

LANGTOFT PRIMARY SCHOOL

Safeguarding and Protecting Children Policy

Article 19 (Protection from all forms of violence): Children have the right to be protected from being hurt and mistreated, physically or mentally. Governments should ensure that children are properly cared for and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.

Article 36 (Other forms of exploitation): Children should be protected from any activity that takes advantage of them or could harm their welfare and development.

Person Responsible for Policy:	Mr J McCullough	
Approved by full governing body:	26 September 2017	
Signed:		
Mrs J Goodson	Mr J McCullough	Mr S Dolby
Safeguarding Governor	Designated Safeguarding Lead	Deputy Safeguarding Lead

1. Definitions

1.1 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 grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

[Working Together to Safeguarding Children DfE 2015\)](#)

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

2. Rationale

2.1 At Langtoft Primary School, leaders and governors recognise the responsibility they have under Section 175 (LA Schools) of the *Education and Inspections Act 2002* to have arrangements for safeguarding and promoting the welfare of children.

2.2 The Governing Body approves the S175/157 return to the Local Authority on a yearly basis.

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

3. Purpose

3.1 The purpose of this policy is to ensure that:

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

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

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

3.4 The policy is reviewed at least annually and in line with Lincolnshire County Council policy. The most recent amendments are highlighted in yellow.

4. Terminology

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

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

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

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

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

5. The Policy

5.1 There are four main elements to the Policy:

1. **Prevention** through the curriculum and pastoral support offered to pupils and through the creation and maintenance of a whole school protective ethos.
2. **Procedures** for identifying and reporting cases, or suspected cases of abuse.
3. **Support** to children who are vulnerable or who may have been abused.

4. **Preventing unsuitable people working with children** by following the DfE guidance in [Keeping Children Safe in Education September 2016](#) together with the school's individual procedures.

5.2 There are also six Appendices at the end of the policy and important names and contact numbers.

6. **Element 1: Prevention (Sections 6 to 9)**

6.1 The school establishes an ethos where:

6.2 Children feel secure in a safe environment in which they can learn and develop;

6.3 Children know that there are adults in the school whom they can approach if worried or in difficulty. Children nominate two staff members and the information is displayed in class as 'Adults To Keep Me Safe';

6.4 Adequate signposting to external sources of support and advice is in place for staff, parents and pupils. 'Signs and Symptoms' are displayed in the staff room. Posters for charities such as ChildLine are displayed in children's cloakroom areas. School website provides links to information for parents about keeping children safe online;

6.5 Importance and prioritisation is given to equipping the children with the skills needed to stay safe; including providing opportunities for Personal, Social and Health Education throughout the curriculum;

6.6 Children develop realistic attitudes to their responsibilities in adult life and are equipped with the skills needed to keep themselves safe; including understanding and recognition of healthy/unhealthy relationships and support available;

6.7 Children are supported in recognising and managing risks in different situations, including on the internet, being able to judge what kind of physical contact is acceptable and unacceptable, recognising when pressure from others, including people they know, threatens their personal safety and well-being and supporting them in developing effective ways of resisting pressure.

6.8 All adults feel comfortable and supported to draw safeguarding issues to the attention of the Headteacher (the Designated Safeguarding Lead (DSL)) or the Deputy Headteacher and are able to pose safeguarding questions with 'respectful uncertainty' as part of their shared responsibility to safeguard children: they are able to 'think the unthinkable' (*Keeping Children Safe in Education September 2016*);

6.9 Emerging themes are proactively addressed and fed back to the local authority and Local Safeguarding Children Board (LSCB) to ensure a coherent approach so that multi-agency awareness and strategies are developed;

6.10 The school works in accordance with '[Working Together to Safeguard Children 2015](#)' and supports the Lincolnshire LSCB's Continuum of Need (see Appendix 2) to ensure children receive the most appropriate referral and access provision; actively supporting multi agency

planning for those children and, in doing so, providing information about the 'voice of the child' and the child's lived experience as evidenced by observations or information provided through the multi-agency forum.

6.11 The school's arrangements for consulting with, listening and responding to pupils are:

- Termly interviews conducted by governors of the most vulnerable pupils
- Termly surveys of all children conducted by school leaders
- Monthly meetings of the School Council

6.12 There is a commitment to the continuous development of staff with regard to safeguarding training;

- All staff follow the LSCB five-year training pathway (see Appendix 6) and receive a safeguarding update as part of their induction, and safeguarding training at least annually to enable them to understand and fulfil their safeguarding responsibilities effectively.
- The DSL attends the LSCB Inter-Agency Safeguarding training at least every two years
- The DSL and/or Deputy attend the briefings for Designated Safeguarding Leads coordinated by the Safeguarding in Schools Team, therefore enabling them to remain up to date with Safeguarding practices and be aware of any emerging concerns/themes emerging with Lincolnshire. The expectation is that the Designated Lead will attend at least two briefings per academic year.

7. Early Identification Recognising and Responding to Safeguarding Needs

7.1 In Lincolnshire, an Early Intervention approach to addressing all children's needs has been adopted. Langtoft Primary School uses the Early Help Assessment to identify the holistic needs of a child and seeks support through the Early Help Consultants or Team Around the Child Coordinators.

7.2 The school acknowledges serious case review findings and shares lessons learned with all staff with the aim to ensure no child falls through the gap.

7.3 All staff understand the '[Meeting the Needs of Children in Lincolnshire](#)' procedures and know how to pass on any concerns no matter how trivial they seem. They are consistent with Lincolnshire's Local Safeguarding Children's (LSCB) child protection procedures.

7.4 All staff understand the difference between a 'concern' about a child and 'immediate danger or at risk of harm' and know the procedures to follow for each.

7.5 The school knows how to identify and respond to:

Signs/symptoms of any type of abuse, e.g. Physical, Sexual, Emotional Neglect. See Appendix 3 and 4 and useful information in the [Safeguarding in Schools Training Package](#) and on the [NSPCC website](#)
[Drug/substance/alcohol misuse \(both pupil and parent\)](#)
[Child sexual exploitation / trafficked children](#)
[Children missing education](#)
[Domestic abuse](#)
[Sexting](#)

[Peer on peer abuse](#)

[Risky behaviours including concerns around extremism/radicalisation](#)

[Obesity/malnutrition](#)

[Inclusion and diversity including SEND, HIV, LGBT pupils](#)

On line grooming – [E Safety Advice here](#)

Inappropriate behaviour of staff towards children – **see section 28**

[Bullying, including homophobic, racist, gender and disability. Breaches of the Equality Act 2010.](#)

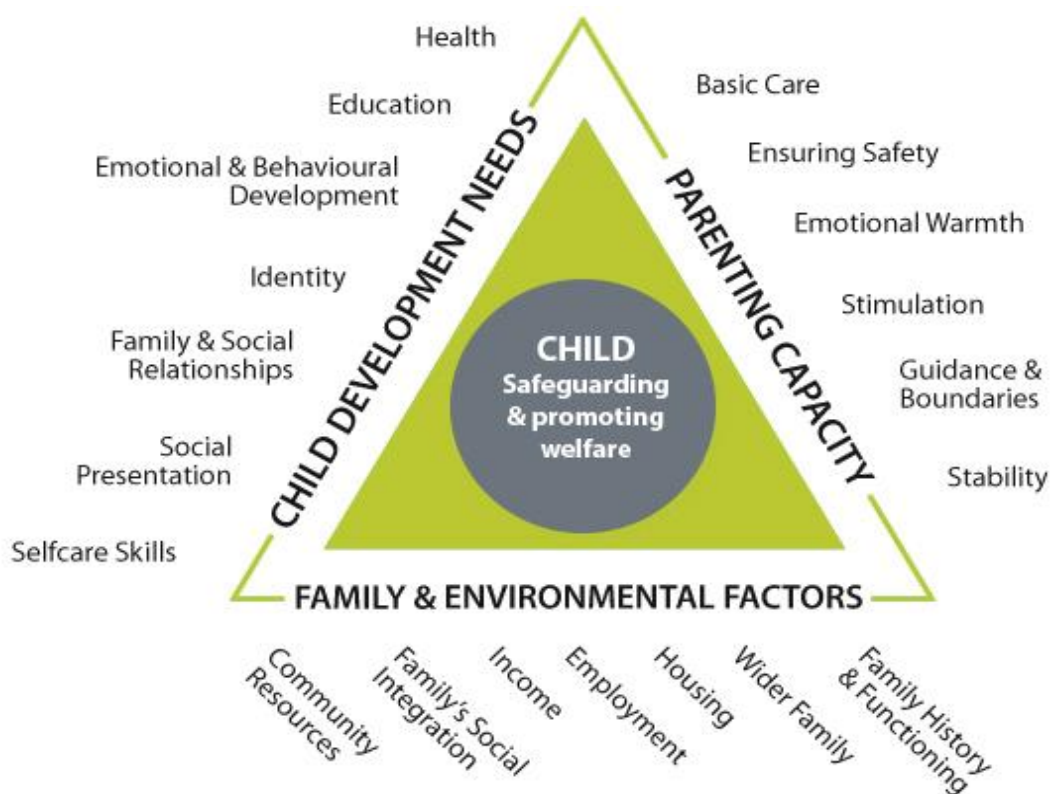
[Self Harm](#)

[Female Genital Mutilation & Multi-agency statutory guidance on FGM – April 2016](#)

[Unaccompanied asylum seeking children](#)

[Looked after Children](#)

- 7.6 School staff contribute to assessments along the ‘*Continuum of Need*’ (see Appendix 2) and actively support multi agency planning for those children. Staff have an understanding of the *Framework of Assessment of Need* (see below) and make decisions based on a child’s development needs, parenting capacity and family and environmental factors.



7.7 Early Help

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

- 7.9 Early Help in Lincolnshire includes both the TAC and ESCO process. Signs of Safety is embedded throughout. ESCO is similar to the TAC process but specifically supports the care coordination of Children with Disabilities (CWD). Further information can

be seen at www.lincolnshire.gov.uk/ESCO All forms and guidance for Early Help including Signs of Safety, TAC Handbook, TAC Consultants contact details etc. are available at www.lincolnshirechildren.net

8. What is Team Around the Child (TAC)?

- 8.1 TAC is a shared assessment and planning framework which is in use by a variety of agencies across the county and is employed in similar format throughout the country. It aims to help with the early identification of additional needs of children and young people and promote a co-ordinated multi agency response to meet them. TAC can be used to support children and young people between 0–19 years, including unborn babies and can also be used with consent up to the age of 25 where a young person has a learning difficulty or disability. There are four main stages in setting up a TAC;
- i. Early identification of needs
 - ii. Assessing strengths and needs in a consistent and methodical framework
 - iii. Developing and delivering an integrated service
 - iv. Reviewing and refining the support arrangements

9. Support and Guidance Available

- 9.1 Please refer also to the LSCB Website and publications (particularly '[Meeting the Needs of Children in Lincolnshire](http://www.lincolnshire.gov.uk/lscb)') at www.lincolnshire.gov.uk/lscb. In addition the following staff are available to support professionals;

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

Early Help Consultants provide support, advice and guidance to lead professionals on existing TAC cases. They will use Signs of Safety methodology to map and/or quality assure cases in order to secure improved outcomes for children, young people and their families. Contact is made via the local TAC Co-ordinator in your locality **or email** earlyhelpconsultants@lincolnshire.gcsx.gov.uk

TAC Administrators provide administrative support, maintain records, monitor processes, and can signpost professionals to local services. **Contact is via email at:** tacadmin@lincolnshire.gcsx.gov.uk

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

- 9.2 The DSL acts as the focal point for all matters concerning child protection and safeguarding children. One of the primary tasks is to act as the contact between school, the family and other agencies. Incidents of possible child abuse obviously need to be handled with sensitivity and confidentiality, consistent with the multi-disciplinary approach. If there is any cause for concern whatsoever it is vital that information is passed to the DSL immediately.

In the event, following statutory investigation of concerns proving to be unfounded, staff should not reproach themselves for having raised the issue. In cases of this nature it is always better to be safe than sorry.

10. Element 2: Procedures (Sections 10 and 11)

- 10.1 Langtoft Primary School will follow Lincolnshire's safeguarding procedures with reference to Lincolnshire's LSCB *Managing Individual Cases where there are Concerns about a Child's Safety and Welfare* ([section 4 of LSCB Inter-Agency procedures](#))
- 10.2 The school will ensure that:
- i. All children, staff, governors, parents and volunteers know who can they speak to if they have a concern
 - ii. Concerns are logged by a member of staff in the Cause for Concern file (see 10.4). As soon as possible, concerns are shared with the DSL (the Headteacher) or the Deputy Headteacher in their absence. If both are absent, staff know to telephone Customer Service Centre.
 - iii. The DSL follows-up all concerns and, as appropriate, informs staff of outcomes
- 10.3 Safeguarding information including Child Protection information is stored and handled in line with the principles of the Data Protection Act 1998 ensuring that information is:
- used fairly and lawfully
 - for limited, specifically stated purposes
 - used in a way that is adequate, relevant and not excessive
 - accurate
 - kept for no longer than necessary
 - handled according to people's data protection rights
 - kept safe and secure
- 10.4 Any concerns about a child will be recorded in writing within 24 hours in the Cause for Concern file. All records will provide a factual, evidence-based account. Timely, accurate recording of every episode/incident/concern/activity/actions will be made including telephone calls to other professionals. Records will be signed, dated and where appropriate, witnessed.
- 10.5 Hard copies of records or reports relating to Safeguarding and Child Protection concerns will be kept in a separate, confidential file, securely stored away from the main pupil file. Authorisation to access these electronic records will be controlled by the DSL (the Headteacher).
- 10.6 The DSL and their Deputy at Langtoft Primary School has the necessary seniority and skills, undertakes appropriate Safeguarding training, and is given the time to carry out this important role.
- 10.7 The Policy is updated at least annually and changes are made in line with any new DfE or other government department guidance.

- 10.8 In the case of child protection referral or serious injury the DSL (or nominated other) will contact Lincolnshire Customer Service Centre without delay to report concerns and seek medical attention as necessary.
- 10.9 Staff must report any concerns about adults who work with children to the Headteacher or to the Chair of Governors in the event of an allegation of abuse made against the headteacher. The Head or Chair must seek advice from the Local Authority Designated Officer(s) (LADO) (see Appendix 4 of [Keeping Children Safe in Education September 2016](#)). **Section 28 of this policy provides further guidance.** The Emergency Duty Team should be contacted outside normal working hours 01522 782333.
- 10.10 Contact should be made with the LADO when it is alleged, or there are concerns that, a person who works with children has:
- behaved in a way that has harmed a child, or may have harmed a child;
 - possibly committed a criminal offence against or related to a child; or
 - behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children.

This process should be followed for members of staff/volunteers who are currently working or volunteering in Langtoft Primary School regardless of whether Langtoft Primary School is where the alleged abuse took place i.e. the allegation may relate to the individual's personal life or be historic.

- 10.11 Lincolnshire County Council (the employer) has a duty of care to its employees. They should ensure they provide effective support for anyone facing an allegation and provide the employee with a named contact if they are suspended. Decisions about suspension are made on a case by case basis and will depend on the nature and seriousness of the allegation. It is essential that any allegation of abuse made against a teacher or other member of staff or volunteer in school is dealt with in a timely manner, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.
- 10.12 In the case of poorly explained serious injuries or where behaviour or concerns arouse suspicion the DSL should consult with Lincolnshire Children's Services Customer Service Centre and seek advice from the Early Help Advisors.
- 10.13 The DSL will keep written, signed and dated records detailing any allegation and action taken as near to the time of disclosure as possible even when no investigation is undertaken, following up any verbal referral in writing within 24 hours.
- 10.14 Conversations with a child who discloses abuse should follow the basic principles:
- listen rather than directly question and remain calm
 - never stop a child who is recalling significant events
 - make a record of discussion to include time, place, persons present and what was said (child language – do not substitute words)
 - advise you will have to pass the information on
 - avoid coaching/prompting
 - never take photographs of any injury

- allow time and provide a safe haven / quiet area for future support meetings
- at no time promise confidentiality to a child or adult.

11. Roles and Responsibilities

11.1 The school will ensure that every member of staff and person working on behalf of the school:

- knows the name of the DSL and his/her role and responsibility
- has read Part 1 of [Keeping Children Safe in Education September 2016](#)
- has an individual responsibility to refer safeguarding (child protection) concerns
- knows what to do if a child tells them he/she is being abused or neglected (Appendix 5) and [What to do if you're worried a child is being abused: advice for practitioners](#).
- will receive training at the point of induction and at regular intervals as required but at least annually so that they know:
 - their personal responsibility / code of conduct / teaching standards
 - the school's and LSCB's child protection procedures and how to access them
 - the need to be vigilant in identifying cases of abuse at the earliest opportunity
 - how to support and respond to a child who discloses significant harm
- complete training at least every two years if they are the DSL to help them understand their role and responsibilities
- knows their duty concerning unsafe practices in regard to children by a colleague or any other adult that works with children
- knows that the DSL will disclose any information about a pupil to other members of staff on a need to know basis
- knows the school will undertake appropriate discussion with parents prior to involvement with other agencies unless the circumstances preclude this
- knows the school will ensure that parents have an understanding of their obligations regarding child protection by intervention as and when appropriate.
- works to develop effective links with relevant agencies in relation to safeguarding (child protection)
- ensures that, where there are unmet needs, an Early Help discussion is initiated. Advice may be sought from the Early Help Consultants in the locality.
- completes reports and send representatives to case conferences, core groups and Child Protection review meetings.
- notifies any allocated Social Worker if:
 - a pupil subject to a Child Protection Plan (CPP) is excluded (fixed term or permanent)
 - there is an unexplained absence of a pupil on a CPP of more than 2 days or 1 day following a weekend, or as agreed as part of a CPP
- Follow Lincolnshire's policy and statutory guidance on Children Missing Education (CME)
- Ensure all staff in scope of the Disqualification by Association ([Disqualification Under the Childcare Act 2006](#)) have completed a Disqualification Declaration

- Ensure that all staff are aware of their duties under the [Serious Crimes Act 2015](#) to report known instances of female genital mutilation (FGM) to the police via the 101 number.

12. Element 3: Supporting Vulnerable Pupils (Sections 12 to 23)

12.1 Special consideration should be given to safeguarding and protecting children that may have additional vulnerabilities, for example, children that are looked after or those with special educational needs and disabilities. Additional barriers can exist to the recognition of abuse and neglect which can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- vulnerable children can disproportionately be impacted by things like bullying without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers

12.2 The school will support vulnerable pupils through:

- its aims and values which promote a positive, supportive and secure environment, giving pupils a sense of being valued
- its Behaviour and Rewards Policy. All staff will agree a consistent approach which focuses on the behaviour rather than the child
- liaise with other appropriate agencies which support the pupil
- developing supportive relationships
- recognition that children living in difficult home environments are vulnerable and are in need of support and protection
- monitoring pupil welfare, keeping accurate records and notifying appropriate agencies when necessary
- allowing designated staff opportunity to attend face to face Safeguarding in Schools briefings/LSCB multi-agency training, for example Prevent, Child Sexual Exploitation guidance, domestic violence
- ensuring information is transferred safely and securely when a pupil with a Safeguarding Record transfers to another school. Also notifying Key Workers or Social Workers where a child leaves the school (as appropriate)
- following Lincolnshire's procedures for [Child Sexual Exploitation](#) (CSE) including using the CSE Risk Assessment Toolkit as necessary.

13. Extremism and Radicalisation

13.1 Langtoft Primary School seeks to protect children against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

13.2 The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children vulnerable to future manipulation

and exploitation. Langtoft Primary School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

- 13.3 Prevention work and reductions of risks include the RE curriculum, SEND policy, assembly policy, the use of school premises by external agencies, integration of pupils by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy.
- 13.4 The school adheres to the [Prevent Duty Guidance for England and Wales](#) July 2015.

14. Risk assessment

- 14.1 The school assesses the risk, with local partners, of their children being drawn into terrorism, as well as their support for extremist ideas and terrorist ideology. Visiting speakers are supervised by at least two members of staff: concerns over extreme ideas are reported immediately to the Headteacher and Lincolnshire Prevent team.
- 14.2 Police in all regions are expected to produce a Counter-Terrorism local profile (CTLPs) which is to assess the risk of individuals being drawn into terrorism and is the risk assessment that Langtoft Primary School refers to. The Lincolnshire profile is currently being amended and further support can be provided by contacting prevent@lincs.pnn.police.uk or PREVENT@lincolnshire.gov.uk

15. Working in Partnership

- 15.1 The school takes into account [policies and procedures of Lincolnshire Safeguarding Children Board](#)
- 15.2 The key aim of the [PREVENT strategy in Lincolnshire](#) is to help local authorities, police, community safety partnerships and other partners and partnerships to develop and implement effective actions, which will make their communities safer. This will reduce the risk from terrorism and violent extremism, so that the people of Lincolnshire can go about their business freely and with confidence.
- 15.3 Experience has shown that the best results are achieved by:
- Partnership working and community engagement
 - Understanding the challenge and its context
 - Developing an effective action plan
 - Managing risk
 - Tracking progress and evaluating success
 - Sharing learning
- 15.4 Lincolnshire has a Prevent steering board which provides the strategic direction and is attended by a variety of partners including Education.
- 15.5 The Channel panel is the operational group for Lincolnshire and has multi-agency representation.

16. Staff training

- 16.1 Langtoft Primary School ensures that staff are equipped to identify children at risk of being drawn into terrorism, as well as challenge extremist ideas. They know how to refer children and young people for further help.
- 16.2 All staff can undertake Prevent e-learning via the [LSCB website](#). Face to face learning is available to book via the [Stay Safe partnership website](#).

17. Referral process

- 17.1 As part of the duty to protect young people from the messages of extremism, Langtoft Primary School will refer any young person they are concerned about to the local Prevent team through the Channel process.
- 17.2 The Channel referral form can be found on the LSCB website and should be returned to channel@lincs.pnn.police.uk The school may also email prevent@lincs.pnn.police.uk to seek advice and support. Before doing this the school should contact prevent@lincs.pnn.police.uk or PREVENT@lincolnshire.gov.uk to seek advice and support to see if a Channel referral is appropriate.
- 17.3 Should the school use the child protection referral process through the Customer Service Centre, the Centre will ask the school to complete a Channel form if there are any concerns related to extremism and radicalisation.
- 17.4 Where the school has serious concerns about the vulnerability of a young person in relation to extremist behaviour, then the school will call the Police on 999.

18. IT policies

- 18.1 Children are safe from online terrorist and extremist material via appropriate levels of filtering.
- 18.2 Pupils and staff abide by acceptable user policies which make clear that accessing such sites is unacceptable. Using school equipment to send terrorist publications to others is a criminal offence.

19. Monitoring and enforcement

- 19.1 Ofsted inspectors will assess the school's approach to keeping children safe from the dangers of radicalisation and extremism and what is done when the setting suspects that pupils are vulnerable to these threats. If the school is considered to be failing in this regard or if their staff or children's safety is threatened, maintained schools will be subject to intervention.

20. Wider issues to consider:

- 20.1 The school promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs through its curriculum including a balanced Religious Education and Personal Social and Health Education programme.

20.2 EMTET is the Ethnic Minority and Traveller Education Team. They support settings by working with individuals who are victims of racism or are perpetrators of racism or have racist views. In addition they sign post settings to other organisations which will be able to support with other similar issues. EMTET contact details are 01427 787190, www.lincolnshire.gov.uk/emtet

21. Female Genital Mutilation (FGM)

21.1 Female Genital Mutilation (FGM) is child abuse and illegal. As of 31st October 2015, all regulated professionals including qualified teachers or persons who are employed or engaged to carry out teaching work in schools are required to report cases of FGM to the Police. This is a personal duty and cannot be transferred to anyone else. The new mandatory reporting duty related to a disclosure that FGM has already happened and this should be reported to the Police on 101. Where a girl discloses information that identifies her as at risk of FGM, professionals should follow the normal safeguarding procedures.

22. Youth Produced Sexual Imagery (Sexting)

22.1 There are a number of definitions of sexting but for the purposes of this policy sexting is simply defined as:

Images or videos generated i) by children under the age of 18, or ii) of children under the age of 18 that are of a sexual nature or are indecent.

These images are shared between young people and/or adults via a mobile phone, handheld device or websites with people they may not even know.

22.2 Sexting or youth produced sexual imagery does not refer to one single activity: it can have multiple facets and activities, be connected to sexual pleasure and be linked to a 'normal' part of sexual development; however, something that transpires online can quickly spiral out of control as it becomes freely available in the public domain. It can then be transferred, forwarded, downloaded, uploaded and shared.

22.3 Any situations involving pupils and youth produced sexual imagery are taken seriously as potentially being indicative of a wider safeguarding or child protection concern or as being problematic sexual behaviour. The understanding of children and young people around the potential implications of taking and/or sharing youth produced sexual imagery is likely to be influenced by the age and ability of the children involved. In some cases children under 13 (and indeed older) may create youth produced sexual imagery as a result of age appropriate curiosity or risk-taking behaviour or simply due to naivety rather than any sexual intent.

22.4 Guidance and principles in the document, '[Sexting in Schools & Colleges: Responding to incidents and safeguarding young people](#)' is followed.

22.5 All incidents involving youth produced sexual imagery will be responded to in line with the school's safeguarding and child protection procedures.

22.6 When an incident involving youth produced sexual imagery comes to the attention of the school community:

- The incident is referred to the DSL as soon as possible and recorded using the usual safeguarding recording system
- The DSL should hold an initial review meeting with appropriate school staff
- There should be subsequent interviews with the young people involved (if appropriate)
- Parents/carers should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm
- At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to children's social care and/or the police immediately.

22.7 Any direct disclosure by a young person should be taken very seriously. A young person who discloses they are the subject of sexual imagery is likely to be embarrassed and worried about the consequences. It is likely that disclosure in school is a last resort and they may have already tried to resolve the issue themselves.

22.8 Securing and handing over devices to the police

If any devices need to be seized and passed onto the police then the device(s) should be confiscated and the police should be called. The device should be turned off and placed under lock and key until the police are able to come and retrieve it. See government guidance, ['Searching, screening and confiscation at school'](#).

23. Peer On Peer Abuse

23.1 Definition: children and young people may be harmful to one another in a number of ways which would be classified as peer on peer abuse.

23.2 Types of abuse

There are many forms of abuse that may occur between peers and this list is not exhaustive;

- Physical abuse e.g. (biting, hitting, kicking, hair pulling etc.)
- Sexually harmful behaviour/sexual abuse e.g. (inappropriate sexual language, touching, sexual assault etc.)
- Bullying (physical, name calling, homophobic etc.)
- Cyber bullying
- Youth Produced Sexual Imagery (Sexting)
- Initiation/Hazing
- Prejudiced Behaviour

23.3 It is recognised that peer on peer abuse can and will occur in any setting even with the most stringent of policies and support mechanisms. In which case it is important to continue to recognise and manage such risks and learn how to improve and move forward with strategies in supporting pupils to talk about any issues and through sharing information with all staff.

23.4 This is supported by ensuring that the school has an open environment where pupils feel safe to share information about anything that is upsetting or worrying them. This is strengthened through a strong and positive PHSE/SMSC curriculum that tackles such issues as prejudiced behaviour and gives children an open forum to talk things through rather than seek one on one opportunities to be harmful to one another.

23.5 Expected action taken from all staff

Although the type of abuse may have a varying effect on the victim and initiator of the harm, staff follow simple steps to help clarify the situation and establish the facts before deciding the consequences for those involved in perpetrating harm.

23.6 It is important to deal with a situation of peer abuse immediately and sensitively. It is necessary to gather the information as soon as possible to get the true facts around what has occurred as soon after the child(ren) may have forgotten. It is equally important to deal with it sensitively and think about the language used and the impact of that language on both the children and the parents when they become involved. For example; staff do not use the word perpetrator, as this can quickly create a 'blame' culture and leave a child labelled.

23.7 All staff are trained in dealing with such incidents, talking to pupils and instigating immediate support in a calm and consistent manner. Staff are not prejudiced, judgemental, dismissive or irresponsible in dealing with such sensitive matters.

23.8 All incidents are recorded and shared with the Designated Safeguarding Lead. Information is shared appropriately with parents/carers.

24. Element 4: Preventing Unsuitable People Working With Children (Sections 24 to 28)

24.1 Whistleblowing Procedure

24.2 Langtoft Primary School follows the Lincolnshire County Council whistleblowing arrangements. The LCC policy and process for schools can be found at <https://www.lincolnshire.gov.uk/111773.article>

24.3 Staff should contact the Headteacher if their concern is about a member of staff or the Chair of Governors if their concern is about the Headteacher. School staff can also contact the local authority on 0800 0853716 or whistleblowing@lincolnshire.gov.uk if they feel they should report to someone outside the school.

24.4 The governing body minutes should include a record of:

- The school's whistleblowing arrangements
- the people in and outside the school that staff members should report concerns to

24.5 Every member of staff is informed of the school's whistleblowing arrangements as part of their induction and annually as part of their safeguarding training. .

24.6 Every staff member, including temporary staff and contractors, should know:

- what protection is available to them if they decide to report another member of staff

- what areas of malpractice or wrongdoing are covered in the school's whistleblowing procedure
- the different routes available to them for reporting a concern, including who they can approach both in and outside the school

24.7 All staff and contractors should be aware of the **NSPCC Whistleblowing Advice Line for Professionals (0800 028 0285)** and be aware that they can use this line if:

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

24.8 They should be aware that they can call about an incident that happened in the past, is happening now or they believe may happen in the future.

25. Communication with Parents and Carers

25.1 Langtoft Primary School takes steps to ensure all parents and carers understand the child protection and safeguarding policy. The policy is available through the school public website and parents receive updates on reviews and changes through home school communication. Parents can raise a concern about their child's safety or about general safeguarding concerns in the school by informing the school immediately where there is risk of harm to a child or raising the concern through the school's complaints procedure.

25.2 Parents are regularly informed of information that they may need to be aware of to help them to protect their children from harm inside and outside the school environment.

25.3 Where the school has concerns for the safety of a child, parents are made aware of these concerns and their consent is sought in line with local safeguarding procedures unless doing so would increase the risk of harm to the child.

26. Safer Recruitment and Professional Boundaries

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

- Operating safer recruitment practices including appropriate Disclosure and Barring Service (DBS) and reference checks, verifying identity, academic and vocational qualifications, obtaining professional references, checking previous employment history (including any additional checks thought appropriate for staff who lived or worked outside the UK) and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and checking the Children's List, the existence of any teacher prohibition orders (checked via the Teacher Services system) and right to work in England checks in accordance with DBS and Department for Education procedures.
- In February 2015 the DfE issued additional guidance about disqualification by association: *Disqualification Under the Childcare Act 2006* which applies to those staff employed and/or provide childcare in either the early years (birth until end of reception age – all day) or later years (children under the age of 8 if attending childcare clubs

before or after school). The school asks staff in scope to complete a disqualification declaration. Upon return, the school contacts their HR adviser and LADO where a positive declaration has been made.

- Ensuring that staff and volunteers adhere to a published code of conduct and other professional standards at all times, including after school activities. Staff are aware of social media/on-line conduct.
- Ensuring any disciplinary proceedings against staff related to Child Protection matters are concluded in full in accordance with Government guidance *Keeping Children Safe in Education September 2016* and LSCB, LADO and HR Policy, procedures and guidance.
- Ensuring that all staff and other adults on site are aware of the need for maintaining appropriate and professional boundaries in their relationship with pupils and parents, following the Code of Conduct.
- Establishing adequate risk assessments are in place including for extended school, volunteer and holiday activities.
- Supporting staff confidence to report misconduct.
- At least one member of every recruitment panel has completed Safer Recruitment training within the last 5 years. At least one person in school has completed the LSCB face to face Safer Recruitment within the last 5 years. E-learning is also available. Training is available to book at www.lincolnshire.gov.uk/lscb (click 'Training')

27. Governing Body Responsibilities

- 27.1 The Governing Body fully recognises its responsibilities with regard to safeguarding and promoting the welfare of children in accordance with Government guidance.
- 27.2 The Governing Body has agreed processes which allow them to monitor and ensure that the school:
- i. has robust Safeguarding procedures in place.
 - ii. operates safer recruitment procedures and appropriate checks are carried out on new staff and adults working on the school site. This includes checking the Single Central Record.
 - iii. has procedures for dealing with allegations of abuse against any member of staff or adult on site
 - iv. has a member of the Leadership Team who is designated to take lead responsibility for dealing with Safeguarding and Child Protection issues and a Deputy Safeguarding Lead is in place.
 - v. takes steps to remedy any deficiencies or weaknesses with regard to Safeguarding arrangements.

- vi. is supported by the Governing Body nominating a member responsible for liaising with the LA and/or partner agencies in the event of allegations of abuse against the Headteacher; this is the Chair.
- vii. carries out an annual review of the Safeguarding policy and procedures.
- viii. carries out an annual Safeguarding Audit in consultation with the Governing body, sharing this with the LSCB/Safeguarding in Schools team on request. Support available with this via safeguardingschools@lincolnshire.gov.uk

28. **Allegations Made Against Adults Who Work With Children**

28.1 Child Protection procedures must be followed whenever any member of staff or volunteer becomes aware of a concern, or an allegation of abuse is made, about an adult, including volunteers who works with children. The Headteacher must be notified or, where the allegation is against the Headteacher, the Chair of Governors must be informed.

28.2 The first priority is whether any immediate action needs taking to ensure a child or other children are safe. **All allegations of alleged or suspected abuse against an adult who works with children must be reported to the Lincolnshire's Local Authority Designated Officers (LADO).** (Contact information in Appendix 1) Further guidance is in Part 4 of the statutory document; [Keeping Children Safe in Education – September 2016](#))

28.3 Reporting to the LADO applies even where the nature of the alleged assault would not normally meet the threshold if applied to children in their own families. For example, a report of a child being smacked by a parent, with no injury caused, would be unlikely to require any response by Police or Social Care; however, a similar report of a child being smacked by a teacher should be responded to because of:

- the vulnerability of children away from home;
- the higher standards of conduct demanded by law and regulation of those caring for other people's children;
- the position of trust enjoyed by such people.

28.4 A LADO referral form (coming out Autumn 2017) should be completed for each contact with LADO and emailed to LADO@lincolnshire.qcsx.gov.uk

28.5 This process should be followed for members of staff/volunteers who are currently working in any school or college regardless of whether the school or college is where the alleged abuse took place – i.e. the allegation may relate to the individuals personal life or be historic.

29. **Other Related Policies**

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

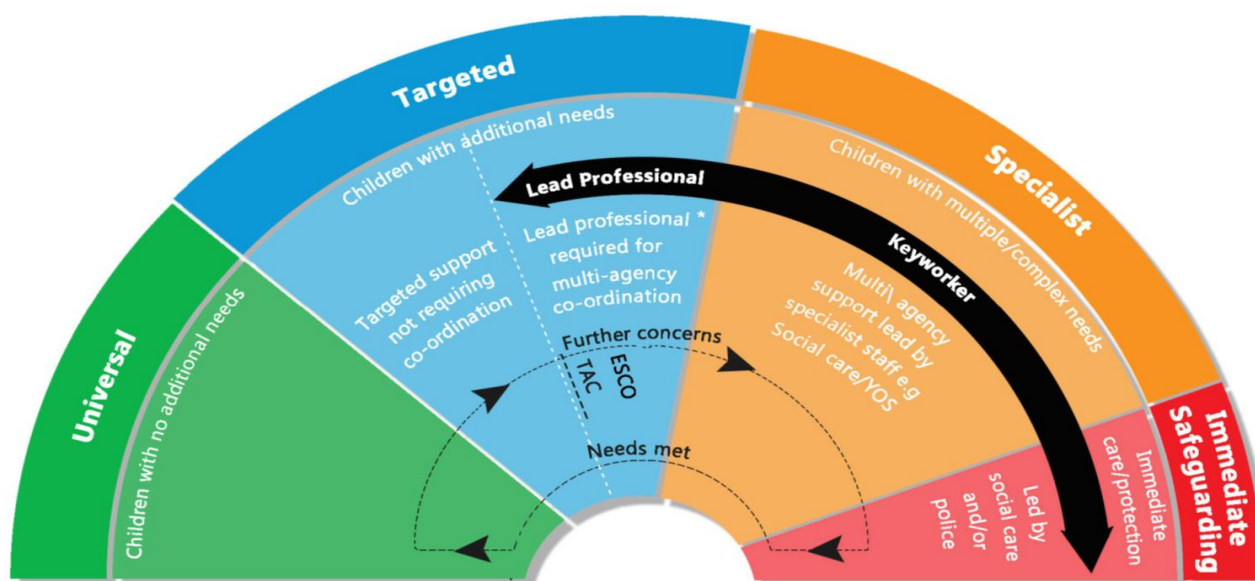
- Attendance policy
- Data Protection/Information Sharing protocol
- Staff Code of Conduct

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

Staying Safe

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

Designated Safeguarding Lead	Mr James McCullough
Deputy Safeguarding Lead	Mr Stuart Dolby
Chair of Governors (in the event of an allegation against the headteacher)	Mr Russ Seaton 07775 513366 chairofgovernors@langtoft.lincs.sch.uk
Designated Safeguarding Governor	Mrs Johanna Goodson
Local contact numbers are:	
Safeguarding of children concerns (Children living in Lincolnshire)	01522 782111 Lincolnshire's Children's Services Customer Service Centre for reporting concerns and Early Help Team for Advice 01522 782333 (6pm-8am, weekends and Bank Holidays) Emergency Duty Team
Safeguarding of children concerns (Children living in other Authorities)	Peterborough: 01733 864170 (9am to 5pm, Mon – Fri). Out of hours emergencies 01733 234724 . Cambridgeshire: 0345 045 5203 (8am to 6pm, Mon – Fri)
Allegations against /concerns about adult(s) working with children	01522 554674 Paul Fisher and Rachel Powis, Local Authority Designated Officers (LADO) LADO@lincolnshire.gcsx.gov.uk
Police (Emergency)/(Non Emergency)	999/101 Lincolnshire Police Public Protection Unit, Central Referral Unit 01522 947590
Safeguarding Children Officer (Education Settings) for advice around safeguarding policy, audits etc.	01522 554695 Ruth Fox safeguardinginschools@lincolnshire.gov.uk Stay Safe Partnership website
Lincolnshire Safeguarding Children Board (LSCB)	www.lincolnshire.gov.uk/lscb



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

If at any point you are concerned about the safety of a child or young person, contact Lincolnshire Children's Services Customer Service Centre **01522 782111** or **01522 782333** (out of hours)

Definitions Of Abuse

Working Together To Safeguard Children 2015

Neglect

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

It may occur during pregnancy as a result of maternal substance abuse.

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

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

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

Emotional

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

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

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

Sexual

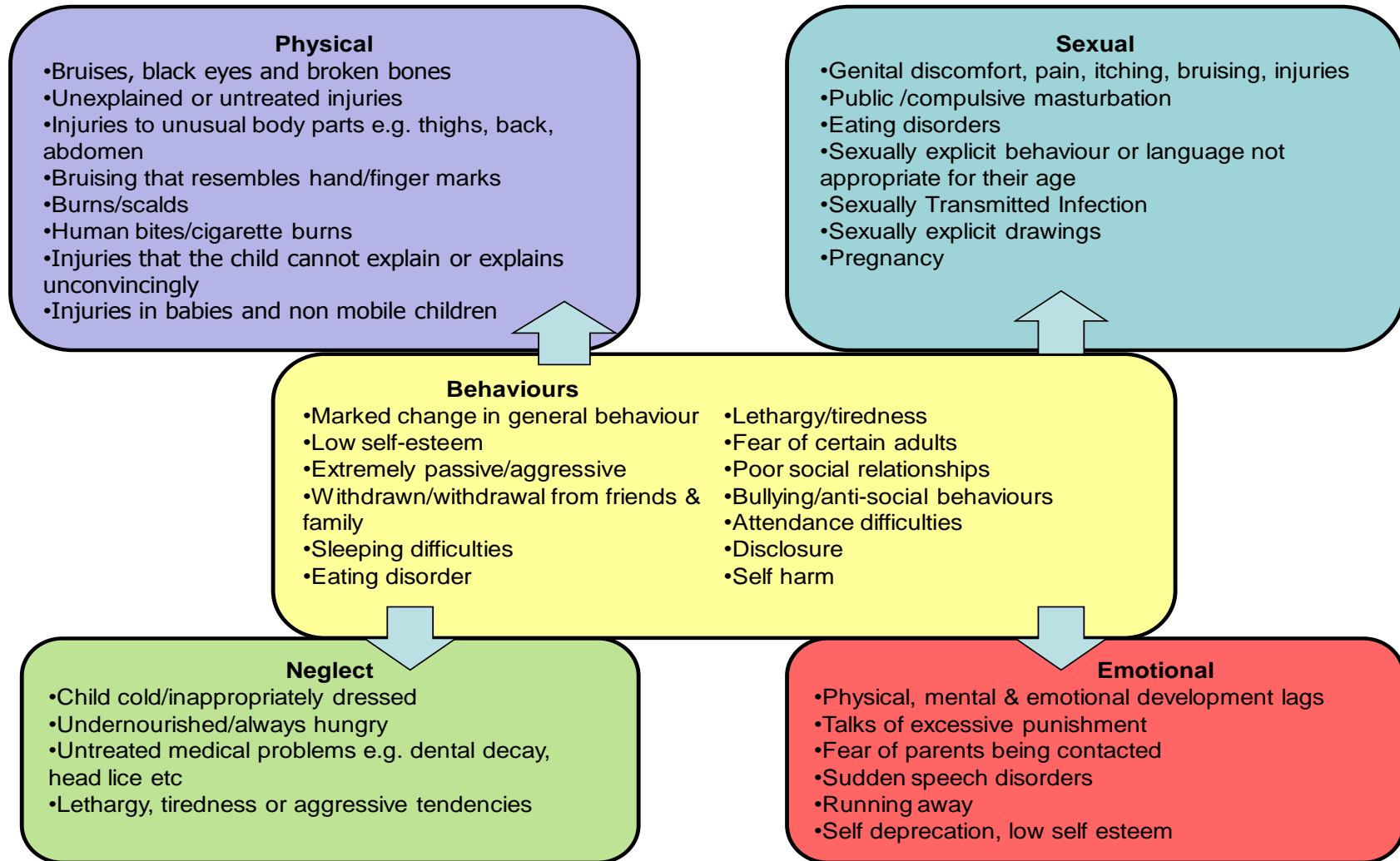
- forcing or enticing a child to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.
- physical contact: including assault by penetration e.g. rape or oral sex; or non-penetrative acts e.g. masturbation, kissing, rubbing & touching outside of clothing
- Non-contact activities: e.g. involving children in looking at/ in the production of sexual images/ activities, encouraging children to behave in sexually inappropriate ways, grooming a child in preparation for abuse.

Physical

A form of abuse which may involve:

- Hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating, or otherwise causing physical harm to a child.
- Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately induces illness in a child.
- Injuries in babies and non-mobile children

Symptoms of Abuse



Receiving Disclosures:**Receive**

- Listen, try not to look shocked or be judgmental
- Believe what they say, 'take it seriously'
- Accept what the young person says
- Don't make them feel bad by saying, "You should have told me earlier"
- Don't 'interrogate' them: let them tell you, try not to interrupt
- Use the young person's own words
- Don't criticise the perpetrator
- Don't take photographs of any injuries
- Don't ask leading questions: use 'open' questions to clarify only (T.E.D)



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

Explain that to me

Describe that....

Reassure

- Stay calm, telling the young person they've done the right thing in telling you
- Reassure them they are not to blame
- Empathise. Don't tell them how they should be feeling
- Don't promise confidentiality. Explain who needs to know
- Explain what you'll do next: speak with Mr McCullough or Mr Dolby
- Be honest about what you can do

Report and Record

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

Things to include:

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

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

The 5 Year Safeguarding Training Pathway

Appendix 6

The statutory guidance, '*Keeping Children Safe in Education September 2016*', states '*All staff members should also receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff members should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually to provide them with relevant skills and knowledge to safeguard children effectively...Governing bodies should take a proportional risk based approach to the level of information that is provided to temporary staff and volunteers.*'

Lincolnshire Safeguarding Children Board and Lincolnshire County Council agree that best practice would be for all staff to undertake **annual** safeguarding training, based on the LSCB 5 year training pathway which is available at www.lincolnshire.gov.uk/lscb.

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

Training Package is available from: safeguardingschools@lincolnshire.gov.uk . These include:

1. The Training Package containing a Trainer Manual, Delegate Workbook, PowerPoint presentation with training notes along with certificate templates.
2. Self-Assessment online Safeguarding Audit tool
3. Termly Safeguarding Briefings – an opportunity to regularly meet with other designated safeguarding leads, discuss the latest updates and hear from a range of speakers on a variety of safeguarding topics.

LANGTOFT PRIMARY SCHOOL/Five Year Safeguarding Training Programme

All modules are e-learning through Virtual College unless * which are face-to-face training

	2016/17	2017/18	2018/19	2019/20	2020/21
DSL and Deputy DSL	<p>Awareness of Domestic Violence (Autumn)</p> <p>LSCB's Inter Agency Safeguarding Children and Young People* (Spring, 2 days)</p> <p>Child Sexual Exploitation (Summer)</p>	<p>Keeping Children Safe in a Digital World</p> <p>Children Who Go Missing in Lincolnshire</p>	<p>Safeguarding Children Refresher*</p> <p>Self Harm and Suicidal Thoughts in Children and Young People</p>	<p>An Introduction to FGM, Forced Marriage, Spirit Possession and Honour-based Violence</p>	<p>Safeguarding Children Refresher*</p> <p>Understanding Pathways to Extremism and the Prevent Programme</p>
SENCo	<p>Early Child Development - foundation</p>	<p>Information Sharing</p>	<p>Working With Children With Disabilities</p>	<p>The Child Voice</p>	<p>TBC</p>
All school staff	<p><i>Lincolnshire Children's Services: An introduction to safeguarding and child protection in education*</i> (Author: Ruth Fox. Delivered by DSL)</p> <p>Awareness of Domestic Violence</p>	<p>Safeguarding Children refresher* (Sept)</p> <p>Basic Awareness of Child and Adult Sexual Exploitation</p>	<p>Safeguarding Children refresher* (Sept)</p> <p>Keeping Children Safe in a Digital World</p>	<p><i>Lincolnshire Children's Services: An introduction to safeguarding and child protection in education*</i> (Author: Ruth Fox. Delivered by DSL)</p> <p>Self Harm and Suicidal Thoughts in Children and Young People</p>	<p>Safeguarding Children refresher* (Sept)</p> <p>An Introduction to FGM, Forced Marriage, Spirit Possession and Honour-based Violence</p>

