

SAFEGUARDING & CHILD PROTECTION POLICY

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Job Title: Headteacher

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Reviewed by Caroline England / Irinder Minhas

Next Review date: **September 2022**

This policy is shared with the following with the expectation they follow our policy and procedures:

- **External Providers who work with our students**
- **Transport Providers**
- **Visitors to the school**
- **Volunteers**

It also is available on our website to view and download: www.ladybyronschool.co.uk

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1. Purpose

1.1 This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002 and in line with statutory guidance:

“Working Together to Safeguard Children” 2018, Revised Safeguarding Statutory Guidance, “Framework for the Assessment of Children in Need and their Families” 2000, “What to do if you are Worried a Child is Being Abused” 2015. This policy also reflects, both statutory guidance “Keeping Children Safe in Education 2021” (KCSIE and Children’s Safeguarding Partnership (LRSCP) Procedures.

1.2 The School Leadership Team (SLT) takes seriously its responsibility under section 175/157 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those young people who are suffering harm

1.3 The Lady Byron School recognises that all adults, including temporary staff, consultants, volunteers and visitors have a full and active part to play in protecting our young people from harm and abuse, and an equal responsibility to act immediately on any suspicion or disclosure that may indicate a young person is at risk of harm, either in the school or in the community, considering contextual safeguarding in accordance with statutory guidance. The young person’s welfare is our paramount concern.

1.4 All staff believe that our school should provide a caring, positive safe and stimulating environment that promotes the social, moral, spiritual and cultural development of the individual young person.

1.5 The Lady Byron School acknowledges that working in partnership with other agencies protects young people and reduces risk, therefore The Lady Byron School will engage in partnership working to protect and safeguard the young people.

1.6 Whilst The Lady Byron School will work openly with parents/guardians as far as possible, we reserve the right to contact Social Care or the Police, without notifying parents/guardians if this is believed to be in the young person’s best interests.

1.7 The aims of this policy are:

- To support the young person’s development in ways that will foster security, confidence and independence.
- To provide an environment in which young people feel safe, secure, valued, respected, and confident, and know how to approach adults if they are in difficulties, believing they will be effectively listened to.
- To raise the awareness of all teaching and non-teaching staff of the need to safeguard young people and of their responsibilities in identifying and reporting possible cases of abuse.

- To ensure staff understand the different types of child abuse.
- To provide a systematic means of monitoring young people known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those young people.
- To emphasise the need for good levels of communication between all members of staff.
- To ensure all members of the school community are aware and adhere to the structured procedures within the school related to suspected child abuse and neglect.
- To develop and promote effective working relationships with other agencies, especially Early Help providers, the police and Health and Social care.
- To ensure that all staff working within our school and having access to young people have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory Disclosure Barring Service enhanced check (Children’s Barred List check) according to KCSIE guidance; a single central record is kept by the school and HR Company for audit.
- To ensure the school has procedures for dealing with allegations of abuse against members of staff that comply with LSCB agreed inter-agency procedures and DfE guidance.
- To ensure the school complies with the Disqualification under the Childcare Act 2006 guidance issued in August 2018.
- To ensure staff are aware of the role of the Designated Safeguarding Lead and Deputy Designated Safeguarding Lead.
- To recognise the dilemmas of confidentiality, such as possible conflict with other ethical principles such as avoiding harm to the young person
- To provide support for both staff who have experienced disclosure and for young people who have disclosed.
- To provide further training for staff and include discussion of child protection issues in the programme of induction for new staff.
- To ensure any deficiencies or weaknesses regarding child protection arrangements are remedied without delay.

2. Definitions

2.1 “The school” and “LBS” means The Lady Byron School

2.2 “SEN” is an acronym for Special Educational Needs

2.3 “DSL” is an acronym for Designated Safeguarding Lead

2.4 "SLT" is an acronym for School Leadership Team

2.5 FRCDT is an acronym for First Response Children's Duty Team

2.6 "MARF" refers to Multi Agency Referral Form

2.7 "LRSCP" refers to the Leicestershire & Rutland Safeguarding Children Partnership

2.8 "Parent" refers to parents, carers / legal guardians.

3.Scope

3.1 The Headteacher will act as the Designated Safeguarding Lead (DSL).

3.2 The Headteacher will also appoint others who in the absence of the DSL will act as deputy DSL: Irinder Minhas

4. The Policy

4.1 The Lady Byron School is an independent special school which provides education for primary and secondary age children who hold an Educational Health care Plan (EHCP) and have a diagnosis of autism and associated social and communication difficulties. The nature of their disability means that young people diagnosed with autism may not have sufficient understanding or awareness that certain behaviours directed towards themselves, and others are not appropriate and may cause harm to themselves or others.

4.2 The School adheres to the principles outlined in the Children Act 1989, updated 2004, believing that all children have a right to be protected from abuse. It is the intention of the procedures within this policy to ensure that the appropriate action is taken immediately where it is alleged that a young person is suspected of being abused. The prime concerns always must be the welfare and safety of the young person(s).

4.3 This policy forms part of the school's safeguarding responsibilities, which include the belief that all young people are to be protected from maltreatment and grow up in circumstances consistent with the provision of safe and effective care. To contribute to preventing the impairment of young person's health or development and to take action to enable all young people to have the best outcomes.

4.4 Safeguarding is embedded across the curriculum, including PSHE, opportunities which equip young people with the skills they need to stay safe from harm and to know to whom they should turn to for help. This will include topics such as anti-bullying, online safety, road safety, and preparation for transition to adulthood.

4.5 The school expects all staff, students, visitors and volunteers to share this commitment.

4.6 This policy document will be reviewed annually. Staff will be asked to evaluate the training procedures and the effectiveness of the procedures whenever they have had occasion to put them into practise.

5. Implementation

5.1 Children who may be particularly vulnerable:

5.1.1 Some children may have an increased risk of abuse and therefore be considered vulnerable. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur. Young people with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children, which can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the young person's disability without further exploration
- The potential for young people with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties to overcome these barriers
- Staff are trained to manage these additional barriers to ensure the young people at The Lady Byron School are appropriately safeguarded.

6. Roles and Responsibilities

6.1 All School Staff

6.1.1 Safeguarding is everyone's responsibility. All School Staff (including the DSL, deputies, and Headteacher) have a key role to play in identifying concerns early and in providing help for children. To achieve this, they will:

- Provide a safe environment in which young people can learn. Establish and maintain an environment where young people feel secure, are encouraged to talk and are listened to.
- Give students a number of methods in which they can communicate concerns, such as the 'worry book', 'ask it basket' and 'concerns box.'
- We have a complaints policy and procedure written for the students.
- Ensure young people know that there are adults in the school who they can approach if they are worried or have concerns.
- Plan opportunities within the curriculum for young people to develop the skills they need to assess and manage risk appropriately and keep themselves safe.

- Attend training to be aware of and alert to the signs of abuse.
- Maintain an attitude of “it could happen here” with regards to safeguarding.
- Know how to respond to a young person who discloses harm or abuse following training of ‘Working together to Safeguard Children’ (2018), and ‘What to do if you are worried a child is being Abused’ (2015).
- Record their concerns if they are worried that a young person is being abused and report these to the DSL immediately that day. If the DSL is not contactable immediately a Deputy DSL should be informed.
- Follow the allegations procedures if the disclosure is an allegation against a member of staff.
- Follow the procedures set out by the Leicestershire & Rutland Safeguarding Children Partnership (LRSCP) and take account of guidance issued by the Department for Education.
- Provide support for children subject to Early Help, Child in Need or Child Protection that is in keeping with their plan.
- Treat information with confidentiality but never promising to “keep a secret”.
- Understand early help and be prepared to identify and support young people who may benefit from early help.
- Know who the DSL and Deputy DSL are and know how to contact them.
- Have an awareness of the role of the DSL, the school’s Safeguarding and Child Protection Policy, Behaviour Leadership Policy and Staff Code of Conduct, and procedures relating to the safeguarding response for children who go missing from education.
- Be mindful that the Teacher Standards states that teachers should safeguard young person’s wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- Assist the Headteacher in fulfilling their safeguarding responsibilities set out in legislation and statutory guidance.

6.2 The Headteacher

6.2.1 In addition to the role and responsibilities of all staff the Headteacher will ensure that:

- The school fully contributes to inter-agency working in line with Working Together to Safeguard Children 2018 guidance.
- The Safeguarding and Child Protection Policy and procedures are implemented and followed by all staff. All staff are aware of the role of the designated safeguarding lead (DSL), including the identity of the DSL and any deputies.
- Sufficient time, training, support, funding, resources, including cover arrangements where necessary, is allocated to the DSL to carry out their role effectively, including the provision of advice and support to

school staff on child welfare and child protection matters, to take part in strategy discussions/meetings and other interagency meetings and/or support other staff to do so; and to contribute to the assessment of children.

- That opportunities are provided for a co-ordinated offer of early help when additional needs of young people are identified.
- Deputy DSLs are trained to the same standard as the DSL (Level 3) and the role is explicit in their job description.
- Adequate and appropriate DSL cover arrangements are in place for any out of hours/out of term activities.
- Where there is a safeguarding concern that the young person's wishes and feelings are considered when determining what action to take and what services to provide.
- Child-centred systems and processes are in place for young people to express their views and give feedback.
- All staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle-blowing procedures.
- Young people are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online.
- That allegations or concerns against staff are dealt with in accordance with guidance from the Department for Education (DfE), Leicestershire & Rutland Safeguarding Children Partnership (LRSCP) and Leicestershire County Council (LCC).

6.2.2 That statutory requirements are met to make a referral to the Disclosure and Barring Service and additionally in the case of teaching staff the Teacher Regulation Agency where they think an individual has engaged in conduct that harmed (or is likely to harm) a child; or if the person otherwise poses a risk of harm to a child

6.3 The Senior Leadership Team

6.3.1 All members of the SLT understand and fulfil their responsibilities to ensure

that:

- The school has effective safeguarding policies and procedures including a Safeguarding and Child Protection Policy, a Staff Code of Conduct, and a Behaviour Leadership Policy.
- Policies are consistent with Leicestershire & Rutland Safeguarding Children Partnership (LRSCP) and statutory requirements, are reviewed annually and that the Safeguarding and Child Protection policy is available on the school website.

- The LRSCP is informed in line with local requirements about the discharge of duties via the annual safeguarding audit. The school operates a safer recruitment procedure that ensures all appropriate checks are carried out and recorded on the single central record for new staff and volunteers who will work with children, including identity, right to work, enhanced DBS criminal record and barred list (and overseas where needed), references, and prohibition from teaching or managing in schools (s.128) etc (see Keeping children safe in education part 3).
- Staff have been trained appropriately and this is updated in line with guidance and all staff have read Keeping Children Safe in Education (2021) part 1 and Annex A and that mechanisms are in place to assist staff in understanding and discharging their roles and responsibilities as set out in the guidance.
- The school has procedures for dealing with allegations of abuse against staff (including the Headteacher), volunteers and against other young people and that a referral is made to the DBS and/or the Teaching Regulation Agency (as applicable) if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have had they not resigned.
- The Headteacher has been appointed as the Designated Safeguarding Lead (DSL) who will take lead responsibility for safeguarding and child protection and that the role is explicit in the role holder's job description.
- Children are taught about safeguarding (including online safety and peer on peer abuse) as part of a broad and balanced curriculum covering relevant issues through personal, social, health and economic education (PSHE) and relationships and sex education (RSE).
- The school will comply with DfE and Leicestershire County Council Children Missing Education requirements.
- Appropriate online filtering and monitoring systems are in place.
- Enhanced DBS checks are in place.
- Any weaknesses in Safeguarding are remedied immediately.

6.4 The Role of the Designated Safeguarding Lead (DSL)

6.4.1 The role of the DSL is to:

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 him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- As required, liaise with the “case manager” (as per Part four) and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member;
- Liaise with staff (especially teachers, pastoral support staff, school nurses, IT Technicians, senior mental health leads and special educational needs co-ordinators (SENCOs), or the named person with oversight for SEN in a college and Senior Mental Health Leads) 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;
- Liaise with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health;
- 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 headteacher and relevant strategic leads, 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 school or college [144]. This includes:
 - Ensure that the school or college 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 teaching 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 advice as set out in Part one and Part two of this guidance.

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 within the first 5 days of the start of a new term. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained.

Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required.

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 school or college 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 school or college. For example, information that would allow the new school or college 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 school's or college's child protection policy and procedures, especially new and part-time staff;

- Ensure the school's or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this;
- Link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements; and
- 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 teachers and school and college leadership 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. This training should be updated at least every two years. 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; [145]
- 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; [146]
- Understand the importance of information sharing, both within the school and college, and with the safeguarding partners, other agencies, organisations and practitioners;

- Understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;
- Can recognise the additional risks that children with 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 school or college 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, including to inform the provision of academic and pastoral support.

Understanding the views of children

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 school or college 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 already in this document, and therefore the designated safeguarding lead should be equipped to:

- Understand the importance of information sharing, both within the school and college, and with other schools and colleges on transfer including in-year and between primary and secondary education, 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.

7. Related policies and procedures

7.1 Anti-Bullying/Cyberbullying

7.1.1 Our Anti-bullying Policy is set out in a separate document and acknowledges that bullying is an unacceptable and anti-social behaviour which affects everyone and will not be tolerated. This includes all forms e.g., cyber, racist, and homophobic related bullying. We keep a record of known bullying incidents. The aim of the policy is to ensure that young people learn in a supportive, caring and safe environment without fear of being bullied and to promote consistency of approach.

7.2 ICT Acceptable Use and Social Networking Policy

7.2.1 Our IT, Acceptable Use and Social Networking Policy outlines procedures for data protection, monitoring and appropriate Internet/IT usage.

7.3 Accident and Incident reporting

7.3.1 Accident and incident reporting procedures are set out in a separate document under the Health and Safety Policy and specify procedures for incidents and accidents.

7.4 Attendance

7.4.1 Our Attendance Policy is set out in a separate document and outlines how attendance, absence and exclusions are closely monitored, and how the school responds to children missing in education. A young person going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation. The DSL and School Leadership Team (SMT) will monitor unauthorised absence and take appropriate action including notifying the local authority, particularly where young people go missing on

repeated occasions and/or are missing for periods during the school day. Staff must be alert to signs of young people at risk of travelling to conflict zones, female genital mutilation and forced marriage.

7.5 Behaviour Policy

7.5.1 Our Behaviour Policy is set out in a separate document and acknowledges that staff must only use physical intervention as a last resort, when a young person is endangering him/herself or others, and that always it must be the minimal force necessary to prevent injury to another person.

Such events are recorded on the CPOMS online system

Staff who are likely to need to use physical intervention will be appropriately trained in TEAM TEACH

7.5.2 We understand that physical intervention of a nature which causes injury or distress to a young person may be considered under child protection or disciplinary procedures.

7.5.3 We recognise that touch is appropriate in the context of working with young people, and all staff have been given guidance to ensure they are clear about their professional boundary.

7.6 Complaints

7.6.1 There is a separate Complaints Policy which has a procedure specifically designed for our young people. Young people are made aware of this during PHSE sessions.

7.7 Equality and Diversity

7.7.1 Our Equality and Diversity Policy is set out separately and acknowledges that repeated incidents or a single serious incident might lead to consideration under safeguarding procedures. We keep a record of such incidents.

7.8 Personal and Intimate Care

7.8.1 Our Personal and Intimate Care Policy is set out separately and acknowledges that that young people diagnosed with autism may not have sufficient understanding or awareness that certain behaviours directed towards themselves, and others is not appropriate, and anyone involved with their personal and intimate care needs to be sensitive to their individual needs.

7.9 Online Safety

7.9.1 Our Online Safety Policy is set out as a separate document and outlines procedures in place for young people and staff use to optimise safety and security when accessing the Internet. We recognise that technology is a significant component in many safeguarding and wellbeing issues and that children are at risk of abuse online as well as face to face. Some children may use mobile and smart technology, whilst at school and outside of school, to sexually harass their peers, share indecent images (consensually and non-consensually) and view and share pornography and other harmful content. Many children have unrestricted

access to the internet via their mobile phones and our online safety policy describes the rules governing their use in school. It also sets out the school's response to incidents which may involve one or more of the four areas of risk – content, contact, conduct and commerce. Online safety is a consideration running through the planning and implementation of all relevant policies and procedures. Staff will always respond if informed that children have been involved in sharing indecent images. The DfE guidance "Sharing nudes and semi-nudes: advice for education settings working with children and young people" (Dec 2020) will be used to guide the school's response on a case-by-case basis.

The key points for staff being:-

- Report immediately to the DSL
- Never view, copy, print, share, store or save the imagery, or ask a child to share or download – this is illegal.
- If you have already viewed the imagery by accident (e.g., if a young person has showed it to you before you could ask them not to), report this to the DSL (or equivalent) and seek support.
- Do not delete the imagery or ask the young person to delete it.
- Do not ask the child/children or young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL (or equivalent).
- Do not share information about the incident with other members of staff, the young person(s) it involves or their, or other, parents and/or carers.
- Do not say or do anything to blame or shame any young people involved.
- Do explain to them that you need to report it and reassure them that they will receive support and help from the DSL (or equivalent).

7.9.2 Some adults and other children use technologies to harm children. The harm may range from sending hurtful or abusive texts or emails, to grooming and enticing children to engage in extremist or sexual behaviour such as webcam photography or face-to face meetings

7.9.3 Young people may also be distressed or harmed by accessing inappropriate material such as pornographic websites or those which promote extremist behaviour, criminal activity, suicide or eating disorders.

7.9.4 Young people are taught about online safety throughout the curriculum in line with the Department for Education advice.

7.10 Health & Safety

7.10.1 Our Health & Safety Policy is set out in a separate document and reflects the consideration we give to the protection of our young people both physically within the school environment, and for example in relation to internet use, and when away from the school when undertaking school trips and visits.

7.11 Safe Recruitment

7.11.1 Our Safe Recruitment Policy is set out in a separate document, which fulfils all the requirements of employment law, equality of opportunity and the needs of recruitment in a school for those with special educational needs. Procedures followed in the recruitment process describe safe recruitment practice in the appointment of staff.

7.12 Young person Security & Absconson

7.12.1 Our School Security and Absconson Policy is set out in a separate document that outline the systems we have in place to maximise security of the School premises and procedures in place should a young person abscond.

7.13 Staff Code of Conduct

7.13.1 This policy sets out clear guidance on the standards of behaviour expected from all staff at The Lady Byron School. The principles underlying the guidance aim to encourage staff to achieve the highest possible standards of conduct and minimise the risk of inappropriate conduct occurring. This includes advice to staff regarding their personal online activity and has strict rules regarding online contact and electronic communication with young people. Staff found to be in breach of these rules may be subject to disciplinary action or child protection investigation.

7.14 Whistleblowing

7.14.1 We recognise that young people cannot be expected to raise concerns in an environment where staff fail to do so. The school adopts a whistleblowing procedure. Whistleblowing is the term used when someone who works in or for an organisation wishes to raise concerns about malpractice in the organisation (for example, crimes, civil offences, miscarriages of justice, dangers to health and safety or the environment), and the cover up of any of these. Whistleblowing is very different from a complaint or a grievance. It only applies when the individual has no vested interest and is acting as a witness to misconduct or malpractice that has been observed.

7.14.2 All staff should be aware of the Whistleblowing Policy and their duty to raise concerns, where they exist, about the Leadership of child protection, which may include the attitude or actions of colleagues. If it becomes necessary to consult outside the school, they should speak in the first instance, to the LADO in accordance with the Whistleblowing Policy.

7.14.3 The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about a way a concern is being handled by their school. Staff can call: 0800 028 0285 – line is available from 0800 to 2000 Monday to Friday and email:

help@nspcc.org.uk

8. School Procedures

8.1 New members of staff meet with the DSL or deputy as part of their induction training and a specific and thorough safeguarding and child protection presentation is shared with them, along with the requirement to read legislation relating to keeping children safe. An online Prevent training is also taken as part of the induction. All staff are asked to read the School's Safeguarding & Child Protection Policy prior to attending interview. All volunteers, temporary staff, work experience young persons and consultants receive a copy of the Safeguarding & Child Protection policy and meet with the DSL or deputy. A copy of the School's Safeguarding & Child Protection Policy is on the school website, and the staff One Drive policy folder. Paper copies are kept on the Safeguarding Board in the staffroom, and the Headteacher's office. Training for all staff is arranged as required through inset days and staff meetings.

8.2 The DSL and deputy DSLs receive mandatory training every 2 years, and their knowledge and skills refreshed at regular intervals but at least annually. All staff receive regular safeguarding and child protection updates (for example, via email, staff meetings etc)) as required, but at least annually. New staff receive safeguarding induction training within the first two weeks of employment. This includes a training session with the DSL or deputy, confirmation via signatures that they have read and understood the Safeguarding and Child Protection Policy, KCSIE 2021, and "What to do if you are Worried a Child in being abused". New staff are also required to complete the

Home Office Prevent online training as part of their induction training.

8.3 If a member of staff suspects, spots signs or indicators of abuse, or has concerns a young person may be at risk or hears a disclosure from a young person the DSL must be informed immediately. The member of staff will meet with the DSL who will decide whether there is a requirement for immediate medical intervention, however urgent medical attention should not be delayed if the DSL or deputy is not immediately available. The DSL will decide whether to contact the local First Response Children's Duty Team (FRCDT) either for advice or referral (MARF), and complete appropriate recording forms to provide an accurate account of any discussions or observations regarding the young person concerned. Any records are stored confidentially on a secure drive on the school's computer system, with restricted access to the safeguarding team only, or in a separate locked child protection file. The Headteacher will be informed at this stage.

8.4 If a young person is in immediate danger the Headteacher or Deputy DSL will call the police.

8.5 If a young person discloses abuse to a member of staff, they should be guided by the following:

Listen to the young person rather than directly question him/her. Nod and make reassuring noises but do not ask questions. Leading questions may invalidate your evidence (and the young person's) in any later prosecution in court. Reassure the young person, but only so far as is honest and reliable.

Show the young person you care through your facial and body language but do not initiate physical contact.

Never stop the young person who is freely recalling events. Give the young person time, do not hurry them, and do not ask the young person to repeat it all for another member of staff.

- Stay calm.
- Explain that you want to help, and you must tell someone who will know what to do.
- Make a note of the discussion using the young person's own words as soon as practicable, not what you think they were implying.
- Share concerns with the DSL immediately.
- If you are not able to contact the DSL or deputies, and the young person is at risk of immediate harm, contact the FRCDT or Police, as appropriate directly.
- If you are dissatisfied with the level of response, you receive following your concerns, you should press for re-consideration.

8.6 Relevant information is shared confidentially with the member of staff who heard the disclosure to reassure them that action is being taken to protect the young person. If that member of staff does not receive this information, they should seek it out. Other staff are then informed on a need-to-know basis that the young person is having a few problems that are being dealt with by the DSL.

8.7 The Deputy DSL, Social Care and the Headteacher discuss a plan of action according to each individual situation.

8.8 Receiving a disclosure can be upsetting for the member of staff, and staff members may need reassurance that they have followed procedure correctly and that their swift actions will enable the allegations to be handled appropriately. Staff should be encouraged to recognise that disclosures can have an impact on their own emotions and seek additional support as needed. Please see the staff wellbeing and supervision policy for details of support available.

8.9 Further advice on handling disclosures is available through Leicestershire and Rutland Safeguarding Board - Website <https://lrsb.org.uk/lrscp>

9. Confidentiality

9.1 All matters relating to child protection will be treated as confidential and only shared as per the 'Information Sharing Advice for Practitioners' (DfE 2018) guidance.

9.2 If a young person requests confidentiality, they must be told that this cannot be promised, and it should be explained that staff have a responsibility to share information with those adults who will be able to help protect them from harm. The young person should be reassured that only staff who need to know will be told. This could result in the young person not wanting to continue the conversation, in which case the young person should be informed that the matter will be reported to the DSL.

9.3 Staff should take care not to discuss information given in confidence outside the appropriate professional contexts.

9.4 All staff must be aware that they have a professional responsibility to share information with other agencies to safeguard children and that the Data Protection Act 2018 and General Data Protection Regulations are not a barrier to sharing information where a failure to do so would place a child at risk of harm. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

9.5 The School Leadership Team ensure relevant staff are confident of the processing conditions under the Data Protection Act 2018 and the GDPR which allow them to store and share information for safeguarding purposes, including information, which is sensitive and personal, and should be treated as 'special category personal data'. Staff should not under the GDPR as supplemented by the Data Protection Act 2018 provide young people' education data where the serious harm test under that legislation is met. Therefore, in a situation where a child is in a refuge, this could mean that The Lady Byron School can withhold education data under the GDPR; they should do so where the serious harm test is satisfied.

9.6 The School Leadership Team ensure that staff who need to share 'special category personal data' are aware that the Data Protection Act 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information. This includes allowing practitioners to share information without consent, if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.

9.7 Further details on information sharing can be found:

- in Chapter one of Working Together to Safeguard Children
- at Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers.

- at The Information Commissioner's Office (ICO), which includes ICO GDPR FAQs and guidance from the department.

10. Recording

10.1 All concerns about or disclosures from young people regarding any form of abuse or risk of being abused must be recorded using the MARF form. The school have also signed up to the Child Protection Online Management System (CPOMS). CPOMS is software for monitoring Safeguarding, wellbeing and all pastoral issues. Working alongside our existing safeguarding processes, CPOMS is an intuitive system which helps to ensure that children, young people and adults are safe and fully supported. This is a way of collating relevant information on pupils which can be shared amongst staff to support the safeguarding needs of a young person in all areas of school life. There is a report function which can also share information with relevant bodies and is customised to meet the school's needs. In the event of CPOMS being unavailable a proforma is available.

10.2 The record should state the time, circumstances and who else was present as well as give the exact details of what the young person said. Any comments by the young person should be recorded as soon as possible after they have been made, quoting the exact words. Records should be made within 24 hours of the occurrence and include the rationale for decision making and action taken.

10.3 A mark, bruise, or sign of physical injury first observed during school hours, and accidents that may incur injury should be reported to the safeguarding team and communicated to parents and social workers where relevant. For those young people who are looked after, or attend respite services after school, this information will be shared with the parent/guardians, respite provider and social worker. A body map should also be completed for all looked after children. If a minor injury occurs during school hours communication takes place via email with a detailed description of the incident and a scanned copy of the body map. Major incidents will be communicated by a telephone call.

10.4 All records/reports are either kept by the DSL in a separate file for each young person, in a locked filing cabinet with access only to the safeguarding team, or on a secure drive on the school's computer system and are passed to Social Care when a referral is made. In cases of alleged child abuse which go to court, the court may require the school to provide child protection records.

11. Educating children about issues (PSHE & RSE)

11.1 The school recognises the importance of making young people aware of behaviour towards them that is not acceptable and how they can keep themselves safe. The school's policy on Personal, Social and Health Education (including Relationships and Sex Education Policy) provides opportunities for young people to learn

about keeping safe, and who to ask for help if their safety is threatened. As part of developing a healthier lifestyle, young people will be taught:

- To recognise and manage risks in different situations and then to decide how to behave responsibly;
- To judge what kind of physical contact is acceptable and unacceptable;
- To recognise when pressure from others threatens their personal safety and wellbeing and develop effective ways of resisting pressure; including knowing when and where to get help;
- To use assertiveness techniques to resist unhelpful pressure.

12. Children who may be particularly vulnerable

12.1 All young people with SEN are highly vulnerable and at risk of abuse. Many factors can contribute to an increased risk, including

- living away from home or in temporary accommodation
- living in chaotic and unsupportive home situations
- living transient lifestyles
- affected by parental substance misuse, domestic violence or parental mental health needs
- vulnerable to being bullied, or engaging in bullying
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- do not have English as a first language
- at risk of sexual exploitation, female genital mutilation, forced marriage or being drawn into extremism.

12.2 A thorough administration process, assessments, meetings with parents and carers and communication with previous settings supports with identifying young people for which these further risks exist. The School provides high staff supervision and communication between school and home enabling an opportunity for provision of support as and when necessary. Young people are monitored closely, and any concerns highlighted to the safeguarding team. The safeguarding team will work closely with other professionals to ensure the young people and their families receive the right support at the right time.

13. Protecting Young people from Unsuitable People

13.1 Radicalisation and Extremism

13.1.1 The Prevent Duty for England and Wales (2015) under section 26 of The Counter Terrorism & Security Act (2015) places a duty on education to have due regard to the need to prevent people from being drawn into terrorism. The School is committed to supporting vulnerable young people through our safeguarding policies and procedures and recognises that this supports the school's contribution to the Prevent Duty.

13.1.2 The School seeks to protect young people against the messages of all violent extremism. The current threat from terrorism may include the exploitation of vulnerable people, to involve them in terrorism or an activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Fundamental British values are promoted through the curriculum to build upon young person's resilience to radicalisation and enable them to challenge extremist views (DfE advice Promoting Fundamental British Values as part of SMSC (spiritual, moral, social and cultural education) in Schools, 2014). The school has engaged positively with appropriate training to ensure all staff have the skills and knowledge to refer any concerns appropriately. Referral for any issue concerning potential radicalisation to extremism should be managed as any other safeguarding referral. The DSLs, School Leadership Team will assess the level of risk within the school and put action plans in place to reduce risk; this will be reviewed annually as part of the safeguarding audit. Risk assessment may include due diligence checks for external speakers (requesting advance copies of any presentations or leaflets that will be shared with young people), anti-bullying policy and other issues specific to the school's profile, community and philosophy.

13.1.3 When any member of staff has concerns that a young person may be at risk of radicalisation or involvement in terrorism, they should speak with the DSL in the first instance. They should then follow the safeguarding procedures and refer cases by e-mail to prevent.team@leicestershire.pnn.police.uk following the Prevent referral process and use the

Prevent referral form. If the matter is urgent then Police must be contacted by dialling 999. In cases where further advice from the Police is sought dial 101 and ask to speak to the Prevent Supervisor for Leicestershire. The Department for Education has also set up a dedicated telephone helpline for staff to raise concerns around Prevent (020 7340 7264).

13.2 Child Sexual Exploitation (CSE)

13.2.1 Sexual exploitation involves an individual or group of adults taking advantage of the vulnerability of an individual or groups of children or young people, and victims can be boys or girls. Children and young people are often unwittingly drawn into sexual exploitation through the offer of friendship and care, gifts, drugs and alcohol, and sometimes accommodation. Sexual exploitation is a serious crime and can have a long-lasting adverse impact on a child's physical and emotional health. It may also be linked to child trafficking.

13.2.2 The School includes the risks of sexual exploitation in the PSHE and RSE curriculum. A common feature of sexual exploitation is that the child often doesn't recognise the coercive nature of the relationship and

doesn't see themselves as a victim. The child may initially resent what they perceive as interference by staff, but staff must act on their concerns, as they would for any other type of abuse.

13.2.3 CSE can include 16- and 17-year-olds who can legally consent to sex, but they may not realise they are being exploited e.g., they believe they are in a genuine romantic relationship.

13.2.4 All staff are made aware of the indicators of sexual exploitation and all concerns are reported immediately to the DSL. Signs and indicators of abuse can be found at the end of the policy.

13.3 Child Criminal Exploitation and Gangs

13.3.1 There are several areas in which young people are put at risk by gang activity, both through participation in, and as victims of, gang violence which can be in relation to their peers or to a gang-involved adult in their household. A child who is affected by gang activity or serious youth violence may have suffered, or may be likely to suffer, significant harm through physical, sexual and emotional abuse or neglect.

13.3.2 Criminal exploitation of children is a typical feature of county lines criminal activity. Key identifying features of involvement in county lines are when children are missing, when the victim may have been trafficked for transporting drugs, a referral to the National Referral Mechanism should be considered with Social Care and Police colleagues.

13.3.3 A child who is affected by gang activity, criminal exploitation or serious youth violence can be at risk of significant harm through physical, sexual and emotional abuse. Girls may be particularly at risk of sexual exploitation.

13.3.4 CSE and CCE can affect both males and females and can include children who have been moved (trafficked) for the purpose of exploitation.

13.3.5 CCE can also involve working in cannabis factories, shoplifting or pickpocketing and may involve coercing children to commit vehicle crime or serious violence towards others. It is important to note that the experience of girls can be very different to that of boys, but girls are also at risk

13.3.6 Any concerns that a child is being or is at risk of being criminally exploited will be passed without delay to the DSL. The school is aware there is a clear link between regular nonattendance at school and exploitation. Staff will consider a child to be at potential risk in the case of regular non-attendance at school and make reasonable enquiries with the child and parents to assess this risk.

13.3.7 A request for support using the MARF be made when any concern of harm to a child as a consequence of gang activity including child criminal exploitation becomes known. Any member of staff who has concerns that a child may be at risk of harm should immediately inform the DSL. The DSL will contact the FRCDT. If there is concern about a child's immediate safety, the Police will be contacted on 999.

13.4 Youth Produced Imagery (Sexting)

13.4.1 Youth produces sexual imagery refers to the sending or posting of sexually suggestive images and videos, including nude or semi-nude photographs of a person under 18 years of age, via mobiles or over the internet.

13.4.2 All incidents of this nature should be treated as a safeguarding concern and in line with the UKCCIS guidance 'Sexting in schools and colleges: responding to incidents and safeguarding young people' If a member of staff becomes aware of an incident involving youth produced sexual imagery, they should follow the child protection procedures and refer to the DSL immediately.

13.4.3 The member of staff should confiscate the device involved and set it to flight mode or, if this is not possible, turn it off. Staff must not view, copy or print the youth produced sexual imagery.

The incident will be referred to the DSL immediately and the DSL will hold an initial review meeting with appropriate staff. If appropriate, there will be subsequent interviews with the young people involved.

Parents will 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 will be made to children's social care and/or the police immediately in accordance with this policy.

13.4.4 In some instances, it may be necessary to refer the matter to the police. Once a report is made to the police, the report must be recorded, and the police will investigate. This may include seizure of devices and interviews with the young people involved.

13.5 Honour Based Violence (HBV)

13.5.1 'Honour-based' violence encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of HBV are abuse.

13.5.2 FGM is carried out on girls of any age, from young babies to older teenagers and adult women, so school staff are trained to be aware of risk indicators. Many such procedures are carried out abroad and staff should be particularly alert to suspicions or concerns expressed by female young person, parents or guardians about going on a long holiday during the summer vacation period.

13.5.3 A forced marriage is a marriage in which one or both people do not (or in cases of people with learning disabilities cannot) consent to the marriage but are coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and

abuse. In England and Wales, the practice is a criminal offence under the Anti-Social Behaviour, Crime and Policing Act 2014.

13.5.4 A forced marriage is not the same as an arranged marriage. In an arranged marriage, which is common in several cultures, the families of both spouses take a leading role in arranging the marriage but the choice of whether to accept the arrangement remains with the prospective spouses.

13.5.5 Children may be married at a very young age, and well below the age of consent in England. School staff receive training and should be particularly alert to suspicions or concerns raised by a young person about being taken abroad and not be allowed to return to England.

13.5.5 School staff should never attempt to intervene directly as a school or through a third party.

Contact should be made with the MAP and/or the Forced Marriage Unit.

13.6 Female Genital Mutilation (FGM)

13.6.1 Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act (2003). It is a form of child abuse and violence against women. A mandatory reporting duty requires teachers to report 'known' cases of FGM in under 18s, which are identified in the course of their professional work, to the police. The duty applies to all persons in school who are employed or engaged to carry out 'teaching work' in the school, whether they have qualified teacher status.

13.6.2 The duty applies to the individual who becomes aware of the case to make a report. It should not be transferred to the Designated Safeguarding Lead; however, the DSL should be informed.

13.6.3 If a teacher is informed by a girl under 18 that an act of FGM has been carried out on her or a teacher observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth, the teacher should personally make a report to the police force in which the girl resides by calling 101. The report should be made immediately.

13.6.4 School staff are trained to be aware of risk indicators of FGM. Concerns about FGM outside of the mandatory reporting duty should be reported using the school's child protection procedures. Staff should be particularly alert to suspicions or concerns expressed by female young people about going on a long holiday during the summer holiday.

13.6.5 There should also be consideration of potential risk to other girls in the family and the wider community. Where there is a risk to life or likelihood of serious immediate harm the teacher should report the case immediately to the police, including dialling 999 if appropriate.

13.6.6 There are no circumstances in which a teacher or other member of staff should examine a girl.

13.7 Peer on peer abuse

13.7.1 Children may be harmed by other children or young people. Staff will be trained to be aware of the harm caused by bullying and will use the school's anti-bullying procedures where necessary. However, there will be occasions when a young person's behaviour warrants a response under child protection rather than anti-bullying procedures.

13.7.2 The young people attending The Lady Byron School have a diagnosis of an autism spectrum disorder. This means that they are likely to have a limited ability to comprehend that they may be engaging in activities which have the characteristics of abusive behaviour. They may also copy what they have seen others do before, or what has been done to them. Young people diagnosed with autism are likely to be unaware that certain behaviours are socially unacceptable and therefore recognise that they are a victim of abuse and be able to communicate this to adults. This makes developing a positive culture and respect for others message in school even more important.

13.7.3 It is possible that one young person may develop an obsession with another young person which may cause distress or anxiety to the recipient. Such behaviour might include wanting to be near the 'target' young person or having an interest in making physical contact with that young person, such as touching a particular part of his or her body; demonstrating potentially physically harmful behaviours such as kicking, pinching or throwing objects.

13.7.4 Peer on peer abuse can take many forms, including:

- physical abuse such as biting, hitting, kicking or hair pulling
- sexually harmful behaviour/sexual abuse such as inappropriate sexual language, touching, sexual assault, up skirting: a criminal offence which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.
- Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually harassing a single child or group of children. Child on child sexual violence and harassment exists in many forms, from calling someone sexualised names, flicking bra straps, lifting skirts, grabbing bottoms, breasts and genitalia to sexual assault and rape. Sexual violence and sexual harassment are not acceptable, it should never be tolerated and should never be seen as an inevitable part of growing up.
- Detailed advice to support staff to understand, prevent and respond to reports of child-on-child sexual violence and sexual harassment is shared through regular training sessions and Intranet posts in line with the Department for Education document "Sexual Violence and Sexual Harassment between

Children in Schools and Colleges". sexting, including pressuring another person to send a sexual imagery or video content

- Teenage relationship abuse - defined as a pattern of actual or threatened acts of physical, sexual or emotional abuse, perpetrated against a current or former partner
- Initiation/hazing - used to induct newcomers into an organisation such as sports team or school groups by subjecting them to a series of potentially humiliating, embarrassing or abusing trials which promote a bond between them.
- Prejudiced behaviour - a range of behaviours which causes someone to feel powerless, worthless or excluded and which relates to prejudices around belonging, identity and equality, in particular prejudices linked to disabilities, special educational needs, ethnic, cultural and religious backgrounds, gender and sexual identity.

13.7.5 Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'. Different gender issues can be prevalent when dealing with peer-on-peer abuse, for example girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence.

13.7.6 The following steps are taken to minimise or prevent the risk of peer-on-peer abuse.

- An open and honest environment where young people feel safe to share information about anything that is upsetting or worrying them.
- Taking a whole school approach to safeguarding and child protection, setting clear school rules and expectation and reinforcing these for young people
- Developing and enhancing communication skills
- Promoting young people' self-awareness, confidence and self-esteem
- Teachers demonstrate positive language and attitudes and maintain professional relationships with young people and colleagues – positive role models
- Recording, monitoring and analysis of incidents with immediate notification to SMT of incidents being recorded, and incidents dealt with in line with our safeguarding and child protection policy and "Keeping Children Safe in Education" 2021.
- Teaching young people about tolerance, acceptance, cooperation, collaboration, how to be good friends through the curriculum and behaviour Leadership strategies e.g., assemblies, individual learning targets, PSHE & RSE objectives, online safety and ICT objectives linked to acceptable use.
- RSE and PSHE are used to reinforce the message through stories, role play, current affairs and other suitable activities.
- Staff will endeavour always to create surroundings where everyone feels confident and at ease in school.

- Young people are regularly reminded that where they see the “Safe Zone” sign they can speak in confidence to an adult if they are worried about anything.
- Young people are regularly reminded of the number of different ways that they can communicate concerns, such as the worry book, ask it basket and complaints box.
- High staff to young person ratios at all times mean young people are less vulnerable to this type of behaviour.
- Staff training and use of behaviour analysis to manage behaviours
- Clear procedures put in place to govern the use of mobile phones in school
- Where necessary, engaging with specialist support and interventions. Where this takes place, these professional assessments will be used to inform the school’s approach to supporting and protecting young people.

13.7.7 Where an incident has occurred or specific risks are identified, the details will be added to a safeguarding or behaviour record for the children concerned and a thorough investigation conducted by the DSL. A written risk assessment will be undertaken by the DSL in order to minimise the risk of further harm and to ensure the safety of all staff and pupils. Parents or carers of the children involved will be informed as soon as it is appropriate to do so. Support plans will be written, and help offered, by different adults in school (to avoid a possible conflict of interest), to the alleged victim, the child or young person accused, and any other children involved. A referral to any relevant outside agency will be made e.g., Police or Social Care.

13.8 Domestic Abuse

13.8.1. Domestic abuse represents one quarter of all violent crime. It is actual or threatened physical, emotional, psychological or sexual abuse. It involves the use of power and control by one person over another. It occurs regardless of race, ethnicity, gender, class, sexuality, age, religion, mental or physical ability. Domestic abuse can also involve other types of abuse.

13.8.2 We use the term domestic abuse to reflect that several abusive and controlling behaviours are involved beyond violence. Slapping, punching, kicking, bruising, rape, ridicule, constant criticism, threats, manipulation, sleep deprivation, social isolation, and other controlling behaviours all count as abuse.

13.8.3 Living in a home where domestic abuse takes place is harmful to children and can have a serious impact on their behaviour, wellbeing and understanding of healthy, positive relationships. Children who witness domestic abuse are at risk of significant harm and staff are alert to the signs and symptoms of a young person suffering or witnessing domestic abuse.

13.8.4 The school is enrolled onto the Operation Encompass scheme, where every school day morning our DSL is notified of all domestic abuse incidents that have occurred and been reported to Police in the previous 24 hours which involved a young person at The Lady Byron School (72 hours on a Monday morning). This provides

an opportunity for us to ensure the right support is in place at the right time for young people who are experiencing domestic abuse.

13.9 Private Fostering Arrangements

13.9.1 A private fostering arrangement occurs when someone other than a parent or close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16 years old or 18 years old if the child is disabled. Children looked after by the local authority or who are placed in residential schools, children's homes or hospitals are not considered to be privately fostered.

13.9.2 Private fostering occurs in all cultures and children may be privately fostered at any age.

13.9.3 The school recognises that most privately fostered children remain safe and well but are aware that safeguarding concerns have been raised in some cases. Therefore, all staff are alert to possible safeguarding issues, including the possibility that a young person has been trafficked into the country.

13.9.4 By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children's Social Care as soon as possible. However, where a member of staff becomes aware that a young person may be in a private fostering arrangement, they will raise this with the DSL and the DSL will notify the FRCDT.

13.10 Children Looked After

13.10.1 Although there are many different reasons why children are looked after by local authorities, the children are likely to have undergone distressing experiences. All children who are looked after have distinct backgrounds, identities, aspirations and particular needs. Some children enter care because of their own behaviour. The school ensures that staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff have information about a young person's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the young person and contact arrangements with birth parents or those with parental responsibility.

13.10.2 The designated teacher for children looked after will have the appropriate level training to equip them with the knowledge and skills to undertake their role.

13.10.3 The designated teacher for children looked after and the DSL have details of the young person's social worker and the name and contact details of the Leicestershire County Council's Head of Virtual School.

13.10.4 The designated teacher for children looked after and children previously looked after will work in partnership with the Virtual School Assistant Headteacher to discuss how Young person Premium Plus funding

can be best used to support the progress of children looked after in the school and meet the needs of the young person within their personal education plan.

13.11 Children Missing Education

13.11.1 All children, regardless of their circumstances, are entitled to an efficient, full-time education which is suitable to their age, ability, aptitude and any special educational needs they may have. The school recognises that young people missing education are at significant risk of underachieving, being victims of abuse and harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life.

13.11.2 Where possible the school will hold more than one emergency contact number for each young person.

13.11.3 The school will ensure that there is a record of joiners and leavers as defined in The Education (Young person Registration) (England) 2006.

13.11.4 The school will:

- Enter young people on the admissions register on the first day on which the school has agreed, or has been notified, that the young person will attend the school.
- Monitor each young person's attendance through their daily register and follow the SCC procedure in cases of unauthorised absence.

13.14 Sexual Violence and Sexual Harrassment

13.14.1 Sexual violence refers to sexual offences as described under the Sexual Offences Act 2003 including rape and sexual assault. Sexual harassment is 'unwanted conduct of a sexual nature' that can occur online and offline and may include sexual name-calling, taunting or "jokes" and physical behaviour, for example, deliberately brushing against someone or interfering with clothes. 'Upskirting' is also a criminal offence (under the Voyeurism (Offences) Act 2019) and typically involves taking a picture under a person's clothing (not necessarily a skirt) without them knowing, in order to obtain sexual gratification or to cause humiliation, distress or alarm (anyone of any gender can be a victim).

13.14.2 Evidence shows that girls, children with SEND and LGBT children are more likely to be the victims of sexual violence and harassment and boys are more likely to be the perpetrators. However, sexual violence and sexual harassment can occur between children of any gender.

13.14.3 Our curriculum includes

- Planned PHSE and Relationships, Sex and Health Education will include personal privacy, respect and consent so that children will have a better understanding of how to behave towards their

peers including online. This will be taught alongside other safeguarding issues as set out in the DfE statutory guidance “Relationships Education, Relationships and Sex Education (RSE) and Health Education” . This will be appropriate to pupils’ age and stage of development. It will also be underpinned by the school’s behaviour policy and pastoral support system.

13.14.4 We respond to incidents by:

- School will follow the DfE guidance, ‘Sexual violence and sexual harassment between children in schools and colleges’, September 2021.
- Relevant staff will liaise with the police, social care and parents as appropriate.
- Support will be offered to both the alleged victim(s) and child(ren) accused. Parents will be included in discussions about the format that this support will take.

13.15 Serious Violence

13.15.1 Serious violence is associated with a number of risk indicators in children including 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, signs of assault or unexplained injuries. Staff will be made aware of these and of the other risk factors which increase the likelihood of involvement in serious violence, including, being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending such as theft or robbery.

13.15.2 Staff training will raise awareness to these risks and any concerns will be passed to the Designated Safeguarding Lead to co-ordinate a safeguarding response.

13.16 Modern Slavery and Human Trafficking

13.16.1 This can take on many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. Children may be trafficked into the UK from abroad or moved around the country. Staff need to be aware of indicators which include, but not limited to, neglect, isolation, poor living conditions, having few personal belongings and a lack of trust and reluctance to seek help.

13.16.2 Staff will refer any concerns to the DSL without delay who will take action and also refer victims to the National Referral Mechanism (www.gov.uk).

14. Supporting those involved

14.1 The support required for the young person who has been harmed will depend on their circumstance and the nature of the abuse.

14.2 Support may also be required for the young person that harmed. Support will be considered in how it may be required to help the young person and/or change behaviours, for example, reconsidering class structures, reviewing behaviour guidelines, and input from the Speech and Language Therapists for social stories where appropriate.

15. Appointment of Staff

15.1 The Trust's Safer Recruitment Policy describes the safer recruitment practise observed in the process of appointing staff.

15.2 This includes:

- Verifying identity and any academic, professional or vocational qualifications
- Obtaining references
- Checking previous employment history
- Checking there has been no prohibition from teaching (via the Teaching Regulation Agency (TRA)).
- Ascertaining a candidate has the appropriate physical capacity for the job.
- Interviewing face to face.
- A section 128 check for Leadership positions and governance.
- Children's Barred List through DBS check
- A Disclosure Barring Service enhanced check
- A Childcare (Disqualification) Regulations check
- Checking to establish a person's right to work in the UK
- Further checks on individuals who have lived or worked outside the UK, including recording checks for European Economic Area (EEA) teacher sanctions and restrictions.

15.3 All staff must have an enhanced disclosure from the Disclosure Barring Service (DBS), which includes the Children's Barred List as a result of the Ofsted Report: 'Safeguarding Children': An evaluation of procedures for checking staff appointed by schools.' All volunteers, temporary staff and consultants receive a copy of the child protection policy or take part in the safeguarding and child protection induction training. A risk assessment will be completed by the Human Resources Department for any staff who have not yet had a DBS check. The risk assessment is signed by the Headteacher depending on the role of the individual.

15.4 Also, the school MUST record all information regarding vetting and checking staff on a single document held securely called the 'Single Central Record'

16. Physical Contact with Young people / Restraint

16.1 The School's Behaviour Policy has guidance for all staff on the use of restrictive physical interventions and is entirely consistent with Leicestershire County Council's guidelines for child protection and guidance produced by the DFE. Staff are trained in TEAM TEACH physical intervention is only used as a last resort when a young person is endangering him/herself or others. Such events are recorded and monitored regularly by the School Leadership Team.

17. Allegations Against Staff

17.1 Any member of staff hearing an allegation of abuse against another member of staff, or any adult involved in the work of the school, or have concerns about a colleague's behaviour, must inform the Headteacher, who under these circumstances, will take over the investigation from the DSL.

17.2 In the event of allegation against the Headteacher, and in line with our Complaints Policy, the proprietor must be informed.

Irinder Minhas – 35rinder.minhas@ladybyronschool.co.uk

17.3 In the event of an allegation, or concern about the Headteacher or DSL, the proprietor must be informed.

17.4 in the event of an allegation against the proprietor the LADO must be informed.

17.5 Any disclosure or suspicion of abuse involving a member of staff must be reported to the Local Authority Designated Officer (LADO). In liaison with the LADO, the school will determine how to proceed and if necessary, the LADO will refer the matter to Children's Social Care and/or the police.

17.6 If the matter is investigated internally, the LADO will advise the school to seek guidance from local authority colleagues in following procedures set out in part 4 of 'Keeping Children Safe in Education' (2021) and the LRSCP procedures.

17.7 The Headteacher will inform the accused person about the allegation as soon as possible after consulting the LADO and will take advice from the LADO, police and children's social care services.

17.8 The school will deal with any allegations quickly, in a fair and consistent way that provides effective protection for the young person and at the same time supports the person who is the subject of the allegation.

17.9 An individual should only be suspended if there is no reasonable alternative. If suspension is deemed appropriate, reasons will be recorded by the school and the individual notified. Allegations that are found to be malicious will be removed from the individual's HR files.

17.10 The School is required by law to make a referral to the DBS where they cease to use a person’s services, or the person ceases to provide his/her services, before or after a disciplinary process is completed, because they are considered unsuitable to work with children as a result of misconduct, or because of a medical condition that raises a possible risk to the safety or welfare of children and vulnerable adults. The report is to be made within one month. Reporting to the National College for Teaching and Learning will also take place for serious concerns relating to allegations against staff.

- Leicestershire LADO: 0116 305 4141
- NSPCC Child Protection Line: 0808 800 5000 (24/7)
- Childline: 0800 1111
- Ofsted Helpline: 0300 123 1231
- Prevent: 0800 789 321

17.11 The Lady Byron School have signed up to the NSPCC The Safeguarding in Education Self-Assessment Tool (ESAT). This is an online tool to help us audit our school’s current safeguarding and child protection arrangements, identify areas for development and make the necessary changes.

18. Policy Review

18.1 This policy will be updated as necessary to reflect best practice and to ensure compliance with any changes or amendments to relevant legislation.

18.2 This policy was last reviewed in January 2022

19. Version History

Version Number	Point Number	Amendment
2		Updated KCSIE reference, removed disqualification by association reference
3	6.4	Updated DSL role to reflect Annex C of KCSIE 2021
	Appendices	Added Appendix 7
4	All Appendices	Updated and Added Low Level Behaviour Policy

20. Related Legislation and Guidance

Document	Location
The Children Act 1989, updated 2004	https://www.legislation.gov.uk/ukpga/1989/41
Education Act 2002	https://www.legislation.gov.uk/ukpga/2002/32/contents
Protection of Freedoms Act 2012	https://www.legislation.gov.uk/ukpga/2012/9/contents/enacted
Counter Terrorism and Security Act (2015)	https://www.legislation.gov.uk/ukpga/2015/6/contents/enacted
Working Together to Safeguard Children (2018)	https://www.gov.uk/government/publications/working-together-to-safeguard-children--2
Keeping Children Safe in Education (2021)	https://www.gov.uk/government/publications/keeping-children-safe-in-education--2
“What to do if you are worried a child is being abused” 2015	http://www.lscb.org.uk/wp-content/uploads/What-to-do-if-you-are-worried-a-child-is-being-abused.pdf
Disqualification under the Childcare Act 2006 (2105)	https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006/disqualification-under-the-childcare-act-2006
Leicestershire and Rutland Children’s Safeguarding Board	https://lrsb.org.uk/
Prevent	https://www.leics.police.uk/advice/advice-and-information/t/prevent/prevent/
Operation Encompass	https://lrsb.org.uk/operation-encompass
Revised Safeguarding statutory Guidance “Framework for the Assessment of Children in Need and their Families” 2000	https://www.gov.uk/government/news/revised-safeguarding-guidance-for-professionals-working-with-children
Female Genital Mutilation Act 2003 Mandatory Reporting Guidance 2016	https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information
Leicestershire ‘report abuse or neglect’ referral forms	https://www.leicestershire.gov.uk/leisure-and-community/community-safety/report-abuse-or-neglect-of-a-child
Safeguarding Children and Young People from Sexual Exploitation (2003)	https://lrsb.proceduresonline.com/files/sg_ch_y_p_sex_exploit.pdf
Childcare (Disqualification) Regulations 2009.	https://www.legislation.gov.uk/uksi/2009/1547/contents/made
Information sharing guidance for practitioners providing	https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice

safeguarding services to vulnerable children, young people, parents and carers	
The Education (Independent School Standards) Regulations 2014 (amendment)	https://www.legislation.gov.uk/ukxi/2014/3283/schedule/made
General Data Protection Regulations (2018)	https://www.gov.uk/government/publications/guide-to-the-general-data-protection-regulation
“Sexual Violence and Sexual Harassment between Children in Schools and Colleges”.(2018)	https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges

APPENDIX 1 – Types of Abuse

Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, female genital mutilation 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 causes ill health to a child whom they are looking after. This situation is commonly described using terms such as Fabricated Induced Illness (previously known as Munchausen Syndrome by Proxy).

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child’s emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child’s developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children, including forced marriage. Some level of emotional abuse is involved in all types of maltreatment of a child, although 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 (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect

Neglect is the persistent failure to meet a child's basic physical or psychological needs, likely to result in the serious impairment of the child's health or development. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

The Neglect Risk Assessment Tool is available to provide more detailed information regarding the assessment of neglect.

Indicators of abuse

Physical signs define some types of abuse, including CSE, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated safeguarding lead. It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a young person has been abused.

A young person who is being abused, neglected or exploited may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming

- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss school, arrive late or leave the school for part of the day
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their schoolwork
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age
- acquire gifts such as money or a mobile phone from new 'friends.'
- Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a The Lady Byron, and each small piece of information will help the DSL to decide how to proceed.

APPENDIX 2 – Intimate Care

Cross gender intimate care

Parental/carer permission will be sought for cross gender intimate care for all young people, and where relevant parents will discuss this with their child/children and complete the consent form together.

Intimate Care Procedures

When touching a young person, staff should always be aware of the possibility of invading their privacy and will respect the young person's wishes and feelings.

If a young person needs to be cleaned, staff will make sure that:

- Protective gloves are worn
- The procedure is discussed in a friendly and reassuring way with the young person throughout the process
- The young person is encouraged to care for him/herself as far as possible
- Physical contact is kept to the minimum possible to carry out the necessary cleaning.
- Privacy is given appropriate to the young person 's age and the situation
- All spills of vomit, blood or excrement are wiped up put into nappy sacks and placed in the appropriate bin
- Any soiling that can be, is flushed down the toilet
- Soiled clothing is put in a plastic bag, unwashed, and sent home with the young person

APPENDIX 3 – Safeguarding Policy Staff Page

The Lady Byron School - Safeguarding Young people

The Lady Byron School adheres to the principles outlined in the Children Act 1989 (updated 2004), believing that all children have a right to be protected from abuse. Our prime concerns always are the interests and safety of our young people and as a school we are committed to safeguarding and promoting the welfare of children and young people and expect all staff and visitors to share this commitment.

The Lady Byron School has a Safeguarding and Child Protection Policy which is updated according to government and Leicestershire child protection guidelines. The policy is available via the School's website and locations within the school.

The School operates safer recruitment procedures and runs child protection induction training with all new staff. Work placement young persons, temps and volunteers receive a copy of our Safeguarding and Child Protection Policy.

DSLs attend regular child protection training courses and staff receive regular on-site child protection training as necessary, but at least annually.

Sometimes we may need to share information and work in partnership with other agencies when there are concerns about a child's welfare; in these instances, we shall follow Leicestershire Safeguarding Board guidelines, in line with the General Data Protection Regulations (2018)

If any member of staff is concerned about a young person's welfare, please speak to the DSL or deputy ASAP where you will be guided through procedures. Do not conduct your own investigation. If the concerns relate to a member of staff's behaviour or actions, please inform the Headteacher (or the Proprietor if the concern relates to this person or the DSL). For additional reporting arrangements please see the complaints policy.

Designated Safeguarding Lead (DSL): Caroline England

Deputy DSL: Irinder Minhas

APPENDIX 4 Named staff and Local Authority Contacts

The Lady Byron School

Designated Safeguarding Lead: Caroline England

Deputy Designated Safeguarding Leads: Irinder Minhas

Prevent Single Point of Contact (SPOC): 01162486770

Designated Teacher for Children in Care: Caroline England (Training taken 25.6.21)

Leicestershire County Council

Head of Service - Safeguarding and Performance Service (Leicestershire)

Kelda Claire 0116 3059084 / 07507686100

First Response Children's Duty Team if you have urgent concerns about a child who needs a social worker or police officer today:

Call 0116 305 0005 (24-hour phone line)

Individual Leicestershire LADO Contact Information:

Kim Taylor: 0116 305 5641 / Kim.Taylor2@leics.gov.uk

Lovona Brown: 0116 305 8161 / Lovona.Brown@leics.gov.uk

Allegations Line: 0116 305 4141

Email: CFS-LADO@leics.gov.uk

Safeguarding Development Officers:

Simon Genders 0116 305 7750

Ann Prideaux 0116 305 7317

First Response Children's Duty (Same-day referrals)

Telephone: 0116 3050005

Email Address: childrensduty@leics.gov.uk

First Response Children's Duty

Room 100b

County Hall

Championship Way

Glenfield

LE3 8RF

All other referrals including Early Help Services

<http://lrsb.org.uk/childreport>

Early Help queries and Consultation Line

0116 3058727

Leicester City Council

Local Authority Designated Officer (based within the Safeguarding Unit)

Telephone Number: 0116 454 2440

Email: Lado-allegations-referrals@leicester.gov.uk

If you are concerned about the safety and welfare of a child in Leicester, please contact by calling 0116 454 1004 (24-hour service) or the police on 0116 222 2222.

<https://www.leicester.gov.uk/health-and-social-care/childrens-social-care/child-protection/>

Rutland County Council

Please call 01572 758454 to contact the Rutland LADO.

You can also email the Rutland LADO on LADO@rutland.gov.uk

During normal office hours you can contact Rutland's Children's Duty Team by calling: 01572 758 407 or emailing: Safeguardingunit@rutland.gcsx.gov.uk

When their offices are closed and it's an emergency please call: 0116 305 0005. If a child is in immediate danger, please call 999 and ask for the police.

<https://www.rutland.gov.uk/my-services/health-and-family/childrens-social-care/report-a-concern-children-and-young-people/>

Northampton County Council

Early Help Support Service/LADO/Referrals

<https://www.northamptonshire.gov.uk/councilservices/children-families-education/help-and-protection-for-children/protecting-children-information-for-professionals/Pages/contact-early-help-support-MASH.aspx>

Out of Hours Number – 01604626938

Multi-Agency Safeguarding Hub (MASH) and Child Protection Team

Children, Families and Education

Criminal Justice Centre

700 Pavilion Drive

Brackmills

Northampton

NN4 7YL

Appendix 5 Guidance On Handling A Disclosure From A Child

What should you do if a child comes to you and tells you that they are being abused? It's normal to feel overwhelmed and confused in this situation. Child abuse is a difficult subject that can be hard to accept and even harder to talk about. Children who are abused are often threatened by the perpetrators to keep the abuse a secret. Thus, telling an adult takes a great amount of courage.

Children have to grapple with a lot of issues, including the fear that no one will believe them. So, care must be taken to remain calm and to show support to the child throughout the disclosure phase. The following guidelines will help lessen the risk of causing more trauma to the child and/or compromising a criminal investigation during the disclosure phase.

Receive:

Listen to what is being said without displaying shock or disbelief. A common reaction to news as unpleasant and shocking as child abuse is denial. However, if you display denial to a child, or show shock or disgust at what they are saying, the child may be afraid to continue and will shut down.

Accept what is being said without judgement. Take it seriously.

Reassure:

Reassure the child, but only so far as is honest and reliable. Don't make promises that you can't be sure to keep, e.g., "everything will be all right now". Reassure the child that they did nothing wrong and that you take what is said seriously.

Don't promise confidentiality – never agree to keep secrets. You have a duty to report your concerns.

Tell the child that you will need to tell some people, but only those whose job it is to protect children.

Acknowledge how difficult it must have been to talk. It takes a lot for a child to come forward about abuse.

React:

Listen quietly, carefully and patiently. Do not assume anything – don't speculate or jump to conclusions.

Do not investigate, interrogate or decide if the child is telling the truth. Remember that an allegation of child abuse may lead to a criminal investigation, so don't do anything that may jeopardise a police investigation. Let the child explain to you in his or her own words what happened, but don't ask leading questions.

Do ask open questions like "Is there anything else that you want to tell me?"

Communicate with the child in a way that is appropriate to their age, understanding and preference. This is especially important for children with disabilities and for children whose preferred language is not English.

Do not ask the child to repeat what they have told you to another member of staff. Explain what you must do next and whom you must talk to.

Refer directly to the named child protection officer or designated person in your organisation (as set out in the organisation's child protection policy).

Do not discuss the case with anyone outside the child protection team.

Record:

Make some very brief notes at the time and write them up in detail as soon as possible. Do not destroy your original notes in case they are required by Court.

Record the date, time, place, words used by the child and how the child appeared to you – be specific. Record the actual words used; including any swear words or slang.

Record statements and observable things, not your interpretations or assumptions – keep it factual. See Appendix 6 for preformat when a child makes a disclosure.

Appendix 6 - Incident/Disclosure Form

All allegations, complaints or suspicions of abuse should be recorded as close as possible to the time of the incident. Details of incidents should be recorded in as much detail and as accurately as possible. Any disclosures of abuse being made by children and young people should reflect what was actually said. Do not try and interpret any of the information. Just record what was said or witnessed. The NSPCC [Child abuse and neglect | NSPCC Learning](#) has guidance on what classifies as child abuse and neglect.

Due to safeguarding and GDPR ensure the child's name is not mentioned and their URN number is used instead.

Date and time of incident or disclosure
URN number, age, ethnicity or religion, any disabilities of person(s) involved
Names of parents or carers, address and telephone numbers of person(s) involved
Names, ages, telephone numbers and addresses of any witnesses

--

Name, role and contact details of person completing this form

--

Details of what happened or disclosure of allegations (do not interpret information – use the same language that was used by the young person or child). Are you reporting your own concerns or those reported by somebody else?

What action was taken (if not action was taken explain why)

Who did you report the incident to (names and contact details)

Within LBS?

Other agencies?

Parents or Carers?

Are any other young people potentially at risk?

Any of relevant information

Signed:

Date:

Time:

This form should be kept in a secure and safe place, in compliance with The Lady Byron School's Storage policy.

You should seek further guidance and support from:

- Caroline England the Designated Safeguard Lead on 07508003054
- Leicestershire Rutland Children Safeguarding Board - Leicestershire and Rutland Safeguarding Children Partnership and Safeguarding Adults Board, The Safeguarding Partnership Business Office, Room 100, County Hall, Glenfield, Leicestershire, LE3 8RF. Telephone: 0116 305 7130. Secure Information - if you need to send sensitive information to us, please call the Partnerships Business Office on 0116 305 7130 for further instructions.
- NSPCC on 0808 800 5000

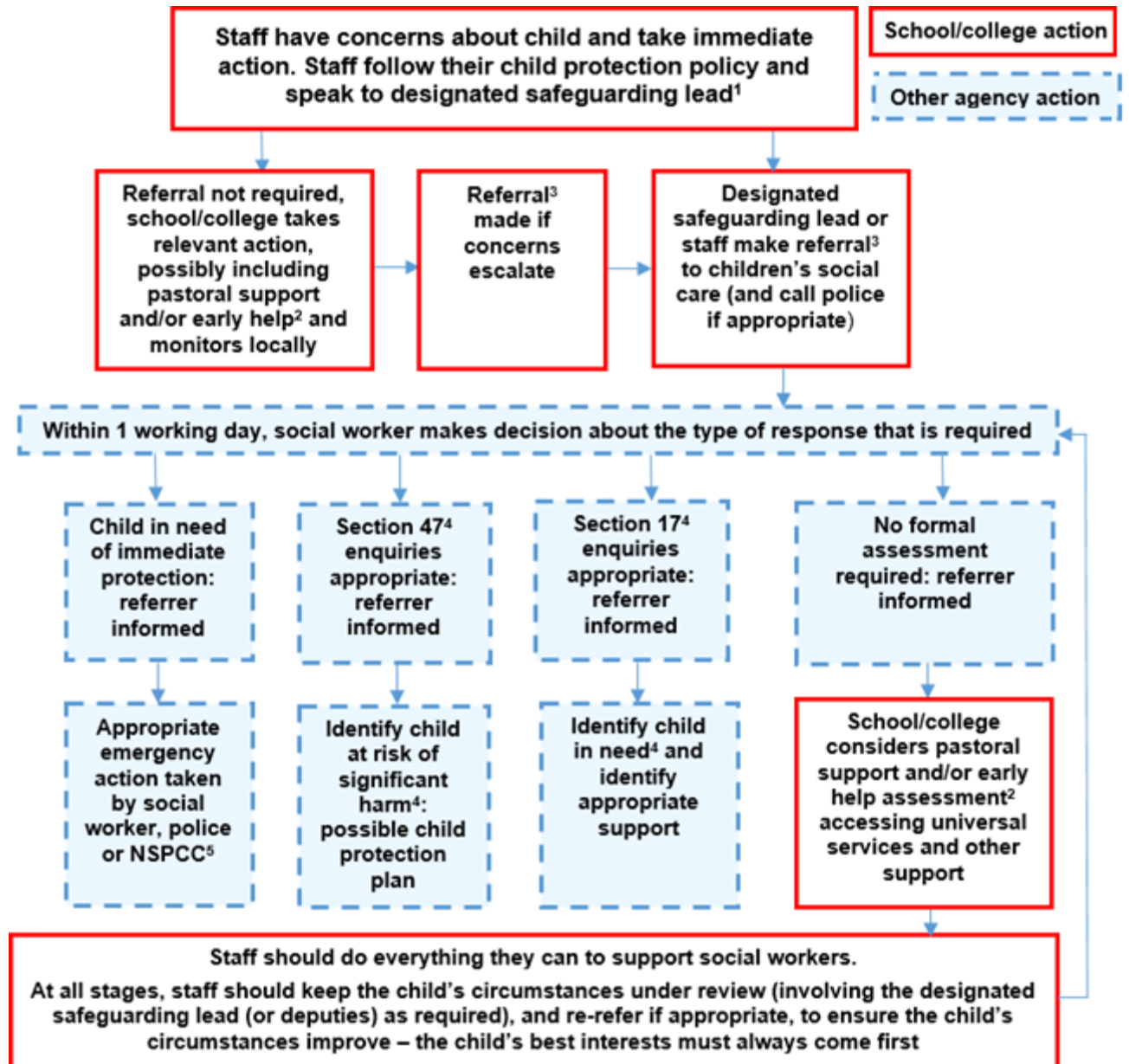


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INFO@LADYBYRON SCHOOL.CO.UK

Appendix 7 – Actions where there are concerns about a child – Flowchart





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Appendix 8 Low Level Concerns Policy

1.0 Purpose

- 1.1 This policy sets out a framework whereby staff are expected to report concerns, no matter how small, about their own behaviour or that of another member of staff, volunteer, supply teacher, contractor or other person working in school. Its purpose is to help create and embed a culture of openness, trust and transparency in which the clear values and expected behaviour set out in the “Guidance for safer working practice for those working with children and young people in education settings” (May 2019) (sometimes called the safeguarding code of conduct) are lived, monitored, and reinforced.
- 1.2 The policy should be read in conjunction with the current statutory guidance – “Keeping Children Safe in Education” Part 4, Section 2.

2.0 Who does the policy apply to?

- 2.1 This policy applies to all staff and other individuals who work or volunteer in school.

3.0 Definition of a low-level concern

- 3.1 A low-level concern is any concern, no matter how small, even if no more than causing a sense of unease or a ‘nagging doubt’, that a person working in or on behalf of the school may have acted in a way that:
 - is inconsistent with the “Guidance for safer working practice” (May 2019), including inappropriate conduct outside of work, and
 - does not meet the allegations threshold or is otherwise not considered serious enough to make a referral to the LADO

4.0 Reporting low-level concerns

- 4.1 Where a low-level concern has been identified this will be reported as soon as possible to the **headteacher**. However, it is never too late to share a low-level concern if this has not already happened.



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- 4.2 Where the headteacher is not available, the information will be reported to the Designated Safeguarding Lead or Deputy (i.e., the most senior member of SLT acting in this role).
- 4.3 Low-level concerns about the Designated Safeguarding Lead will be reported to the headteacher and those about the headteacher will be reported to the Proprietor.
- 4.4 Where the low-level concern has been reported to the Designated Safeguarding Lead, they will inform the headteacher / Proprietor of the details as soon as possible.

5.0 Recording concerns

- 5.1 A summary of the low-level concern should be written down, signed, timed, dated and shared by the person bringing the information forward.
- 5.2 Where concerns are reported verbally to the headteacher a record of the conversation will be made by the headteacher which will be signed, timed, and dated.

6.0 Responding to low-level concerns

- 6.1 Where a low-level concern has been raised this will be taken seriously and dealt with promptly. The headteacher will:
- Speak to the person reporting the concern to gather all the relevant information
 - Speak to the individual about the concern raised to ascertain their response, unless advised not to do so by the LADO or Police (HR advice may also need to be taken).
 - Where necessary further investigation will be carried out to gather all relevant information. This may involve speaking to any potential witnesses.
 - The information reported and gathered will then be reviewed to determine whether the behaviour:
 - I. is consistent with the “Guidance for safer working practice for those working with children and young people in education settings” (May 2019): no further action will be required,
 - II. constitutes a low-level concern: no further action is required, or additional training/guidance/support may be required to rectify the behaviour via normal



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day to day management processes. The employee should understand that failure to improve or a repeat of the behaviour may lead to further action being taken, e.g., either via the Performance Management Policy or Disciplinary Policy.

- III. is serious enough to consult with or refer to the LADO: a referral should be made to the LADO and advice taken from HR. In this case the school's Managing Allegations procedure within the Safeguarding Policy and Disciplinary Policy will be followed.
- IV. when considered with any other low-level concerns that have previously been raised about the same individual, should be reclassified as an allegation and referred to the LADO or Police: a referral should be made to the LADO and advice taken from HR. In this case the school's Managing Allegations procedure within the Safeguarding Policy and Disciplinary Policy will be followed.

- Records will be made of:
 - I. all internal conversations including any relevant witnesses,
 - II. all external conversations e.g., with the LADO
 - III. the decision and the rationale for it,
 - IV. any action taken

7.0 Can the reporting person remain anonymous?

- 7.1 The person bringing forward the concern will be named in the written record. Where they request to remain, anonymous this will be respected as far as possible. However, there may be circumstances where this is not possible e.g., where a fair disciplinary investigation is needed or where a later criminal investigation is required.

8.0 Should staff report concerns about themselves (i.e., self-report)?

- 8.1 It may be the case that a person finds themselves in a situation which could be misinterpreted or might appear compromising to others; or they may have behaved in a manner which on reflection they consider falls below the standard set out in the "Guidance for safer working practice". In these circumstances they should self-report. This will enable a potentially difficult situation to be addressed at an early opportunity if necessary.



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9.0 Where behaviour is consistent with the “Guidance for safer working practice” (May 2019)

9.1 Feedback will be given to both parties to explain why the behaviour was consistent with the “Guidance for safer working practice”.

10.0 Should the low-level concerns file be reviewed?

10.1 The records will be reviewed periodically, and whenever a new low-level concern is added, so that potential patterns of concerning, problematic or inappropriate behaviour can be identified and referred to the LADO if required. A record of these reviews will be retained.

11.0 References

11.1 Low-level concerns will not be included in references unless a low-level concern, or group of concerns, has met the threshold for referral to the LADO and found to be substantiated.