Shadsworth Junior School

Safeguarding Policy

Approved by:	Jackie Gallagher	**Date:** Autumn 2025
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For concerns that require the attention of the police, non-urgent crimes and concerns can be found at: Lancashire Constabulary - Report Online or telephone 101.
In case of an emergency, always dial 999.

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1.Scope, Purpose and Aims

1.1 The purpose of this policy is to ensure every child who is a pupil at our school is safe and protected from harm.

1.2 Safeguarding and promoting the welfare of children is everyone's responsibility.

1.3 This policy therefore applies to all school staff including supply staff, agency staff and volunteers and gives clear direction on how to safeguard children effectively.

1.4 This policy aims to give clear direction to all staff, governors and parents about our moral and statutory responsibilities to safeguard and protect children.

1.5 Our school is committed to ensuring that those children who are at risk of, or experiencing significant harm or abuse, are supported and that swift and effective action is taken to ensure they are protected.

1.6 Our school fully recognises the contribution it can make to safeguarding and protecting children from harm through prevention, support and protection.

1.7 This, and associated policies, will be reviewed annually (as a minimum) and updated if needed, so that they are kept up to date with safeguarding issues as they emerge and evolve, including lessons learnt.

1.8 This policy will be available publicly via the school website and paper copies can be provided upon request.

2.Definitions

2.1 **Safeguarding** is defined as:

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment, whether that is within or outside the home, including online
- Preventing the impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

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

2.3 **Abuse** is defined as a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others.

2.4 **Child/ren** refers to anyone who is under the age of 18.

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

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

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

2.8 Children Missing Education: All children of compulsory school age who are of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school.

3. Ethos and Culture of Safeguarding

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

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

3.3 We recognise that staff at our school play a particularly important role in safeguarding as they are in a position to identify concerns early and therefore prevent concerns from escalating.

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

3.5 School will have a clear set of values and standards, upheld and demonstrated throughout all aspects of school life.

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

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

3.8 Leaders will create the right culture and environment so that staff feel comfortable to discuss matters which may have implications for the safeguarding of children, both within, and outside of the school or college.

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

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

4. Curriculum

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

4.2 Our curriculum will be tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs or disabilities (SEND).

4.3 All primary pupils will receive Relationships Education which includes explicit teaching about healthy and respectful relationships.

4.4 All pupils will receive Health education which teaches them how to keep physically and mentally healthy.

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

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

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

4.8 We actively promote the Fundamental British Values (FBV) of democracy, rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs throughout our curriculum.

5. Safeguarding Induction and Training

5.1 All staff will undergo safeguarding training (including domestic abuse, neglect, prevent, CSE, CCE, contextual safeguarding and online safety) and information governance at induction.

5.2 Induction will include: -

- An explanation of systems within their school or college which support safeguarding
- This Child Protection and Safeguarding policy
- The school behaviour policy
- Staff behaviour policy/ code of conduct
- The schools safeguarding response to children who go missing from education
- Role of the Designated Safeguarding Lead (including the identity of the Designated Safeguarding Lead and any deputies).

5.3 Prevent training will be included in staff induction. Prevent training is available via BwD MeLearning and sessions are available to book via the Prevent Team. It is recommended that

staff complete the face to face prevent training as delivered by the prevent team as it provides bespoke education guidance and local information.

5.4 All staff will receive Prevent awareness training in accordance with Home Office advice or as informed by the school's prevent risk assessment/ PREVENT policy. This will be updated at least biennially.

https://www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html

Prevent duty guidance: Guidance for specified authorities in England and Wales

The Prevent duty: an introduction for those with safeguarding responsibilities - GOV.UK

5.5 Copies of the above policies along with a copy of the most recent Part One of Keeping Children Safe in Education will always be available for staff.

5.6 All staff will receive regular (at least annually) and relevant safeguarding training, including online safety, and regular updates to provide relevant skills and knowledge to safeguard children effectively.

5.7 All governors and trustees will receive appropriate safeguarding training, including online safety. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in our school are effective and support the delivery of a robust whole school approach to safeguarding. This training will be regularly updated.

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

5.9 All those involved with recruitment and employment of staff to work with children will receive appropriate safer recruitment training, the substance of which school at a minimum cover the content of Part Three of Keeping Children Safe in Education. At least one member of any interview panel must have completed this training.

5.10 The Designated Safeguarding Lead (and any deputies) will undergo training to provide them with the knowledge and skills required to carry out the DSL role. This training will be updated at least every two years.

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

5.12 The Designated Safeguarding Lead (and any deputies) will undertake Prevent awareness training.

5.13 Designated Safeguarding Leads will receive training that enables them to have a good understanding of harmful sexual behaviour.

6. Staff Responsibilities

6.1 All staff working with children are advised to maintain an attitude of 'it could happen here'. In a school setting, outside of a direct (child or parent) or indirect disclosure (3rd party raising concerns), indicators of unmet need, welfare concerns, abuse or neglect will demonstrate in a child's attainment, behaviour and/ or attendance.

6.2 All staff will read at least Part One of Keeping Children Safe in Education **2025** and demonstrate their understanding in their practice.

6.3 All staff will contribute to a safe environment in which children can learn.

6.4 All staff can identify children who may benefit from early help, be aware of their local early help process and understand their role in it.

6.5 All staff are expected to complete safeguarding induction.

6.6 All staff are expected to attend annual safeguarding training relevant to their role.

6.7 All staff should be aware of the process for making referrals to local authority children's social care, through the Multi Agency Safeguarding Hub (MASH).

6.8 All staff should be aware of the process for statutory assessments under the Children Act 1989, especially section 17 (Children in Need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.

6.9 All staff should know what to do if a child tells them they are being abused, exploited or neglected.

6.10 Staff should know how to manage the requirement to maintain an appropriate level of confidentiality.

6.11 All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe.

6.12 All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful.

6.13 All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues.

6.14 All staff should be aware that children can abuse other children (often referred to as child-on-child abuse) and should challenge inappropriate behaviours between children that are abusive in nature.

6.15 All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

6.16 All staff should be aware of the indicators that make children more vulnerable to risk e.g. SEND, gender orientation.

6.17 All staff should be aware of the indicators, which may signal children are at risk from, or are involved with, serous violent crime.

6.18 All staff should have the skills, knowledge and understanding to keep looked after children and previously looked after children safe.

6.19 All staff and volunteers should raise concerns about poor or unsafe practice and potential failures in the school's or college's safeguarding regime.

7. Governor Responsibilities

7.1 Governing bodies and proprietors must have regard to Keeping Children Safe in Education **2025**, ensuring policies, procedures and training in schools or colleges are effective and always comply with the law.

7.2 Governing bodies and proprietors should have a senior board level (or equivalent) lead to take leadership responsibility for their school's or college's safeguarding arrangements.

7.3 Governing bodies and proprietors should ensure that all governors and trustees receive appropriate safeguarding (including online) training at induction.

7.4 Governing bodies and proprietors should review the school Child Protection & Safeguarding policy annually and complete annual safeguarding training and updates.

7.5 Governing bodies and proprietors should ensure that those staff who work directly with children read at least part one of Keeping Children Safe in education.

7.6 Governing bodies and Proprietors should be aware of their obligations under the Human Rights Act 1998, the Equality Act 2010 (including the public sector Equality Duty), and their local multi-agency safeguarding arrangements.

7.7 Governing bodies and proprietors should carefully consider how they are supporting their pupils and students regarding protected characteristics – including age, sex, race, sexual orientation, gender reassignment, religion or belief, pregnancy and disability.

7.8 Governing bodies and proprietors should ensure they facilitate a whole school or college approach to safeguarding.

7.9 Governing bodies and proprietors should ensure an appropriate senior member of staff, from the school or college leadership team, is appointed to the role of Designated Safeguarding Lead.

7.10 Governing bodies and proprietors should ensure the Designated Safeguarding Lead has the appropriate status and authority within the school or college to carry out the duties of the post.

7.11 Governing bodies and proprietors should ensure that the school or college contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children 2023.

7.12 Governing bodies and proprietors recognise the importance of information sharing between practitioners and local agencies.

7.13 Governing bodies and proprietors should ensure that all staff undergo safeguarding (including online safety, which amongst other things, includes the understanding of the expectations, applicable roles, and responsibilities in relation to filtering and monitoring) at induction.

7.14 Governing bodies and proprietors should ensure that children are taught about how to keep themselves and others safe, including online.

7.15 Governing bodies and proprietors must ensure that appropriate filters and monitoring systems are in place and regularly review the effectiveness of these.

7.16 Governing bodies and proprietors should ensure online safety is a running and interrelated theme whilst devising and implementing their whole school or college approach to safeguarding.

7.17 When governing bodies and proprietors hire or rent out school or college facilities/ premises to organisations or individuals they should ensure that appropriate arrangements are in place to keep children safe and review the lettings policy as a result.

7.18 Governing bodies and proprietors should ensure they have clear systems and processes in place for identifying possible mental health problems.

7.19 Governing bodies of maintained schools and proprietors of academies must appoint a designated teacher for looked after children.

7.20 Governing bodies and proprietors should ensure that those involved with the recruitment and employment of staff to work with children have received appropriate safer recruitment training.

8. DSL responsibilities

8.1 The Designated Safeguarding Lead takes lead responsibility for safeguarding and child protection (including online safety). This is explicit in the DSL's job description.

8.2 The Designated Safeguarding Lead will keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record keeping.

8.3 When a child leaves school, the Designated Safeguarding Lead will transfer the child protection file to the new school or college within 5 days.

8.4 The Designated Safeguarding Lead liaises with the Designated Teacher, SENCO, Mental Health Lead/ First Aiders, and other staff to ensure those children who are potentially at greater risk are safeguarded effectively.

8.5 The Designated Safeguarding Lead will raise awareness of safeguarding throughout school by:

- Ensuring all staff read and understand this policy and at least part one of Keeping Children Safe in Education 2025
- Updating this policy at least annually
- Ensure this policy is available publicly
- Ensuring that parents know about school's duty to refer suspected cases of abuse
- Linking with DSL networks and the local authority to make sure staff are aware of any opportunities for training and increasing knowledge of local agencies available to support children and families.

8.6 The Designated Safeguarding Lead will provide support to staff to carry out their safeguarding duties.

8.7 The Designated Safeguarding Lead will liaise closely with other services such as local authority Children's Social Care and Early Help.

8.8 The Designated Safeguarding Lead (and any deputies) will access and engage with training to provide them with the knowledge and skills required to carry out the role. This training will be updated at least every two years.

8.9 The Designated Safeguarding Lead (and any deputies) will undertake Prevent awareness training. This training will be updated in accordance with schools Prevent risk assessment and BwD Safeguarding Children Partnership advice. See PREVENT section below.

8.10 The Designated Safeguarding Lead (and any deputies) are aware of local procedures for making a Prevent referral. See PREVENT section below.

8.11 The Designated Safeguarding Lead (and deputies) will consider whether children are at risk of abuse or exploitation in situations outside their family/home.

8.12 The Designated Safeguarding Lead or deputy will always be available, during school hours to discuss safeguarding concerns.

8.13 The Designated Safeguarding Lead (and deputies) will lead on liaising with other agencies and setting up an Early Help assessment/ CAF as appropriate.

8.14 The Designated Safeguarding Lead (and deputies) will take a leading role on cases of child-on-child abuse and liaise with other agencies such as the police and children's social care in determining how to manage such cases.

8.15 The Designated Safeguarding Lead will be aware of the local response to sexual violence and sexual harassment between children.

9. Procedures & Referrals

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

9.2 **Child Protection**

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

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

9.4 **Referral to Children's Social Care MASH BwD 01254 666400**

Multi-Agency Safeguarding Hub (MASH) | Blackburn with Darwen Borough Council Complete the Request for Service Form

9.5 A professional making a child protection referral under S47 must provide information that highlights what the child's unmet needs (underlying risk factors) are as well as high risk indicators that potentially identify the child may be suffering or likely to suffer significant harm.

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

9.7 **Consent from Parents/ carers**

The school will normally seek to discuss any concerns about a pupil with their parents/ carers if it is safe to do so and ask for consent to share information and concerns with other agencies e.g. the MASH. Tell them what information you are going to share, who with and why you think it is the right thing to do.

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

(consent is not required if the DSL id requesting advice from the MASH without sharing any information about the child/ family involved).

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

In Summary

You need consent to:

- Make a referral or request for a service to another agency or arrange a multi-agency meeting
- Consult with other agencies about a family to help you to determine what support they might need where you are sharing their personal details.

You do not need consent to:

- Have a conversation with the Multi-Agency Safeguarding Hub (MASH) or Designated Safeguarding Lead within your organisation where you do not share identifiable details of the family.

You do not need consent, nor should you delay, but should, wherever possible, inform the family when:

- You are concerned that a child/ young person, family member or other person has come to, or is likely to come to significant harm and you need to share this with other agencies so that they can take steps to ensure their safety.

9.8 **Allegations**

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

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

Allegations Against Staff or Volunteers

9.10 **Referral to the Local Authority Designated Officer**

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

9.11 **Low-Level Concerns**

Concerns about conduct which do not meet the harm threshold must still be referred to the school DSL/ headteacher in a timely manner. Low level concerns should be recorded in accordance with the School Low Level Concerns Policy.

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

9.13 **FGM Mandatory Reporting Duty**

There is statutory duty upon teachers that they must report to the police cases where they discover that an act of FGM appears to have been carried out. It will be rare for teachers to see visual evidence of FGM, and they should not be examining pupils or students, but the same definition of what is meant by "to discover that an of FGM appears to have been carried out " is used for all professionals to whom this mandatory reporting duty applies.

Female Genital Mutilation

9.14 **Referral to Prevent and Channel Panel**

The Designated Safeguarding Lead (or deputy) will consider a referral to Prevent when there are concerns about a child being radicalised.

Radicalisation, Terrorist and Extremist Ideology

10. Record Keeping

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

10.2 The record keeping system used in our school is: **CPOMS**

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

10.4 All safeguarding and child protection concerns, discussions and decisions made and the reasons for those decisions, will be recorded on **CPOMS**

10.5 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
- Pupil voice where appropriate

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

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

10.8 Child protection information will be stored and handled in line with guidance from the Information Commissioner's Office - GOV.UK and the UK GDPR requirements.

10.9 If in doubt about recording requirements, staff will discuss this with the Designated Safeguarding Lead (or deputy).

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

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

11. Information Sharing

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

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

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

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

11.5 Information sharing advice for safeguarding practitioners - GOV.UK supports staff who have to make decisions about sharing information.

11.6 It is recommended that education professionals read Data protection in schools - Guidance - GOV.UK It is aimed at staff, governors and trustees, and sets out how to: comply with data

protection law; develop data policies; understand what staff and pupil data to keep; and prevent personal data breaches.

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

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

12. Children potentially at greater risk of harm

Whilst ALL children require safeguarding and protecting, some groups of children, are

Potentially at greater risk of harm than others.

12.1 **Children who need a social worker (Child in Need and Child Protection Plans)** where children need a social worker, this should inform decisions about safeguarding and about promoting welfare.

12.2 **Children missing from education and children absent from school/college**

- It is recognised that when children go missing from education, particularly with unexplained and/or persistent absences, this can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation – particularly county lines.
- When a child goes missing from education, local CME procedures will be followed to safeguard the child and help prevent the risk of them going missing in the future.
- Further information, guidance and the local procedure for referring CME is available within the school attendance policy, or from the attendance officer/lead.

12.3 **Children who are absent for repeated or prolonged periods of time can be at risk of a range of safeguarding possibilities. Further information and guidance to improve attendance** can be found in Working together to improve school attendance - GOV.UK to support early intervention and prevent the child going missing in the future.

12.4 **Elective Home Education (EHE)**

- Home education can mean some children are less visible to the services that are there to keep them safe.
- Leaders including DSLs and deputies will familiarise themselves with DfE guidance Elective home education - GOV.UK
- Where a parent/ carer has expressed their intention to remove a child from school with a view to educating at home, the DSL will be informed and will endeavour to co-ordinate a meeting with the LA and other key professionals and parents/ carers where possible.

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

12.5 **Children requiring mental health support**

- Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation
- Staff will recognise and respond to indicators that a child may require mental health support and alert DSLs as with any other safeguarding concern
- DSLs will be aware of and source appropriate mental health support using referral systems and escalation where necessary.

12.6 **Children looked After and Children Previously looked After**

- We ensure that staff have the skills knowledge and understanding to keep children looked after and children previously looked after safe.
- We promote the educational achievement of registered pupils who are looked after, by working with the local authority and appointing a designated teacher for these children.

12.7 **Children who are lesbian, gay, bi or trans (LGBTQAI+)**

We endeavour to reduce the additional barriers faced by children who are LGBTQAI+ and provide a safe space for them to speak and share their concerns with a member of staff.

Guidance for Schools and Colleges: Gender Questioning Children

12.8 **Children with special educational needs and disabilities (SEND)**

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

- Assumptions that indicators or possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- Being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- Being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in managing or reporting these challenges.
- Cognitive understanding – being unable to understand the difference between fact and fiction in online content and then reporting the content/ behaviours in schools or colleges or the consequences of doing so

12.9 We therefore consider extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place.

12.10 DSLs Liaise with relevant staff, in particular the SENCO when there is a safeguarding concern or a child with SEND.

13. Child-on-child abuse

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

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

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

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

- Developing and maintain respectful and trusting relationships with all children
- Developing and delivering a curriculum that educates children about safe and healthy relationships and behaviour
- Creating a culture with a zero-tolerance approach to abuse
- Never accepting harmful behaviour as 'banter', 'just having a laugh', 'part of growing up' or 'boys being boys' and never reinforcing harmful gender stereotypes.
- Challenge inappropriate behaviours between children in accordance with our behaviour and anti-bullying policies

13.4 Children can confidently report any form of abuse, including abuse from peers by speaking with any adult in school, however, our Pupil Wellbeing Co-ordinator and two ELSA's are available throughout each day to speak to children.

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

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

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

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

13.9 All staff will record the concern or allegations of child-on-child abuse using the school's record keeping system.

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

13.11 When an allegation of sexual violence or harassment is made the Designated Safeguarding Lead (or deputy), will consider the following:

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

13.12 When there has been a report of sexual violence, the Designated Safeguarding Lead (or a deputy) will make an immediate risk and needs assessment.

13.13 When there has been a report of sexual harassment, the Designated Safeguarding Lead will consider whether a risk assessment is required

13.14 Risk assessments will be documented and kept under review

13.15 The Designated Safeguarding Lead (or deputy) should engage with local authority children's social care and specialist services as required

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

13.17 Staff should follow the guidance Sharing nudes and semi-nudes: how to respond to an incident (overview) (updated March 2024) - GOV.UK

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

- Internal Pastoral support
- Early Help Assessment
- Referral to specialist services such as Local Authority Children's Social Care

14 Online Safety

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

14.2 We recognise that there are unique risks associated with online safety and the Designated Safeguarding Leads have the relevant knowledge and up to date capability required to manage such risks.

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

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

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

14.6 There is an effective online safety policy in place which outlines such mechanisms in greater detail.

14.7 School have an effective filtering and monitoring system to identify online misuse. Reports are received weekly/ daily by Designated Safeguarding Lead and Deputy to action and investigate.

14.8 School can use the DfE tool to self-assess against the filtering and monitoring standards and receive personalised recommendations on how to meet them.

Plan technology for your school - GOV.UK

14.9 School will keep up to date with developments in the use of Artificial Intelligence (AI) and refer to BwD and DfE support including https://www.gov.uk/government/publications/generative-ai-product-safety-expectations/generative-ai-product-safety-expectations

to use generative AI safely, ensuring filtering and monitoring systems are applied to AI in education.

15. Domestic Abuse

15.1 The Domestic Abuse Act 2021 recognises and considers Children as Victims of Domestic Abuse, if they are witness to incidents whereby, they hear, see and experience domestic abuse and its effects and they are related to either the victim or the perpetrator of Domestic Abuse. The Act enables children to be protected by law and be offered support as necessary. Domestic Abuse Act 2021 (Legislation.gov.uk)

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

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

16. Operation Encompass / PSR

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

16.2 School will also receive Police Safeguarding reports (PSRs) following police attendance at any incident of a safeguarding nature involving family where children are present. These are detailed accounts which should **only** be shared in their entirety with DSLs.

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

16.4 Upon Receipt of a PSR, this should **not** be copied in its entirety onto the child's record. However, a summary of the information and any actions taken can be recorded on the child's file, for example 'PSR received regarding an assault in the property- XX witnessed'.

16.5 The DSL/ Key Adult will conduct an individual assessment of the child' needs and decide on any school routine modifications that need to be made.

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

17. Honour Based Abuse

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

18. Child Exploitation and Child Criminal Exploitation

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

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

Child Sexual Exploitation and Child Criminal Exploitation

Child sexual exploitation - *Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.* Working together to Safeguard children: DFE December 2023 p.54

Child criminal exploitation - *As set out in the Serious Violence Strategy 2023, published by the Home Office, where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18 into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. Child criminal exploitation does not always involve physical contact; it can also occur through the use of technology.* Working together to Safeguard children: DFE December 2023 p154

19. Neglect

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

19.2 Neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion for home or abandonment); protect from physical and emotional harm or danger, ensure adequate supervision (including the use of inadequate care givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

19.3 for training resources: Safeguarding- Neglect Awareness Course details - Blackburn with Darwen Learning

20. Prevent Duty

20.1 There is clear guidance for schools and childcare providers on 'preventing' children and young people from being drawn into terrorism. The Prevent duty: safeguarding learners vulnerable to radicalisation - GOV.UK

20.2 Localised support including assemblies and workshops for children are provided by the Local Prevent Education Officers and the Community Safety Team.

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

21. Safer Recruitment

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

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

- Advert
- Application form
- Shortlisting
- Checking employment history and references
- Interview and selection

21.3 Appropriate pre-employment vetting and checks will be undertaken to help identify whether a person may be unsuitable to work with children or is legally prohibited.

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

- Verification of a candidate's identity
- An enhanced DBS check (including children's barred list information, for those who will be engaging in regulated activity with children)
- When using the DBS update service, the original physical DBS certificate will be checked
- Verification of the person's right to work in the UK, including EU nationals.

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

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

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

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

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

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

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

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

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

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

21.14 School do not keep copies of DBS certificates.

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

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

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

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

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

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

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

21.22 All governors have an appropriate level of DBS check.

21.23 New checks on existing staff will only be undertaken when:

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

22. Safeguarding concerns and allegations made about staff.

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

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

22.2 When any such allegation is made BwD SCP procedures will be followed Allegations Against Staff or Volunteers

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

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

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

22.5 All staff will report any low-level safeguarding concerns to the DSL (or a nominated person (such as a values guardian/ safeguarding champion)), or with the head teacher/ principle.

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

22.7 Low-level concerns are managed sensitively and proportionately.

22.8 Low-level concerns can help identify any weakness in the school or college's safeguarding system.

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

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

23. Associated and related policies

Code of Conduct / Staff Behaviour Policy

Online Safety Policy

Acceptable Use of IT / Social Media Policy

Attendance and Punctuality Policy

Lettings Policy

Behaviour Management Policy

Anti-Bullying Policy

SEND Policy

Intimate Care Policy

PREVENT Policy