include providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and interagency meetings, and/or supporting other staff to do so, and to contributing to the assessment of children.

#### Deputy designated safeguarding leads

It is a matter for individual settings as to whether they choose to have one or more deputy designated safeguarding leads. Any deputies should be trained to the same standard as the designated safeguarding lead and the role should be explicit in their job description.

Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead, this lead responsibility should not be delegated.

#### Availability

There must be a designated safeguarding lead (or a deputy) always be available for staff in the setting to discuss any safeguarding concerns.

Whilst generally speaking, the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual setting, working with the designated safeguarding lead, to define what "available" means and whether in exceptional circumstances availability via phone and or Skype or other such media is acceptable.

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

#### Manage referrals

The designated safeguarding lead is expected to refer cases:

- of suspected abuse and neglect to the local authority children's social care as required and support staff who make referrals to local authority children's social care;
- to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme;
- where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- where a crime may have been committed to the Police as required. NPCC - When to call the police should help understand when to consider calling the police and what to expect when working with the police.

## Working with others

The designated safeguarding lead is expected to:

- act as a source of support, advice and expertise for all staff;
- act as a point of contact with the safeguarding partners;
- liaise with the Headteacher or principal to inform them of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirements for children to have an Appropriate Adult. Further information can be found in the statutory guidance – PACE code C 2019 (see below).
- as required, liaise with the “case manager” (as per Part four) and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member;
- liaise with staff (especially special educational needs coordinators (SENCOs), or the named person with oversight for SEN in a setting) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children’s needs are considered holistically;
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances;
- work with the Registered Person/Body and relevant senior staff, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children’s attendance, engagement and achievement at the setting. This includes:
  - ensure that the setting knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort; and,
  - support staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children’s educational outcomes.

### Information sharing and managing the child protection file

The designated safeguarding lead is responsible for ensuring that child protection files are kept up to date. Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child.

Records should include:

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

They should ensure the file is only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing guidance.

Where children leave the setting the designated safeguarding lead should ensure their child protection file is transferred to the new setting/school as soon as possible. This should be transferred separately from any other files on the child being shared, ensuring secure transit, and confirmation of receipt should be obtained.

Receiving settings/schools should ensure key staff such as designated safeguarding leads and SENCOs, are aware as required. Lack of information about their circumstances can impact on the child's safety, welfare and educational outcomes. In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any additional information with the new setting/school in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the next setting/school. For example, information that would allow the new setting/school to continue supporting children who have had a social worker and been victims of abuse and have that support in place for when the child arrives.

### **Raising Awareness**

The designated safeguarding lead should:

- ensure each member of staff has access to, and understands, the setting's child protection policy and procedures, especially new and part-time staff;
- ensure the setting's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the Registered Person/Body regarding this;
- ensure the child protection policy is available publicly and parents know referrals about suspected abuse or neglect may be made and the role of the setting in this;
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies, procedures and guidance and required audit processes from the Shropshire Safeguarding Community Partnership (SSCP).
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with appropriate staff.

### **Training, knowledge and skills**

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role.

The designated safeguarding lead should undertake Prevent awareness training. Training should provide designated safeguarding leads with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly children's social care, so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- understand the importance of the role the designated safeguarding lead has in providing information and support to children social care in order to safeguard and promote the welfare of children;
- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes;
- are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers;
- understand the importance of information sharing, both within the setting, and with the safeguarding partners, other agencies, organisations and practitioners;

- understand and support the setting with regards to the requirements of the Prevent duty and can provide advice and support to staff on protecting children from the risk of radicalisation;
- can understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe;
- can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and,
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the setting may put in place to protect them.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

### **Providing support to staff**

Training should support the designated safeguarding lead in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to:

- ensure that staff are supported during the referrals processes; and
- support staff to consider how safeguarding, welfare and educational outcomes are linked.

### **Listen to the voice of children and understand their views.**

It is important that children feel heard and understood. Therefore, designated safeguarding leads should be supported in developing knowledge and skills to:

- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the setting may put in place to protect them; and
- understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication

### **Holding and sharing information**

The critical importance of recording, holding, using and sharing information effectively is set out in the Statutory Framework for the Early Years Foundation Stage (2021) Section 3 – The Safeguarding and Welfare Requirements 3.69 – 3.72 and the Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers 2018 and therefore the designated safeguarding lead should be equipped to:

- understand the importance of information sharing, both within the setting and with other setting's/school's on transfer, and with the safeguarding partners, other agencies, organisations and practitioners;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR); and
- be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping

## Police and Criminal Evidence Act (1984) – Code C

- This code details the role a person undertakes when acting as the “appropriate adult” (usually a parent, guardian or social worker) while a student is being questioned or detained by the police. It includes an expectation that the appropriate adult will “support, advise and assist” the young person, and also “observe whether the police are acting properly and fairly to respect the young person’s rights and entitlements, and inform an officer of the rank of inspector or above if they are not.
- The Designated Safeguarding Lead (and deputy) are aware of the requirement for children to have an **appropriate adult** when in contact with police officers who suspect them of an offence.
- PACE also states that anyone who appears to be under 18, shall, in the absence of clear evidence that they are older, be treated as a child for the purposes.
- PACES also states that if at any time an officer has any reason to suspect that a person of any age may be vulnerable, then that person is entitled to be accompanied by an appropriate adult at any point.
- The DSL (or DDSL) will communicate any vulnerabilities known by the school to any police officer who wishes to speak with a student about an offence they may suspect. If having been informed of the vulnerabilities, the DSL or DDSL do not feel that the officer is acting in accordance with PACE, they should speak with the Headteacher, or contact 101 to escalate their concerns.
- **The DSL or DDSL will ask the police officers, in the first instance, to make contact with the parents/carers of the child to request that they attend as the appropriate adult, or make contact themselves to request the attendance of the parent/carer as appropriate adults. If the parent/carer is not able to attend, they must give written consent to the DSL or DDSL to act as the appropriate adult on their behalf. This must be when all other possibilities of the parent/carer acting as appropriate adult have been exhausted – e.g. change of venue/time/place for the meeting.**

## Appendix B

### The role of the Safeguarding Link Local Academy Board Member

Section 175 of the Education Act 2002 places a duty on schools to have in place arrangements to reflect the importance of safeguarding and promoting the welfare of children; and follow statutory guidance. The governing body of schools, Local Academy Board (LAB), in our setting, must identify someone to act as a link for safeguarding, who understands the requirements of the safeguarding guidance and legislation.

The safeguarding duty on the Local Academy Board includes having arrangements in place to ensure that they:

- carry out their functions with a view to safeguarding and promoting the welfare of children; and
- have regard to the statutory guidance issued by the Secretary of State in considering what arrangements they need to make (Governance Handbook (DfE 2020))

The role of the Safeguarding Link LAB member is key to understanding the effectiveness of safeguarding for everyone in the school. They need to understand the requirements set out in the Governance Handbook, and in Keeping Children Safe in Education.

Key aspects of the Safeguarding Link LAB member's role include:

- Understand safeguarding requirements
- Ensure the school's safeguarding arrangements and systems are effective, robust and compliant with safeguarding guidance
- This will include ensuring that the school has up to date policies that support safeguarding, including policies on child protection, pupil behaviour and staff behaviour, and handling allegations against staff and volunteers
- Make sure there are clear systems and processes in place for identifying children with possible mental health problems, and other vulnerable students, including LAC and children with SEND, including routes to escalate and clear referral and accountability systems
- Play a role in the strategic leadership of safeguarding across the school, alongside the Headteacher and Designated Safeguarding lead (DSL) (Prevent duty is part of the wider safeguarding obligation)
- Support the work of the DSL, and meet with the DSL on a termly basis to monitor policies and procedures
- Report back to the LAB about how effective safeguarding is each term
- Monitor the single central record, with the DSL, to make sure the school carries out appropriate recruitment checks – this should be termly
- Receive appropriate training to undertake this role, and work ensure the Headteacher provides all staff, members of the LAB and volunteers with safeguarding training each year.

## Appendix C

### The role of the Headteacher in Safeguarding and Child Protection

The school's governing board, or Local Academy Board (LAB) in this instance, and school have a responsibility to safeguard and promote the welfare of children, according to the statutory guidance, Keeping Children Safe in Education (KCSIE). The Headteacher must comply with the duties outlined in part 2 of KCSIE, taking responsibility for the strategic leadership of safeguarding across the school, and make sure that policies and procedures in your school are effective and comply with the law.

This means the Headteacher should:

- Make sure that all staff read at least part 1 of KCSIE
- Make sure that all staff, including LAB members and volunteers, receive regularly updated and appropriate safeguarding and child protection training, this includes Prevent duty
- Have policies and procedures in place that support safeguarding, including policies on child protection, pupil behaviour and staff behaviour, and handling allegations against staff and volunteers
- Make sure there are clear systems and processes in place for identifying children with possible mental health problems, and other vulnerable students, including LAC and children with SEND, including routes to escalate and clear referral and accountability systems
- Make sure that students are taught about safeguarding, including online safety
- Make sure that an appropriate senior member of staff is appointed as the designated safeguarding lead (DSL), and provide both line management and support
- Follow safer recruitment procedures to prevent people who pose a risk of harm to children from working with them; this includes section 128 checks on governors and school leaders in academies
- Monitor the single central record, with the DSL, to make sure the school carries out appropriate recruitment checks – this should be termly
- Supporting the LAB to develop its understanding of its safeguarding responsibilities and reporting back to the board about safeguarding issues and development.

## Appendix D

# SAFEGUARDING FILE TRANSFER RECORD AND RECEIPT

## PART 1: To be completed by Ludlow CE School

Name of pupil	
DOB	
Ludlow School Address	Ludlow CE School, Bromfield Road, Ludlow, Shropshire SY8 1GJ
Method of delivery	BY HAND      SECURE POST      ELECTRONICALLY
Date file sent	
Ludlow School DSL	Lyn Hughes l.hughes@ludlowschool.com 01584 872691
Name of School and DSL transferring to	
Signature	

## PART 2: To be completed by receiving school or college

Name of School and DSL transferring to	
Address	
Date received	
Name of person receiving file	
Date confirmation of receipt sent back to Ludlow School	
Signature	

**Receiving School:** Please complete Part 2 and return this form to Lyn Hughes, DSL, Ludlow CE School, Bromfield Road, Ludlow, Shropshire, SY8 1GJ. You are advised to keep a copy for your own reference.



# Appendix E

## Definitions of abuse and neglect

Child abuse occurs throughout society and affects children of all ages. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm.

### Physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child.

Physical harm may also be caused when a parent feigns the symptoms of, or deliberately causes, illness in a child. This is known as fabricated or induced illness.

### Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent effects on the child's emotional development, and may involve:

- conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- imposing age or developmentally inappropriate expectations on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction
- seeing or hearing the ill-treatment of another e.g. where there is domestic violence and abuse
- serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger;
- exploiting and corrupting children.

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

### Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (e.g. rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

Sexual abuse includes non-contact activities, such as: involving children in looking at or producing pornographic materials, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Sexual abuse also includes abuse of children through sexual exploitation. Penetrative sex where one of the partners is under the age of 16 is illegal, although prosecution of similar age, consenting partners is not usual. However, where a child is under the age of 13 it is classified as rape.

### 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 occur during pregnancy as a result of maternal substance misuse, maternal mental ill health or learning difficulties or a cluster of such issues.

Once a child is born, neglect may involve a parent failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate care-givers)
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional, social and educational needs.

These definitions are used when determining significant harm. Children can be affected by combinations of abuse and neglect, which may also be related to problems faced by the adults in the household such as domestic abuse.

## **Domestic abuse**

Research analysing Serious Case Reviews has demonstrated a significant prevalence of domestic abuse in the history of families with children who are subject of Child Protection Plans. Children can be affected by seeing, hearing and living with domestic abuse and abuse as well as being caught up in any incidents directly, whether to protect someone or as a target.

It should also be noted that the age group of 16 and 17 year olds have been found in recent studies to be increasingly affected by domestic abuse in their peer relationships.

The Home Office definition of Domestic abuse was updated in March 2013 as:

*"Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence and abuse between those aged 16 or over, who are or have been intimate partners or family members regardless of gender and sexuality.*

*This can encompass, but is not limited to, the following types of abuse:*

- *psychological*
- *physical*
- *sexual*
- *financial*
- *emotional*

***Controlling behaviour is:*** a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

***Coercive behaviour is:*** an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten

## Shropshire Schools Hate-Related Incident Report Form

As part of the Public Sector Equality Duty (PSED) under the Equality Act 2010, schools are requested to report prejudice/hate-related incidents to Shropshire Council. Completed forms may be submitted by email to [EducationImprovementService@shropshire.gov.uk](mailto:EducationImprovementService@shropshire.gov.uk); by Fax to 01743 340034 or by post to *EIS, Shropshire Council, Shirehall, Abbey Foregate, Shrewsbury, SY2 6ND*. Reports can also be made verbally on 01743 254386.

Numbers of incidents reported and nature of those incidents are reported to the Hate Crime Reporting Sub-group. The information is used to help inform community-based interventions to counter the problems identified. Specific support at school can be offered on request.

School name

**Section A: About the Incident/s**

What do you think motivated this incident? (*indicate all relevant characteristics*)

Race                       Religion / culture                       Sex                       Disability  
 Sexual orientation                       Gender identity/presentation                       Age\*  
 Other (please define)

\*age discrimination legislation does not apply to the treatment of pupils or provision of education.

**Section B: Tell us about the incident in your own words; giving as much detail as possible (please use a separate sheet if necessary):**

When did the incident take place?  
 Time  Day  Date

Where did it happen?  
 Area of school / Street name or location if outside school / via electronic media (please give details below)

What happened?

What injuries were suffered (Physical? Emotional?) Please give details below:-

Was any property lost or damaged?                       Yes (If 'yes' please give details below)                       No

Frequency or duration of behaviour  
 Once or twice                       Persisting over one school term  
 Several times a week                       Persisting for more than a year

**Section C: About the Victim**

Is the victim  Pupil                       Staff member                       Other adult                       Other child  
 (Name of victim is not needed in this context)                      Sex M/F Is this same as birth? Y/N

If child - Year Group /Age

If adult - Age Group:                       16-24                       25-34                       35-44                       45-55                       Over 55

Please indicate in the appropriate box how you would describe the victim:

<p><b>Religion/belief</b></p> <input type="checkbox"/> Buddhist <input type="checkbox"/> Rastafarian <input type="checkbox"/> Don't know <input type="checkbox"/> Christian <input type="checkbox"/> Sikh <input type="checkbox"/> Hindu <input type="checkbox"/> Other <input style="width: 150px; height: 13px;" type="text"/> <input type="checkbox"/> Jewish <input type="checkbox"/> No religion <input type="checkbox"/> Muslim <input type="checkbox"/> Prefer not to say	<p><b>Sexual orientation</b></p> <input type="checkbox"/> Heterosexual <input type="checkbox"/> Bisexual <input type="checkbox"/> Gay/Lesbian <input type="checkbox"/> Prefer not to say <input type="checkbox"/> Don't know
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**Ethnicity**

<input type="checkbox"/> White British <input type="checkbox"/> White & Black Caribbean <input type="checkbox"/> White & Black African <input type="checkbox"/> Indian <input type="checkbox"/> White Irish <input type="checkbox"/> Pakistani <input type="checkbox"/> White & Asian <input type="checkbox"/> Bangladeshi <input type="checkbox"/> Other white background <input type="checkbox"/> Black Caribbean <input type="checkbox"/> Any other mixed background <input type="checkbox"/> Black African <input type="checkbox"/> Eastern European	<input type="checkbox"/> Any other black background <input type="checkbox"/> Chinese <input type="checkbox"/> Any other ethnic background <input type="checkbox"/> Prefer not to say <input type="checkbox"/> Don't know
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Is the victim from a Gypsy or Traveller background?  
 Yes                       No                       Don't know

Disability – please describe   Don't know

**Police involvement:**

**Does the person reporting / victim/parents or carers / school want the Police to investigate?**

- Yes  No

The police will want to collect evidence i.e. photograph any injuries the victim has; look for fingerprints left by the offender or swab any areas where the suspect has touched. If you have any evidence, which may be of use to the police then please ring them and tell them **immediately**. Shropshire Police 24 hour telephone number is: **101**.

**Authorisation:**

**Certain agencies can share de-personalised information without your consent.**

**Do you agree to the information being passed to all the agencies involved in the local agency partnership?** (The local agency partnership includes West Mercia Police, Shropshire Diversity Officer, Citizens Advice Shropshire and Victim Support Shropshire).

**This is requested to help in assessing and countering the levels of hate crime in Shropshire.**

Incident details only  Yes  No

Personal details  Yes  No

Signature  Date

.....

***Follow-up – for any further interventions related to this incident (for School use – no additional formal reporting required).***

**If the behaviour does not stop after initial interventions, this space can be used to record additional steps being taken and outcomes for both victim and perpetrator:**

Victim:-

Perpetrator:-

## Appendix G

### Alternative Provision Quality Assurance Checklist

**Name of alternative provision:**

**Name of person completing checklist (from host school):**

If the alternative provision hasn't been quality assured by the Local Authority or another recognised provider the host School must quality assure the placement.  
This quality assurance document must be completed prior to working with a new alternative provision and **annually** thereafter.

		On file/ evidence of check	Date & Initial
1	Has the provision been quality assured by the Local Authority? Y/N If so, written evidence must be obtained evidencing quality assurance.		
2	Is the alternative provision registered as an independent school with the DfE? Y/N The criteria to be registered as an independent school is that; - full-time <sup>1</sup> education is provided for five or more pupils of compulsory school age Or -full-time education is provided for one or more pupils with an EHC plan or who is "looked after" by a local authority  1 - There is no legal definition of what constitutes 'full-time' education. However, DfE would consider an institution to be providing full-time education if it is intended to provide, or does provide, all, or substantially all, of a child's education.		
3	What is the provider's DfE number? (if applicable)		
4	Copy of signed Service Level Agreement (SLA) /contract (attached)		
5	Is there a clear governance structure within the Alternative provision? Y/N		
6	Does the referral process include the requirement for a detailed pupil profile from the host school prior to agreement of placement? Y/N		
7	Pupil's attendance should be monitored daily. Is this included in the SLA? Y/N Copy of providers Attendance policy attached.		
8	Is there a procedure for when pupils fail to attend? Y/N		
9	Is there adequate access to resources for all pupils who access the provision? Y/N		
10	Is there inclusive practice with regards to positive behaviour management, attendance and punctuality? Y/N - Pro-actively promote and support the regular attendance of pupils - Effective reward/incentive strategies to promote participation		
11	Is there regular assessment and review of pupil progress? Y/N Provision agree to share weekly progress reports		
12	Are risk assessments completed for activities that pupils may undertake? Y/N (copy attached)		
13	Is there a full and clear pupil induction procedure regarding health and safety and fire evacuation? Y/N		

14	Are there robust procedures in place to safeguard children in line with KCSIE? Y/N Copy of providers Safeguarding/Child protection policy attached.		
15	Has evidence of staff receiving accredited child protection training been seen? Y/N Has evidence of DSL receiving training for their role been seen? Y/N Have contact details for DSL been provided? Y/N (attached).		
16	Copy of public liability insurance document attached.		
17	Is there a policy for when members of staff are working alone with pupils? Y/N (copy attached)		
18	Does the provider have an ICT policy that includes mobile phones? Y/N (copy attached)		
19	Copy of health and safety policy attached.		
20	Has written confirmation from the provider that staff vetting checks have been undertaken been received? Y/N Checks include; <ul style="list-style-type: none"> <li>• an identity check;</li> <li>• a barred list check;</li> <li>• an enhanced DBS check/certificate;</li> <li>• a prohibition from teaching check;</li> <li>• further checks on people who have lived or worked outside the UK</li> <li>• a check of professional qualifications, where required; and</li> <li>• a check to establish the person's right to work in the United Kingdom.</li> </ul> Has confirmation of these checks been added to the host school Single Central Record on the agency tab?		
21	Is there a Designated First Aid Officer and suitable equipment available? Y/N <ul style="list-style-type: none"> <li>- Qualified First Aiders identified</li> <li>- Recording system for accidents including informing host school and home</li> <li>- Historical or current RIDDOR investigations</li> <li>- Evidence of full first aid kit</li> </ul>		
22	Has confirmation been received from the provider that a representative will attend or contribute to multi-agency meetings (e.g. Child protection conferences and core group) when necessary? Y/N		

### Action Plan

If 'no' is answered to any of the questions in Part 2 an action plan must be formulated to obtain information

Action reference number.	Area for improvement	Intended action


Signed by host school \_\_\_\_\_ Date \_\_\_\_\_  
\_\_\_\_\_

Signed by Alternative Provision \_\_\_\_\_ Date \_\_\_\_\_

## Appendix H

### The Local Authority Designated Officer (LADO)

#### ***Duty to refer***

In addition to informing Ofsted, the Designated Lead for Safeguarding or senior manager has a duty to refer any concerns to the LADO where it is alleged that a person who works\* with children has:

- Behaved in a way that has harmed a child, or may have harmed a child - whether the alleged abuse occurred on or off the premises where the childcare takes place;
- Possibly committed a criminal offence against or related to a child;
- Behaved towards a child or children in a way that indicates he/she is unsuitable to work with children, such as excessive one-to-one attention beyond the requirements of their usual role; or
- Displayed inappropriate behaviour, such as inappropriate sexual comments, inappropriate sharing of images, or displays violent or aggressive behaviour.

Responsibility would also include reporting applications to work or volunteer with children and young people from adults who are barred from doing so, as this poses a potential risk of significant harm to children and young people.

**The LADO should be informed of ALL allegations that come to a Senior Manager's attention within 1 working day of the manager becoming aware of the allegation.**

In cases where the nature of the allegation has not required immediate referral to the Compass or the Police, the Senior Manager and the LADO will decide jointly as to whether such a referral is necessary and who will make it.

The LADO should also be informed of any allegations that are made directly to the Police or Compass.

**It is important that even apparently less serious allegations are seen to be followed up objectively by someone independent of the organisation concerned. Therefore, the LADO should be informed of ALL allegations that come to the employers' attention.**

#### **The role of the Local Authority Designated Officer**

The LADO will advise the employer of any action that may be necessary, whether an investigation will take place, and if so, what form the investigation will take. It is their role to provide on-going advice and liaison and to monitor the progress of cases. This may include:

- Advising the employer on next steps, such as the need to inform the child's parents; advice on dismissal or suspension of the member of staff accused; the decision as to whether the case will be investigated and by whom.
- Regularly monitoring the progress of cases to ensure that they are dealt with as quickly as possible consistent with a fair and thorough process.
- Liaising with the employer to provide advice and support when required/requested.
- Oversight and management of individual cases.

If an allegation is substantiated and the employer dismisses the person or ceases to use that person's services, the employer should consult with the LADO about whether a referral to the Disclosure and Barring Service is required.



**Referral to the LADO should form part of your disciplinary and whistleblowing procedures.**

### **The role of the setting's Designated Lead for Safeguarding**

The Designated Lead for Safeguarding or the senior manager making the referral will be expected to play a key role in the investigative process and follow the advice given by the LADO. This may involve:

- Gathering any additional information which may have a bearing on the allegation, for instance: previous concerns, care and control incidents and so on;
- Providing the subject of the allegation with information and advising them to inform their union or professional body;
- Attending Strategy Meetings where required;
- Liaising with the LADO;
- Ensuring that risk assessments are undertaken where and when required;
- Ensuring that effective reporting and recording systems are in place which allow for the tracking of allegations through to the outcome;
- Should the allegation be unfounded, considering a referral either to Compass or the Police if the allegation is deemed to be deliberately malicious or invented.

### **Record-keeping**

It is important that employers keep a clear and comprehensive summary of any allegations made, details of how the allegation was followed up and resolved. This record should be placed on the person's confidential personnel file with a copy given to the individual.

The record should be kept at least until the person reaches retirement or for ten years, if that would be longer.

The purpose of the record is to enable accurate information to be given in response to any future request for a reference.

Details of allegations that are found to be malicious should be removed from personnel records.

### **Further information**

SSCP Inter Agency Child Protection Procedures - chapter 4.1 Managing Allegations against Adults Working with Children & Young People:

<https://westmidlands.procedures.org.uk/ykpzy/statutory-child-protection-procedures/allegations-against-staff-or-volunteers>

\*The term 'works with children' refers to any individual employed to work with children or acting in a voluntary capacity.