



# Bolton-le-Sands C of E Primary School

With God at the centre, we reach out to support each other in learning, growth and community.

## SAFEGUARDING AND CHILD PROTECTION POLICY

### MISSION STATEMENT

At Bolton-le-Sands Church of England Primary School, we believe that God is at the centre of all we aim to do. It is our goal to ensure that all members of our school community are given the opportunity to get to know God and thank Him for His goodness to us. We are the village school and are at the heart of this village community, all members of this community are made welcome at our school because, it is our faith that, **“with God at the centre, we reach out to support each other in learning, growth and community.”**

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## PURPOSE

The purpose of this Safeguarding Policy is to ensure every child who is a registered pupil at Bolton-le-Sands CE Primary School is safe and protected from harm. The Department for Education (DfE) 'Keeping Children Safe in Education' (KCSIE September 2020), states that safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- Protecting children from maltreatment.
- Preventing 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.

This policy will give clear direction to all stakeholder about expectations and our legal responsibility to safeguard and promote the welfare of all children at our school.

Bolton-le-Sands CE Primary School fully recognises the contribution it can make to protect children from harm and to support and promote the welfare of all children who are registered pupils at our school. This policy applies to all stakeholders; pupils, staff, parents, governors, volunteers and visitors.

No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

The Children Acts 1989 and 2004, states a child is anyone who has not reached their 18<sup>th</sup> birthday. The commitment to safeguarding and promoting the welfare of children however will extend to all children who visit Bolton-le-Sands CE Primary School as well as all pupils of school.

## DEFINITIONS

The terms "children" and "child" refer to anyone under the age of 18.

Children can abuse other children. This is generally referred to as **peer on peer abuse** and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

For the purposes of this policy, "**sexual violence**" refers to the following offences as defined under the Sexual Offences Act 2003:

- **Rape:** A person (A) commits an offence of rape if they intentionally penetrate the vagina, anus or mouth of another person (B) with their penis, B does not consent to the penetration, and A does not reasonably believe that B consents.
- **Assault by penetration:** A person (A) commits an offence if they intentionally penetrate the vagina or anus of another person (B) with a part of their body or anything else, the penetration is sexual, B does not consent to the penetration, and A does not reasonably believe that B consents.
- **Sexual assault:** A person (A) commits an offence of sexual assault if they intentionally touch another person (B), the touching is sexual, B does not consent to the touching, and A does not reasonably believe that B consents.
- **Causing someone to engage in sexual activity without consent:** A person (A) commits an offence if they intentionally cause another person (B) to engage in an activity, the activity is sexual, B does not

consent to engaging in the activity, and A does not reasonably believe that B consents. This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.

For the purposes of this policy, “**sexual harassment**” refers to unwanted conduct of a sexual nature that occurs online or offline, inside or outside of school. Sexual harassment is likely to violate a pupil’s dignity, make them feel intimidated, degraded or humiliated, and create a hostile, offensive, or sexualised environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence. Sexual harassment can include, but is not limited to:

- Sexual comments, such as sexual stories, lewd comments, sexual remarks about clothes and appearance, and sexualised name-calling.
- Sexual “jokes” and taunting.
- Physical behaviour, such as deliberately brushing against someone, interfering with someone’s clothes, and displaying images of a sexual nature.
- Online sexual harassment, which may be standalone or part of a wider pattern of sexual harassment and/or sexual violence. This includes:
  - The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
  - Sharing unwanted explicit content.
  - Upskirting.
  - Sexualised online bullying.
  - Unwanted sexual comments and messages, including on social media.
  - Sexual exploitation, coercion, and threats.

**Upskirting** refers to the act, as identified in the Voyeurism (Offences) Act 2019, of taking a picture or video under another person’s clothing, without their knowledge or consent, with the intention of viewing that person’s genitals or buttocks, with or without clothing, to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Upskirting is a criminal offence. Anyone, including pupils and staff, of any gender can be a victim of upskirting.

**Consensual and non-consensual sharing of nude and semi-nude images and/or videos**, colloquially known as “**sexting**” and “**youth produced imagery**”, is defined as the sharing between pupils of sexually explicit content, including indecent imagery. Indecent imagery is defined as an image which meets one or more of the following criteria:

- Nude or semi-nude sexual posing
- A child touching themselves in a sexual way
- Any sexual activity involving a child
- Someone hurting a child sexually
- Sexual activity that involves animals

**Consent** is defined as having the freedom and capacity to choose to engage in sexual activity. Consent may be given to one sort of sexual activity but not another and can be withdrawn at any time during sexual activity and each time activity occurs. A person only consents to a sexual activity if they agree by choice to that activity and has the freedom and capacity to make that choice. Children under the age of 13 can never consent to any sexual activity. The age of consent is 16.

0.	KEY AREA	
1.	COVID – 19	<p>Keeping Children Safe in Education (KCSIE) remains in force throughout the response to coronavirus (COVID-19). However, Bolton-le-Sands CE Primary School recognises that further measures or adaptations to current policies and procedures may be required in response to the pandemic. Any such measures will be detailed and communicated through addendums to the policy, when necessary, and shared with all stakeholders. Bolton-le-Sands CE Primary School will continue to follow up to date Government Guidance.</p>
2.	Law and Guidance	<ul style="list-style-type: none"> <li>• <a href="#">Education Act 2002</a>: Section 175 of the Education Act 2002 requires local education authorities and the governors of maintained schools and further education (FE) colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.</li> <li>• Section 157 of the same act and the Education (Independent Schools Standards) (England) Regulations 2003 require proprietors of independent schools (including academies and city technology colleges) to have arrangements to safeguard and promote the welfare of children who are pupils at the school.</li> <li>• <a href="#">Working Together to Safeguard Children 2018</a> sets out organisational responsibilities for schools and colleges and this applies to maintained, independent, academies, free schools and alternative non provision academies. This is the <b>government's statutory guidance</b> for all organisations and agencies who work with, or carry out work related to, children in the United Kingdom.</li> <li>• <a href="#">Keeping Children Safe in Education 2021</a>: The Department for Education (DfE) has updated the statutory safeguarding and child protection guidance for schools and colleges in England, Keeping children safe in education. This guidance sets out what schools and colleges in England must do to safeguard and promote the welfare of children and young people under the age of 18.</li> <li>• <a href="#">Guidance for Safer Working Practice (with Addendum April 2020)</a></li> <li>• <a href="#">The Children Act 1989</a></li> <li>• <a href="#">The Children Act 2004</a></li> <li>• <a href="#">The Prevent Duty</a>: The Prevent duty is the duty in the Counter-Terrorism and Security Act 2015 that's sets out guidance for the LA and its partners to have due regard to the need to prevent people from being drawn into terrorism.</li> <li>• <a href="#">FGM</a> as set out in the Female Genital Mutilation Act 2003 ("the 2003 Act"), as amended by the Serious Crime Act 2015.</li> </ul> <p>Relevant Non-Statutory Guidance:</p> <ul style="list-style-type: none"> <li>• DfE (2015) '<a href="#">What to do if you're worried a child is being abused</a>'</li> <li>• DfE (2018) '<a href="#">Information sharing</a>'</li> <li>• DfE (2017) '<a href="#">Child sexual exploitation</a>'</li> <li>• DfE (2021) '<a href="#">Sexual violence and sexual harassment between children in schools and colleges</a>'</li> <li>• DfE (2021) '<a href="#">Recruit teachers from overseas</a>'</li> <li>• DfE (2020) '<a href="#">Sharing nudes and semi-nudes: advice for education settings working with children and young people</a>'</li> </ul>
3.	Ethos	<p><b>Bolton-le-Sands CE Primary School recognises that high self-esteem, confidence, peer support and clear lines of communication with trusted adults helps all children, especially those at risk of, or suffering abuse. We therefore ensure that:</b></p> <ul style="list-style-type: none"> <li>• ALL staff, volunteers and governors contribute to an ethos where children feel secure and safe.</li> </ul>

		<ul style="list-style-type: none"> <li>• ALL children have opportunities to communicate and know that they are listened to.</li> <li>• ALL children's wishes, feelings and views will be taken into account when decisions are being made about how to keep them safe.</li> <li>• ALL children know that they can communicate with any adult in school if they are worried or in difficulty.</li> <li>• ALL staff and volunteers will contribute to providing a curriculum which will equip children with the skills they need to stay safe and be able to communicate when they do not feel safe.</li> <li>• ALL staff and volunteers will contribute to providing a curriculum which will help children develop an attitude which will enable them to enter adulthood successfully and reach their full potential.</li> <li>• ALL staff, volunteers and governors will establish effective, supportive and positive relationships with parents, carers, pupils and professionals.</li> </ul>
4.	<p style="text-align: center;"><b>Roles &amp; Responsibilities</b></p>	<p><b>Bolton-le-Sands CE Primary School is committed to providing the relevant personnel with clear and explicit roles and responsibilities to ensure accountability when safeguarding children. We therefore ensure that:</b></p> <p><b>All adults, including volunteers, working in or on behalf of the school will:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding that safeguarding is everyone's responsibility.</li> <li>• Maintain and demonstrate a mind set of "it could happen here" <b>and consider, at all times, what is in the best interests of the child.</b></li> <li>• Do all they can within the capacity of their role, to keep ensure that children are protected from harm.</li> <li>• Be fully aware of the importance of mental health in relation to safeguarding and are aware of the addition of mental health in the definition of safeguarding.</li> <li>• <b>Contribute to providing a curriculum which will equip children with the skills to keep themselves safe and develop an attitude which will enable them to enter adulthood successfully and reach their full potential.</b></li> <li>• 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.</li> <li>• Do all they can within the capacity of their role, to ensure that children grow up in circumstances consistent with safe and effective care.</li> <li>• Do all they can within the capacity of their role, to ensure that children have the best outcomes.</li> <li>• Report cases of suspected abuse or concerns to the DSL. This will be done as soon as possible verbally and then recorded using CPOMS.</li> <li>• Report lower level concerns to the DSL, and where appropriate, recording this via CPOMS.</li> <li>• Monitor all pupils, particularly those that are deemed vulnerable.</li> <li>• Report any concerns regarding adults conduct to the Headteacher, if the concern is about the Headteacher, concerns should be reported to the Chair of Governors immediately.</li> <li>• Know that concerns should be acted on immediately and they should always speak to the DSL or Deputy DSL, recognising that early information sharing is vital in keeping children safe. In exceptional circumstances staff will consider speaking to a member of SLT or Children's Social Care to discuss safeguarding concerns if the DSL is not immediately available.</li> <li>• Understand that ANYBODY can make a referral.</li> </ul>

- Be aware of the process for making referrals to children’s social care and 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.
- Undertake safeguarding training, including online safety training, during induction and subsequently on a regular basis, including receiving bulletins, emails and briefings.

**Teachers, including the headteacher, have a responsibility to:**

- Safeguard pupils’ wellbeing and maintain public trust in the teaching profession as part of their professional duties, as outlined in the ‘Teachers’ Standards’.

**The Governing Body will:**

- Ensure that the policies, procedures and training in Bolton-le-Sands CE Primary School are effective and comply with the law at all times.
- Ensure that safeguarding policies and procedures are followed by all staff.
- Put in place safeguarding responses in cases where children go missing from education.
- Appoint a DSL and back-ups and ensure that they are provided with appropriate support, funding, training, resources and time to carry out their role.
- Ensure that the school complies with its duties under the above child protection and safeguarding legislation.
- Ensure that safeguarding procedures take into account local guidance including Lancashire Continuum of Need and Thresholds Guidance.
- Ensure that staff members undergo safeguarding training at induction.
- Ensure that DSLs and all staff, volunteers and Governors are trained and updated regarding safeguarding regularly in compliance with Keeping Children Safe in Education 2021.
- Ensure that children are safe online by ensuring that appropriate filters and monitoring systems are in place.
- Ensure that safeguarding is embedded within the curriculum.
- Prevent people who pose a risk of harm from working with children.
- Ensure there are procedures in place to manage allegations against Class Teachers, Headteachers, volunteers and other staff including supply staff.
- Ensure staff in school are aware of, and policies reflect, an understanding of specific issues such as peer on peer abuse and safeguarding children with disabilities and special educational needs.
- Ensure that all practice and procedures operate with the **best** interests of the child at their heart.
- Appoint a designated teacher to promote the education of CLA.
- Ensure that all staff are aware of safeguarding issues and vulnerabilities associated with CLA.
- Ensure a named Governor takes leadership responsibility for safeguarding arrangements.
- Facilitate and support a whole-school approach to safeguarding; this includes ensuring that safeguarding and child protection are at the forefront and ethos remains consistently high.

**The DSL will:**

**Be fully familiar with the role of the DSL as detailed in Keeping Children Safe in Education 2020, Annex B and adhere to this role. This includes, but is not conclusive to:**

- Take **lead responsibility** for safeguarding and child protection, [including online safety and creating a visible safeguarding culture](#).
- Act as a point of contact with the 3 safeguarding partners.
- **Manage referrals:**
  - To CSC where abuse and neglect are suspected, and support staff who make referrals CSC
  - To the Channel programme where radicalisation concerns arise, and support staff who make referrals to the Channel programme
  - To the DBS where a person is dismissed or has left due to harm, or risk of harm, to a child.
  - To the police where a crime may have been committed, in line with the National Police Chiefs' Council (NPCC) guidance
  - And to any other appropriate identified agency or partner.
- Work together with other agencies in order to improve outcomes for children.
- Attend DSL training every 2 years.
- Undertake Prevent awareness training.
- Update their skills and knowledge on a regular basis, but at least annually.
- Raise awareness of safeguarding throughout school and act as a point of support for all staff.
- [Work with relevant staff, taking lead responsibility for promoting educational outcomes for children, by understanding the lasting impact that adversity and trauma can have on children's behaviour, mental health and wellbeing, knowing the 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 their attendance, engagement and achievement at school.](#)  
This includes:
  - Ensuring that the school knows which pupils have or had a social worker
  - Understanding the academic progress and attainment of these pupils
  - Maintaining a culture of high aspirations for these pupils
  - Supporting teachers to provide additional academic support or reasonable adjustments to help these pupils reach their potential
- Ensure that this policy is reviewed annually and is available publicly.
- Maintain, update and amend the school's safeguarding portfolio regularly, using CPOMS are the main, secure space for all safeguarding related information.
- [Ensure all stakeholders understand the Child Protection Policy, Keeping Children Safe in Education 2021 and internal procedures to report any concerns are transparent and understood by all. Ensure this information is given in induction and at regular intervals/ training](#)
- Ensure that parents are aware of schools responsibilities regarding safeguarding and child protection.
- Maintain accurate safeguarding records that are stored securely, using our online CPOMS system.
- Be available during school hours.
- Arrange cover of DSL role for any out of hours/out of term activities.
- Represent school in multi-agency meetings.

		<ul style="list-style-type: none"> <li>• Be provided with appropriate support and supervision in order to carry out the role safely and effectively.</li> <li>• Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation.</li> <li>• Take a holistic view to ensure wider environmental factors are considered which may be a threat to safety and welfare of children (Contextual Safeguarding).</li> <li>• Be responsible for the sharing of child protection files when a child moves to a new school or college.</li> <li>• Liaise with the Local Authority Personal Advisors for any Care Leavers.</li> <li>• We recognise that Deputy DSL's must be trained to same standard as the DSL.</li> <li>• A designated teacher has a responsibility for promoting the educational achievement of CLA and previously CLA (PLAC), and for children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.</li> </ul>
5.	<p><b>Induction, Training &amp; Updates</b></p>	<p><b>Bolton-le-Sands CE Primary School we recognise the importance of ongoing staff training and development to keep staff aware of emerging issues and keeping the ethos of safeguarding high. Everybody has a role to play in safeguarding our children and we strive to ensure all staff are well informed and know what to do if they have any concerns. Staff members will undergo safeguarding and child protection training at induction, which will be updated on a regular basis and/or whenever there is a change in legislation.</b></p> <ul style="list-style-type: none"> <li>• ALL staff and volunteers will receive Safeguarding Training on induction using <b>Bolton-le-Sands CE Primary School</b> Safeguarding Induction Pack which includes <a href="#">Keeping Children Safe in Education (Part One)</a>, <a href="#">Guidance for Safer Working Practice</a>, <a href="#">School Code of Conduct and Staff Handbook</a>.</li> <li>• Staff induction will also include Child Protection Policy, Staff Behaviour Policy, Role of the DSL and Deputies, Pupil Behaviour Policy and Safeguarding response to children who go missing from education.</li> <li>• ALL staff and volunteers will receive Safeguarding Training (at least) annually.</li> <li>• The DSL/s will provide ALL staff, volunteers and governors with regular safeguarding updates.</li> <li>• ALL staff, volunteers and governors will read and show an understanding of any updates that are provided.</li> <li>• DSLs will attend DSL training every 2 years.</li> <li>• DSLs will update their knowledge, skills and understanding of relevant safeguarding issues on a regular basis.</li> <li>• The DSL will undertake Prevent awareness training.</li> <li>• At least one member of staff and one governor will attend Safer Recruitment Training. As good practice, this will be renewed every 5 years.</li> <li>• ALL staff, volunteers and governors will undertake any additional specialised training on matters such as Child Sexual Exploitation, Prevent, Peer on Peer abuse, Online Safety, FGM etc as is deemed necessary by the SLT/DSL and that is particularly relevant to the context and needs of the setting.</li> <li>• Any staff member will discuss any specific training requirements or gaps in knowledge or understanding with the DSL/s.</li> <li>• Detailed records will be held of staff safeguarding training.</li> </ul>

6.	<p><b>Multi-Agency Working</b></p>	<p>The school contributes to multi-agency working as part of its statutory duty. The school is aware of and will follow the local safeguarding arrangements. Further details on <a href="http://www.lancshiresafeguarding.org.uk">www.lancshiresafeguarding.org.uk</a></p> <ul style="list-style-type: none"> <li>• The school will be fully engaged, involved, and share information with local safeguarding arrangements. Once the school is named as a relevant agency by local safeguarding partners, it will follow its statutory duty to cooperate with the published arrangements in the same way as other relevant agencies.</li> <li>• The school will work with Children &amp; Family Well – Being Team, CSC, the Police, Health services and other relevant partners and agencies for the benefit of families and children ensuring contribution to multi-agency plans to provide additional support.</li> <li>• Where a need for early help is identified, the school will allow access for CSC from the host LA and, where appropriate, a placing LA, for that LA to conduct (or consider whether to conduct) a section 17 or 47 assessment.</li> <li>• School Name also recognises the particular importance of inter-agency working in identifying and preventing CSE and CCE.</li> <li>• Information sharing</li> <li>• The school recognises the importance of proactive information sharing between professionals and local agencies in order to effectively meet pupils’ needs and identify any need for early help.</li> <li>• Considering the above, staff will be aware that whilst the UK GDPR and the Data Protection Act 2018 place a duty on schools to process personal information fairly and lawfully, they also allow for information to be stored and shared for safeguarding purposes – data protection regulations do not act as a barrier to sharing information where failure to do so would result in the pupil being placed at risk of harm.</li> <li>• Staff members will ensure that fear of sharing information does not stand in the way of their responsibility to promote the welfare and safety of pupils. If staff members are in doubt about sharing information, they will speak to the DSL or deputy DSL(s).</li> </ul>
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7.	<p style="text-align: center;"><b>Child Protection</b></p>	<p><b>Bolton-le-Sands CE Primary School is committed to PREVENTING abuse, PROTECTING children from abuse and SUPPORTING those involved in cases of abuse. We therefore ensure that:</b></p> <ul style="list-style-type: none"> <li>• ALL staff and volunteers understand the importance of teaching children how to keep themselves safe from all types of abuse.</li> <li>• ALL staff and volunteers seek out opportunities that are relevant to their role, to teach children the skills to keep themselves safe.</li> <li>• ALL staff and volunteers make and maintain positive and supportive relationships with children which enable children to feel safe and valued.</li> <li>• Safeguarding has a high status throughout school by being on the agenda at staff meetings/briefings, information being readily available on notice boards, regular updates through termly newsletters.</li> <li>• ALL staff feel confident in approaching DSLs to raise concerns.</li> <li>• ALL staff and volunteers have an understanding of the four categories of abuse; NEGLECT, EMOTIONAL ABUSE, SEXUAL ABUSE, PHYSICAL ABUSE.</li> </ul> <p><b>Abuse</b> is defined as a form of maltreatment of a child which involves inflicting harm or failing to act to prevent harm. Children may be abused in a family, institutional or community setting by those known to them or by others, e.g. via the internet. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by one or multiple adults or other children.</p> <p><b>Physical abuse</b> is defined as a form of abuse which may involve actions such as hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical abuse can also be caused when a parent fabricates the symptoms of, or deliberately induces, illness in a child. Staff are aware of Female Genital Mutilation, a form of Physical abuse.</p> <p><b>Emotional abuse</b> is defined as the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development. This may involve conveying to a child that they are worthless, unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child the opportunities to express their views, deliberately silencing them, ‘making fun’ of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children, such as interactions that are beyond their developmental capability, overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, including cyberbullying, causing the child to frequently feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, but it may also occur alone.</p> <p><b>Sexual abuse</b> is defined as abuse that involves forcing or enticing a child to take part in sexual activities, not necessarily involving violence, and regardless of whether the child is aware of what is happening. This may involve physical contact, including assault by penetration, or non-penetrative acts, such as masturbation, kissing, rubbing, and touching outside of clothing. It may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can be perpetrated by people of any gender and age.</p>
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**Neglect** is defined as the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of a child's health or development. This may involve a parent or carer failing to provide a child with adequate food, clothing or shelter (including exclusion from home or abandonment); failing to protect a child from physical or emotional harm or danger; failing to ensure adequate supervision (including through the use of inappropriate caregivers); or failing to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

- We will use Lancashire's Neglect Strategy 2019 and accompanying toolkit to identify and assess children whose developmental needs are being insufficiently met at an early stage, placing them at risk of achieving poor educational, emotional and social outcomes.
- [Lancashire Multi-Agency Neglect Strategy](#), [Neglect Toolkit](#)
- ALL staff and volunteers understand that there are other ways in which children can be abused such as; Online, Child Sexual Exploitation, Female Genital Mutilation, Honour Based Abuse, Radicalisation, Trafficking, Slavery, Peer Abuse, Forced Marriage and others.
- ALL staff and volunteers have the knowledge, skills and expertise to recognise the signs and symptoms of all types of abuse.
- All staff, if they have concerns, these should be acted on immediately: early information sharing being vital in keeping children safe. In exceptional circumstances staff should consider speaking to a member of SLT or Children's Social Care to discuss safeguarding concerns if the DSL is not immediately available.
- DSLs keep up to date with emerging and specific safeguarding issues and update training accordingly.
- DSLs update staff and volunteers knowledge and understanding of such issues in order for them to be able to identify children who are at risk of such specific safeguarding issues.
- ALL staff and volunteers will maintain and demonstrate an attitude of "it can happen here."
- ALL staff and volunteers are child-centred in their practice and act in the best interests of the child at all times
- ALL staff recognise and understand that behaviour can be a child's way of communicating distress and changes to behaviour may be an indicator of abuse.
- ALL staff and volunteers have the skills to respond appropriately and sensitively to disclosures or allegations of abuse.
- ALL staff and volunteers report cases of suspected abuse to the DSL. This will be done as soon as possible verbally and then recorded on CPOMS.
- Where a child is at risk of immediate harm, ALL staff understand that they must refer to the Police or Children's Social Care.
- ALL staff and visitors know how to refer to Children's Social Care.
- DSLs will make a Section 47 referral to Children's Social Care where a child is in need of protection, has been significantly harmed or is at risk of significant harm, using [Lancashire of Need and Thresholds Guidance](#) and [Risk Management Toolkit](#) to determine whether this threshold has been met.
- This referral will be done by telephone and followed with a [CSC Referral Form](#) as soon as possible.

- Consent from parents/carers and child (if age appropriate) will be sought prior to this referral, except where this will cause delay or place anyone at risk.
- Where consent is not given, parents and carers are informed that a referral will still be made, except where this will cause delay or place anyone at risk.
- DSLs adhere to policy, procedures and guidance from Lancashire Children's Safeguarding Assurance Partnership (Formally Lancashire Safeguarding Children's Board) with regard to sharing information.
- DSLs contribute to Strategy Discussions, Strategy Meetings, Initial and Review Child Protection Conferences, Core Group Meetings and other CP meetings.
- DSLs or another appropriate member of staff, will attend CP meetings, produce and present reports, liaise with staff, work with parents, work with other agencies and ensure the voice of the child is evidenced throughout these processes.
- DSLs meet regularly to ensure that decisions made about children who are subjects of CP Plans are agreed and a clear rationale for the decision is documented.
- A copy of the child's CP Plan is included in the child's individual safeguarding file, stored on the secure CPOMS system.
- ALL staff and volunteers will support victims of abuse in a capacity that is relevant to their role. This will be determined by the DSL.
- DSLs will determine what information staff members need to know in order to safeguard and support children.
- Staff are offered appropriate support and/or supervision that is relevant to their role or involvement in particular cases.
- Communication and work with parents and carers will always be undertaken in a supportive manner and in the best interests of the child.
- ALL staff understand that children who perpetrate abuse or display harmful behaviour should be treated as victims first and foremost and supported in the same way a victim of abuse would be supported.
- Specific programmes of intervention and support are offered to children and families who are vulnerable.
- Risk Assessments will be undertaken where a child's behaviour poses a risk to others, themselves or the environment.

8.	Child in Need	<p><b>Bolton-le-Sands CE Primary School is committed to ensuring the appropriate level of support is offered to a "Child in Need" and their family. We therefore ensure that:</b></p> <ul style="list-style-type: none"> <li>• DSLs will make a Section 17 referral to Children's Social Care where Early Help has not been successful in reducing risk and meeting unmet needs using <a href="#">Lancashire Continuum of Need and Thresholds Guidance</a> and <a href="#">CSC referral form</a></li> <li>• DSLs will make a Section 17 referral to Children's Social Care where there is evidence that the Level 3 threshold has been met on the Continuum of Need.</li> <li>• this will be determined and assessed by the DSL using the Lancashire Continuum of Need and Thresholds Guidance and the Risk Management Toolkit.</li> <li>• DSLs will obtain parental consent for the referral and for information to be shared, prior to contacting Children's Social Care.</li> <li>• When consent is not given, DSLs will continue to offer Early Help with consent, gather evidence of engagement or lack thereof, disguised compliance, impact on the child, increase in risk or level of unmet need, improvements or deteriorations.</li> <li>• DSLs will review such cases regularly and assess whether there is evidence that meets Level 4 threshold on the Continuum of Need. In such cases Child Protection Procedures will be followed.</li> <li>• DSLs, or other appropriate members of staff, will contribute to Child in Need Meetings and Reviews.</li> <li>• DSLs, or other appropriate member of staff, will attend CiN meetings, produce and present reports, liaise with staff, work with parents, work with other agencies and ensure the voice of the child is evidenced throughout these processes.</li> <li>• DSLs will meet regularly to ensure that decisions made about children who are subjects of CiN Plans are agreed and a clear rationale for the decision is documented.</li> <li>• A copy of the child's CiN Plan is included in the child's individual safeguarding file.</li> </ul>
9.	Early Help	<p><b>Bolton-le-Sands CE Primary School is committed to providing our families with the right help at the right time. Any child may benefit from early help, but ALL school and college staff should be particularly alert to the potential need for early help for a child who:</b></p> <ul style="list-style-type: none"> <li>• Is disabled and has specific additional needs.</li> <li>• Has special educational needs (whether or not they have a statutory education, health and care plan).</li> <li>• Is a young carer.</li> <li>• Is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups.</li> <li>• Is frequently missing/goes missing from care or from home.</li> <li>• Is misusing drugs or alcohol themselves.</li> <li>• Is at risk of modern slavery, trafficking or exploitation.</li> <li>• Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse.</li> <li>• Has returned home to their family from care.</li> <li>• Is showing early signs of abuse and/or neglect.</li> <li>• Is at risk of being radicalised or exploited.</li> <li>• Is a privately fostered child.</li> </ul>

		<ul style="list-style-type: none"> <li>• Any other identified reason not listed above that requires extra support or intervention to improve outcomes for families and children <b>including mental health support.</b></li> </ul> <p><b>We therefore ensure that:</b></p> <ul style="list-style-type: none"> <li>• ALL staff and volunteers can identify the risk factors that indicate a family or pupil may benefit from Early Help.</li> <li>• ALL staff and volunteers will use the school's agreed format for letting the DSL know about Early Help requirements.</li> <li>• DSLs will undertake <a href="#">an Early Help Assessment</a>, when appropriate, to identify what Early Help is required.</li> <li>• DSLs will signpost and refer to appropriate support agencies.</li> <li>• DSLs will lead on TAF meetings where is it appropriate for them to do so.</li> <li>• DSLs will utilise Children and Family Wellbeing Service using the <a href="#">Request for Support form</a>.</li> <li>• DSLs will refer to CSC where Early Help has not been successful in reducing risk and meeting unmet needs using <a href="#">Lancashire Continuum of Need and Thresholds Guidance</a> and CSC Referral Form.</li> <li>• DSLs and other identified staff will identify and work with any organisations that are relevant in meeting the needs of pupils and their families.</li> <li>• DSLs and other identified staff will initiate and maintain positive and supportive relationships with parents and carers of children who may benefit from Early Help.</li> <li>• DSLs or appropriately trained school staff will generally be the lead for Early Help cases if this is in the best interests of the family.</li> </ul>
10.	<p style="text-align: center;"><b>Specific Safeguarding</b></p>	<p><b>Bolton-le-Sands CE Primary School is committed to keeping our children safe from specific forms of abuse.</b></p> <p><b>We will formulate risk management plans where required using the guidance and template below.</b></p> <p><b>We will ensure that:</b></p> <ul style="list-style-type: none"> <li>• ALL staff and volunteers understand that there are specific and emerging ways in which children can be abused and are aware of these specific issues, reporting any concerns, in the appropriate manner to the DSL. Specific issues include (but are not limited to):</li> </ul> <p><b><u>Domestic Abuse:</u></b></p> <p>In line with the Domestic Abuse Act 2021, domestic abuse is defined as abusive behaviour of a person towards another person where both are aged 16 or over and are personally connected. Abusive behaviour includes physical or sexual abuse, violent or threatening behaviour, controlling or coercive behaviour, economic abuse, psychological or emotional abuse, or another form of abuse.</p> <p>The school will recognise the serious, long lasting emotional impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of domestic abuse. All staff will be aware of the signs of domestic abuse and follow the appropriate safeguarding procedures where concerns arise.</p>

We have a commitment to Operation Encompass and informing all stakeholders of the initiative. [www.operationencompass.org](http://www.operationencompass.org)

### **Homelessness**

The DSL and deputy DSL(s) are aware of the contact details and referral routes into the Local Housing Authority so that concerns and support over homelessness can be raised as early as possible. Indicators that a family may be at risk of homelessness include:

- Household debt
- Rent arrears
- Domestic abuse
- Anti-social behaviour

Any mention of a family moving home because “they have to” or frequent moves. Referrals to the Local Housing Authority do not replace referrals to CSC where a child is being harmed or at risk of harm. For 16- and 17-year-olds, homelessness may not be family-based and referrals to CSC will be made as necessary where concerns are raised.

### **Extremism and Radicalisation:**

**Extremism** refers to the vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty, and the mutual respect and tolerance of different faiths and beliefs. Extremism also includes calling for the death of members of the armed forces.

**Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

**Terrorism** refers to an action that endangers or causes serious violence to a person or people, serious damage to property, or seriously interferes with or disrupts an electronic system. The use or threat of these actions must be designed to influence the government or intimidate the public, and be made for the purpose of advancing a political, religious or ideological cause.

Protecting pupils from the risk of radicalisation is part of the school’s wider safeguarding duties. The school will actively assess the risk of pupils being radicalised and drawn into extremism and/or terrorism. Staff will be alert to changes in pupils’ behaviour which could indicate that they may need help or protection. Staff will use their professional judgement to identify pupils who may be at risk of radicalisation and act appropriately, which may include contacting the DSL or making a Prevent referral. The school will work with local safeguarding arrangements as appropriate.

The school will ensure that they engage with parents and families, as they are in a key position to spot signs of radicalisation. In doing so, the school will assist and advise family members who raise concerns and provide information for support mechanisms. Any concerns over radicalisation will be discussed with the pupil’s parents, unless the school has reason to believe that the child would be placed at risk as a result.

The DSL will undertake **Prevent** awareness training to be able to provide advice and support to other staff on how to protect pupils against the risk of radicalisation. The DSL will hold formal training sessions with all members of staff to ensure they are aware of the risk indicators and their duties regarding preventing radicalisation.

The **Online Safety Policy** will ensure the safety of children by ensuring they cannot access terrorist and extremist material when using the internet and that suitable filtering software is in place



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SCHOOLS PREVENT F



PREVENT  
CHECKLIST.docx

### **Child Criminal Exploitation (CCE)**

**Child criminal exploitation** is defined as a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in criminal activity, for any of the following reasons:

- In exchange for something the victim needs or wants
- For the financial advantage or other advantage of the perpetrator or facilitator
- Through violence or the threat of violence (this could be online or through technology)

Specific forms of CCE can include:

- Being forced or manipulated into transporting drugs or money through county lines.
- Working in cannabis factories.
- Shoplifting or pickpocketing.
- Committing vehicle crime.
- Committing, or threatening to commit, serious violence to others.

The school will recognise that pupils involved in CCE are victims themselves, regardless of whether they have committed crimes, and even if the criminal activity appears consensual. The school will also recognise that pupils of any gender are at risk of CCE.

School staff will be aware of the indicators that a pupil is the victim of CCE, including:

- Associating with other children involved in exploitation
- Suffering from changes in emotional wellbeing
- Misusing drugs or alcohol
- Going missing for periods of time or regularly coming home late
- Regularly missing school or education
- Appearing with unexplained gifts, money or new possessions.

Criminal exploitation of children can include **County Lines**. This is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or criminal networks / gangs groom and exploit children and young people to carry drugs and money into one or more areas. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked or the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered in addition to normal safeguarding procedures.

As well as the general indicators for CCE, school staff will be aware of the specific indicators that a pupil may be involved in county lines, including:

- Going missing and subsequently being found in areas away from their home.
- Having been the victim or perpetrator of serious violence, e.g. knife crime.
- Receiving requests for drugs via a phone line, moving drugs, collecting money
- Being found in accommodation they have no connection
- Owing a 'debt bond' to their exploiters
- Having their bank account used to facilitate drug dealing.

**Child Sexual Exploitation (CSE)** involves exploitative situations, contexts and relationships where young people may receive something (e.g. food, accommodation, drugs, alcohol, gifts or simply affection) as a result of engaging in sexual activities. The perpetrator will not only groom the victim (possibly over a long period of time) but will always hold some kind of power which increases as the exploitative relationship develops. Sexual exploitation involves a degree of coercion, intimidation or enticement, including unwanted pressures from peers to have sex, sexual bullying including on line bullying (cyberbullying) and grooming. It is important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse and do not recognise that they are a victim of abuse.

- The school curriculum (whereby sexual relationships/PSHE is delivered) will include relevant information around the risks associated with CSE.
- The school Online Safety Policy ensure the safety of children by ensuring they cannot access inappropriate material when using the internet and that suitable filtering software is in place.

**Honour Based Abuse (HBA)** Honour based abuse is a collection of practices used to control behaviour within families in order to protect perceived cultural and religious beliefs and/or honour. Violence or abuse can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code.

### **Forced Marriage**

**Forced marriage** is defined as a marriage that is entered into without the full and free consent of one or both parties, and where violence, threats or any other form of coercion is used to cause a person to enter into the marriage. Threats can be physical, emotional, or psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent, e.g. due to some forms of SEND. Forced marriage is a crime in the UK and a form of HBA.

Staff who have any concerns regarding a pupil who may have undergone, is currently undergoing, or is at risk of forced marriage will speak to the DSL and local safeguarding procedures will be followed – this could include referral to CSC, the police or the Forced Marriage Unit

### **Female Genital Mutilation (FGM)**

**FGM** is defined as all procedures involving the partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

All staff will be alert to the possibility of a pupil being at risk of FGM, or already having suffered FGM. If staff are worried about someone who is at risk of FGM or who has been a victim of FGM, they are required to share this information with CSC and/or the police. The school's procedures relating to managing cases of FGM and protecting pupils will reflect multi-agency working arrangements.

As outlined in Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015), teachers are legally required to report to the police any discovery, whether through disclosure by the victim or visual evidence, of FGM on a pupil under the age of 18. Teachers failing to report such cases may face

disciplinary action. Teachers will not examine pupils, and so it is rare that they will see any visual evidence, but they must personally report to the police where an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also consider and discuss any such case with the DSL and involve CSC as appropriate. NB: This does not apply to any suspected or at-risk cases, nor if the individual is over the age of 18. In such cases, local safeguarding procedures will be followed.

All staff will be aware of the indicators that pupils may be at risk of FGM. While some individual indicators they may not indicate risk, the presence of two or more indicators could signal a risk to the pupil. It is important to note that the pupil may not yet be aware of the practice or that it may be conducted on them, so staff will be sensitive when broaching the subject.

Indicators that a pupil may be at heightened risk of undergoing FGM include:

- The socio-economic position of the family and their level of integration into UK society
- The pupil coming from a community known to adopt FGM
- Any girl with a mother or sister who has been subjected to FGM
- Any girl withdrawn from PSHE
- Travel abroad or a long holiday with relatives to a country known to practise FSM.

FGM is included in the definition of honour-based' abuse (HBA) which involves crimes that have been committed to defend the honour of the family and/or community. All forms of HBA are forms of abuse and will be treated and escalated as such. Staff will be alert to the signs of HBA, including concerns that a child is at risk of HBA, or has already suffered from HBA, and will consult with the DSL who will activate local safeguarding procedures if concerns arise.

**Modern Slavery** The Modern Slavery Act 2015 places a new statutory duty on public authorities, including schools, to notify the National Crime Agency (NCA) (section 52 of the Act) on observing signs or receiving intelligence relating to modern slavery. The public authority (including schools) bears this obligation where it has 'reasonable grounds to believe that a person may be a victim of slavery or human trafficking':

- Staff must be aware of the above and contact the DSL should they suspect or receive information that either parents or their children may be victims of modern slavery. The DSL should then contact the NCA and follow their normal safeguarding procedures.

**Peer on Peer Abuse (including sexual violence and harassment)** occurs when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age; everyone directly involved in peer on peer abuse is under the age of 18. Please see [Peer on Peer abuse Pan Lancashire procedures](#).

**Bolton-le-Sands CE Primary School will refer to specific guidance in Keeping Children Safe in Education Part five: Child on Child Sexual Violence and Sexual Harassment.**

This is most likely to include, but may not be limited to: bullying (including cyberbullying); physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexual violence and sexual harassment; sexting (also known as youth produced sexual imagery); and initiation/hazing type violence and rituals. This will also include **Upskirting**. It typically involves taking a photograph under

a person's clothing without them knowing, with the intention of viewing their genitals or buttocks for sexual gratification or causing humiliation, distress or alarm.

- ALL staff and volunteers understand that children can abuse other children.
- ALL staff and volunteers will inform the DSL of suspected peer abuse and record in line with schools recording policy.
- Peer on peer abuse will be taken as seriously as any other form of abuse.
- All staff understand that abuse is abuse and should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”.
- All staff will understand that pupils with SEND are more prone to peer group isolation and school will have extra pastoral support to address this.
- Physical abuse between peers will be managed under the school's Behaviour Policy.
- Emotional abuse between peers will be managed under the school's Anti-Bullying Policy.
- Harmful sexual behaviour will be identified and managed using the [Brook Traffic Light Tool](#) and with support and guidance from LCC Schools Safeguarding Officers.
- Sexting – (See specific guidance below in regards to Sexting).
- In cases of suspected or actual peer on peer abuse a risk assessment will be undertaken and appropriate and proportionate control measures put in place to manage and reduce risk.
- DSLs understand that regarding peer on peer abuse, the victim and the perpetrator are likely to have unmet needs and require support and assessment to determine these.
- The DSL will assess on a case-by-case basis, supported by children’s social care and the police if required to ensure the most appropriate response for the children / young people involved .
  
- **The DSL will consider:**
  - the wishes of the victim in terms of how they want to proceed
  - the nature of the alleged incident
  - the ages of the children involved
  - the development stages of the children involved
  - any power imbalance between the children
  - is the incident a one-off or a sustained pattern of abuse
  - are there ongoing risks to the victim, other children, school or college staff
  - contextual safeguarding issues.
  
- **Following a report of sexual violence, the designated safeguarding lead (or deputy) will make an immediate risk and needs assessment, considering:**
  - The victim.
  - The alleged perpetrator.
  - All other children (and if appropriate adult students and staff).
  - Risk assessments will be recorded and kept under review as a minimum termly.

Examples of risk Assessments and Guidance below:



Lancashire Risk  
Management Plans

(Further detailed guidance on Child on Child Sexual Violence and Sexual Harassment is found in Keeping Children Safe in Education 2020, part 5).

**Domestic abuse** is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 and over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- Psychological
- Physical
- Sexual
- Financial
- Emotional

Exposure to domestic abuse and /or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

- ALL staff and volunteers understand what domestic abuse is and the potential impact upon children and how this might be displayed.

**The DSLs will: -**

- Ensure that the school has suitably trained Key Adult/s in order to fulfil its obligations under Operation Encompass.
- Ensure that the school's commitment to Operation Encompass is known throughout the school community via the means of staff training, parental letters, posters and the school website.
- School will provide an overview of Operation Encompass with the names of the Operation Encompass leads and a link to the Operation Encompass website (<https://www.operationencompass.org/>).

**Children Missing from Education** can be a potential sign of abuse or neglect **including** sexual exploitation, child criminal exploitation, undergoing female genital mutilation, forced marriage or travelling to conflict zones.

- ALL staff and volunteers follow school procedures when a child misses education particularly on repeat occasions to help identify the risk of abuse and neglect.
- The school **Attendance Policy** is up to date, reviewed annually and includes reference to CME and procedures followed in the case of children missing or who have attendance concerns.
- There is an admissions policy and an attendance register.
- The Local Authority is informed of any pupil who fails to attend school regularly, or has been absent without the schools permission for a continuous period of 10 school days or more.

- **Where reasonably possible** schools and colleges should hold more than one emergency contact number for their pupils and students.
- ALL staff will be aware that children going missing from education can be a warning sign of safeguarding considerations.

### **Private Fostering**

**Private Fostering** is where a period of UK homestay lasts 28 days or more for a child aged under 16, or under 18 for a child with SEND, this may amount to private fostering under the Children Act 1989. Where the school becomes aware of a pupil being privately fostered, they will notify the LA as soon as possible to allow the LA to conduct any necessary checks.

### **Sexting**

**Sexting** is defined as the production and/or sharing of sexual photos and videos of and by young people who are under the age of 18. (UKCCIS, 2016), It includes nude or nearly nude images and/or sexual acts. It is also referred to as 'youth produced sexual imagery'. 'Sexting' does not include the sharing of sexual photos and videos of under-18 year olds with or by adults. This is a form of child sexual abuse and must be referred to the police.

The school will ensure that staff are aware to treat the sharing of indecent images, including through sexting, as a safeguarding concern.

Staff will receive appropriate training regarding child sexual development and will understand the difference between sexual behaviour that is considered normal and expected for the age of the pupil, and sexual behaviour that is inappropriate and harmful. Staff will receive appropriate training around how to deal with instances of sexting in the school community, including understanding motivations, assessing risks posed to pupils depicted in the images, and how and when to report instances of sexting.

Staff will be aware that creating, possessing, and distributing indecent imagery of children is a criminal offence, regardless of whether the imagery is created, possessed, and distributed by the individual depicted; however, staff will ensure that pupils are not unnecessarily criminalised.

Where a member of staff becomes aware of an incidence of sexting that involves indecent images of a pupil, they will refer this to the DSL as soon as possible. Where a pupil confides in a staff member about the circulation of indecent imagery, depicting them or someone else, the staff member will:

- Refrain from viewing, copy, printing, sharing, storing or saving the imagery.
- Tell the DSL immediately if they accidentally view an indecent image and seek support.
- Explain to the pupil that the incident will need to be reported.
- Respond positively to the pupil without blaming or shaming anyone involved, and reassuring them that they can receive support from the DSL.
- Report the incident to the DSL.

The DSL will attempt to understand what the image contains without viewing it and the context surrounding its creation and distribution – they will categorise the incident into one of two categories:

- **Aggravated:** incidents which involve additional or abusive elements beyond the creation and distribution of indecent images of pupils, including where there is an adult involved, where there is an intent to harm the pupil depicted, or where the images are used recklessly.
- **Experimental:** incidents involving the creation and distribution of indecent images of pupils where there is no adult involvement or apparent intent to cause harm or embarrassment to the pupil.

Where it is necessary to view the imagery, e.g. if this is the only way to make a decision about whether to inform other agencies, the DSL should:

- Discuss this decision with the headteacher or member of the SLT.
- Ensure the image is, where possible, viewed by someone of the same sex as the individual depicted.
- Ensure viewing takes place on school premises and with another member of staff present in the room – this staff member does not need to view the imagery.
- Record how and why the decision was made to view the imagery in accordance with the Records Management Policy.

Where the incident is categorised as ‘**aggravated**’, the situation will be managed in line with the school’s Peer-on-Peer Abuse Policy. Where the incident is categorised as ‘**experimental**’, the pupils involved are supported to understand the implications of sharing indecent imagery and to move forward from the incident. Where there is reason to believe that indecent imagery being circulated will cause harm to a pupil, the DSL escalates the incident to CSC. Where indecent imagery of a pupil has been shared publicly, the DSL will work with the pupil to report imagery to sites on which it has been shared and will reassure them of the support available.

#### **Pupils with family members in prison**

Pupils with a family member in prison will be offered pastoral support as necessary. They will receive a copy of ‘Are you a young person with a family member in prison?’ from Action for Prisoners’ Families where appropriate and allowed the opportunity to discuss questions and concerns.

#### **Serious Violence**

Through training, all staff will be made aware of the indicators which may signal a pupil is at risk from, or is involved with, serious violent crime. These indicators include, but are not limited to:

- Increased absence from school.
- A change in friendships.
- Relationships with older individuals or groups.
- A significant decline in academic performance.
- Signs of self-harm.
- A significant change in wellbeing.

		<ul style="list-style-type: none"> <li>• Signs of assault.</li> <li>• Unexplained injuries.</li> <li>• Unexplained gifts or new possessions.</li> </ul> <p>Staff will be made aware of some of the most significant risk factors that could increase a pupil's vulnerability to becoming involved in serious violence. These risk factors include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Being male.</li> <li>• Having been frequently absent from school.</li> <li>• Having been permanently excluded from school.</li> <li>• Having experienced child maltreatment or trauma.</li> <li>• Having been involved in offending, such as theft or robbery.</li> </ul> <p>Staff members who suspect a pupil may be vulnerable to, or involved in, serious violent crime will immediately report their concerns to the DSL.</p>
11.	Online Safety	<p><b>Bolton-le-Sands CE Primary School is committed to keeping pupils safe online. We therefore ensure that:</b></p> <ul style="list-style-type: none"> <li>• ALL staff and volunteers understand that children can be harmed online via hurtful and abusive messages, enticing children to engage in age inappropriate conversations, sharing and production of indecent images or encouraging risk taking behaviour</li> <li>• The school's Online Safety Policy details how we keep pupils safe when using the internet and mobile technology.</li> <li>• Online bullying by pupils, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our Anti-Bullying Policy.</li> <li>• There is a clear and explicit procedure for dealing with mobile phones that are brought into school by children.</li> <li>• DfE advice; <a href="#">Searching, Screening and Confiscation</a> is followed where there is a need to search a pupil for a mobile device.</li> <li>• When school become aware of an online safety issue that has occurred outside of school, it is managed in accordance with the school Online Safety Policy.</li> <li>• The school has appropriate filters and monitoring systems in place regarding use of internet (3G and 4G) in school - these should be detailed in the Online Safety Policy.</li> </ul>
12.	Record Keeping	<p><b>Bolton-le-Sands CE Primary School is committed to recording all matters relating to the welfare of children in a relevant format. We therefore ensure that:</b></p> <ul style="list-style-type: none"> <li>• DSLs will create and maintaining accurate safeguarding records.</li> <li>• There is an agreed format for reporting all matters relating to child wellbeing, from an early help requirement to a disclosure of abuse, these are reported to the DSL and recorded on CPOMS.</li> <li>• ALL staff use the agreed format for passing on concerns.</li> <li>• Concerns should be factual and evidence based.</li> <li>• Concerns should be recorded on CPOMS.</li> <li>• Concerns should be passed directly to the DSL.</li> <li>• ALL concern logs will be kept electronically on CPOMS.</li> <li>• A pupil will have an individual safeguarding file when there has been a number of concerns, an offer of Early Help or the family is, or has been at Level 2 or above on the Continuum of Need.</li> </ul>

		<ul style="list-style-type: none"> <li>• DSLs will record all discussions, decisions and rationale behind decisions and sharing of information in the child's records.</li> <li>• DSLs will record evidence of child's wishes, professional challenge, offers of early help and multi-agency working. When individual pupils are discussed during staff meetings, such as supervision, staff updates or risk assessments etc. pupil information should be anonymised or stored in a secure manner.</li> <li>• All safeguarding records will be stored securely on CPOMS.</li> <li>• Only DSLs and other named staff will have access to safeguarding records</li> <li>• A pupil's safeguarding file will be transferred, in its entirety, to the educational establishment where the child moves to, unless there is ongoing legal action</li> <li>• The safeguarding file will be sent securely to the DSL at the receiving school</li> <li>• A receipt will be obtained at time of transfer and the responsibility for the safeguarding records will pass to the receiving school.</li> <li>• The educational establishment where the pupil attends at statutory school leaving age (18) will securely retain the safeguarding records until the child's 25<sup>th</sup> birthday. Safeguarding records will then be destroyed securely.</li> <li>• School will seek advice from legal services and/or Schools Safeguarding Officers if any staff are unclear about any aspects of safeguarding record keeping.</li> </ul>
13.	<p style="text-align: center;"><b>Safer Recruitment</b></p>	<p><b>Bolton-le-Sands CE Primary School is committed to keeping pupils safe by ensuring that adults who work or volunteer in school are safe to do so. We therefore ensure that:</b></p> <ul style="list-style-type: none"> <li>• Lancashire County Council Human Resources Guidance is adhered to, to ensure that there is a strong reference and commitment to safeguarding during advertisement, selection and recruitment of new staff</li> <li>• An enhanced DBS check with barred list information will be undertaken for all staff members engaged in regulated activity. A person will be considered to be in 'regulated activity' if, as a result of their work, they:</li> <li>• Are responsible on a daily basis for teaching, training, instructing or the care or supervision of children.</li> <li>• Regularly work in the school at times when children are on the premises.</li> <li>• Regularly come into contact with children under 18 years of age.</li> <li>• (Regular is defined as; at least 3 times in a 30 day period.)</li> <li>• The DfE's DBS Workforce Guides will be consulted when determining whether a position fits the child workforce criteria.</li> <li>• The governing board will conduct the appropriate pre-employment checks for all prospective employees, including internal candidates and candidates who have lived or worked outside the UK.</li> <li>• School will ensure that:</li> <li>• The appropriate DBS and suitability checks will be carried out for all governors, volunteers, and contractors.</li> <li>• The original DBS certificate is seen for all appointees to the school, even where the on-line DBS system indicates that the check is clear</li> <li>• There are sufficient staff/Governors who have undertaken appropriate Safer Recruitment training in the last 5 years to enable at least one person on every recruitment panel to be appropriately trained and there are at least 2 people on each selection panel</li> <li>• Covering (umbrella) letters will be obtained from agencies and other employers that provide staff to work in school to confirm that appropriate checks have</li> </ul>

been undertaken. Agencies will be requested to complete the checklist found at Appendix Q of the R&S Guidance.



Appendix Q -  
Agency R&S checklist

- Individual identity checks will be undertaken on those staff detailed above to ensure they are employees of the named agency/employer
- A transfer of control agreement will be used where other agencies/organisations use school premises and are not operating under school's safeguarding policies and procedures
- Adults who are involved in the management or provision of child care of children in Early Years, or in out of school provision for children up to 8 years old, will make a declaration that they are not disqualified under the Child Care Act 2006.
- With regard to Disqualification Under the Childcare Act we will adhere to Guidance from Lancashire County Council Human Resources
- It is good practice to ensure that this declaration is renewed annually for those staff working in a relevant setting and evidenced using the LCC staff confirmation form (May 2021). This form will be retained and stored securely.



ANNUAL STAFF  
CONFIRMATION FORM



Guidance and  
FAQs.docx



Staff declaration  
form May 2021.docx

- When an issue is declared, advice will be sought from Ofsted about the need to apply for a waiver. If a waiver is necessary, a risk assessment will be carried out and proportionate measures put in place until a waiver has been issued or matters resolved. If it is not resolved, this must be reported:- [disqualification@ofsted.gov.uk](mailto:disqualification@ofsted.gov.uk)
- Advice will be sought from Human Resources, LADO and/or Schools Safeguarding Officers if any staff are unclear about any aspects of Safer Recruitment.

### Referral to the DBS

- The school will refer to the DBS anyone who has harmed a child or poses a risk of harm to a child, or if there is reason to believe the member of staff has committed an offence and has been removed from working in regulated activity.

### Single central record (SCR)

- The school keeps an SCR which records all staff, including agency and third-party supply staff (for longer placements), and teacher trainees on salaried routes, who work at the school.
- [Proprietor bodies, including academies, free schools and independent schools] All members of the proprietor body are also recorded on the SCR.
- [Alternative option for academies within a MAT ] The MAT holds a central SCR containing information that is easily accessible and recorded in such a way that allows for details for each individual academy to be provided separately, and without delay, to all who need to see it, including Ofsted.
- The following information is recorded on the SCR:
  - An identity check

		<ul style="list-style-type: none"> <li>○ A barred list check</li> <li>○ An enhanced DBS check</li> <li>○ A prohibition from teaching check</li> <li>○ A check of professional qualifications, where required</li> <li>○ A check to determine the individual's right to work in the UK</li> <li>○ Additional checks for those who have lived or worked outside of the UK</li> <li>○ Any other information deemed relevant.</li> </ul> <ul style="list-style-type: none"> <li>● If any checks have been conducted for volunteers or Governors, these may also be recorded on the SCR. If risk assessments are conducted to assess whether a volunteer should be subject to an enhanced DBS check, the risk assessment will be recorded.</li> <li>● The details of an individual will be removed from the SCR once they no longer work at the school.</li> </ul>
14.	<p style="text-align: center;"><b>Managing allegations against staff</b></p>	<p><b>There are clear policies in line with those from the CSAP (Children's Safeguarding Assurance Partnership) for dealing with allegations against people who work with children.</b></p> <p>Such policies make a clear distinction between an allegation, a concern about the quality of care or practice or a complaint. An allegation may relate to a person who works with children who has:</p> <ul style="list-style-type: none"> <li>- Behaved in a way that has harmed a child, or may have harmed a child;</li> <li>- Possibly committed a criminal offence against or related to a child; or.</li> <li>- Behaved towards a child or children in a way that indicates they may pose a risk of harm to children.</li> <li>- behaved or may have behaved in a way that indicates they may not be suitable to work with children.</li> </ul> <p>Further information, LADO information and flowchart of how allegations are managed:</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>LADO Details and Managing Allegations</p> </div> <div style="text-align: center;">  <p>2020 LADO Allegations Notification</p> </div> </div> <p><b>All staff at Bolton-le-Sands CE Primary School are aware of these procedures and aware of the following expectations and protocol:-</b></p> <ul style="list-style-type: none"> <li>● ALL staff and volunteers are aware that they must refer allegations or concerns around staff (including supply staff) conduct to the Headteacher.</li> <li>● ALL staff and volunteers are aware of the requirement to, and process of referring allegations or concerns around the Headteacher to the nominated Governor.</li> <li>● The Headteacher and/or Chair of Governors will discuss the allegation with the Local Authority Designated Officer (LADO) .</li> <li>● CSAP procedures for dealing with allegations against staff will be followed <a href="http://panlancashirescb.proceduresonline.com/chapters/p_allegations.html">http://panlancashirescb.proceduresonline.com/chapters/p_allegations.html</a></li> <li>● ALL staff and volunteers remember that the welfare of the child is paramount and that they have a duty to inform <b>the Headteacher</b> if any adult's conduct gives cause for concern .</li> </ul>

		<ul style="list-style-type: none"> <li>• All concerns of poor practice or possible child abuse by staff and volunteers should be reported to the Headteacher.</li> <li>• ALL staff are aware of the school’s Whistle Blowing Policy which enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.</li> <li>• Staff are fully aware of Guidance for Safer Working Practice and Staff Code of conduct and are aware of professional expectations of their own behaviour and conduct.</li> </ul>
15.	<b>Visitors</b>	<p><b>Bolton-le-Sands CE Primary School is committed to keeping pupils safe by ensuring that visitors to school do not pose a risk to children at our school. We therefore ensure that:</b></p> <ul style="list-style-type: none"> <li>• Visitors to school sign in on the iPad in reception and wear identification <b>lanyards</b> to indicate they have done so</li> <li>• ALL staff and children, where appropriate, will challenge visitors to school who are not wearing correct identification</li> <li>• Visitors sign out and remove/hand in their identification when they leave the school</li> <li>• Visitors are made aware of who to speak to if they are worried about a child during their visit by the Office Administrator.</li> <li>• Visitors are accompanied during their visit, when children are present, unless they have undergone relevant checks and these are accepted and verified by DSL or Headteacher .</li> <li>• Visitors will behave in a way that is compliant with the school's code of conduct.</li> <li>• Visitors will not use mobile phones or other similar electronic devices during their visit unless agreed by the Headteacher or DSL.</li> <li>• Visitors will not initiate contact or conversations with pupils unless this is relevant and appropriate to the reason for their visit.</li> <li>• When there are several visitors to the school at the same time (such as for an assembly etc.) there will be adequate staff supervision of children and visitors. A risk assessment will be undertaken if deemed necessary or appropriate.</li> <li>• When visitors are undertaking activities with children, content of the activity will be agreed with the Headteacher or DSL, prior to the visit.</li> </ul>
16.	<b>Clubs and Extracurricular</b>	<p>Extra-curricular activities and clubs hosted by external bodies, e.g. charities or companies, will work in collaboration with the school to effectively safeguard pupils and adhere to local safeguarding arrangements.</p> <p>Staff and volunteers running extracurricular activities and clubs are aware of their safeguarding responsibilities and promote the welfare of pupils. Paid and volunteer staff understand how they should respond to child protection concerns and how to make a referral to CSC or the police, if necessary.</p> <p>All national governing bodies of sport that receive funding from either Sport England or UK Sport must aim to meet the Standards for Safeguarding and Protecting Children in Sport.</p>
17.	<b>Alternative Provision and Work Experience</b>	<p>The school will remain responsible for a pupil’s welfare during their time at an alternative provider. When placing a pupil with an alternative provider, the school will obtain written confirmation that the provider has conducted all relevant safeguarding checks on staff.</p>

		<p>When a pupil is sent on work experience, the school will ensure that the provider has appropriate safeguarding policies and procedures in place. Where the school has pupils conduct work experience at the school, an enhanced DBS check will be obtained if the pupil is over the age of 16.</p>
18.	<p><b>Cameras, Mobile Phones and Devices</b></p>	<p><u><a href="#">(The Early Years Foundation Stage, EYFS 2017)</a></u></p> <p><b>Bolton-le-Sands CE Primary School is committed to keeping pupils safe by ensuring that electronic devices such as cameras, phones and tablets are used in an appropriate manner. School will therefore ensure that:</b></p> <ul style="list-style-type: none"> <li>• Parental consent is obtained to take and use photographs and/or videos of children.</li> <li>• Parental consent is obtained for photographs to be taken by the media for use in relation to promoting or publishing the school.</li> <li>• Separate parental consent is obtained if any other agency requests to take photographs of any child.</li> <li>• Parental consent will be valid for 7 years but may be sought more regularly at the discretion of the Headteacher.</li> <li>• Images will be uploaded to, and stored in a secure place for a relevant amount of time, this may be for longer than the child is at school if appropriate.</li> <li>• Photographs and videos of children are only taken to provide evidence of their achievements for developmental records or for other school related purposes.</li> <li>• Staff, visitors, volunteers and students do not use their own mobile phones to take or record any images of children.</li> <li>• The school's digital camera/s or memory cards must not leave the school setting unless this is agreed by the Headteacher for official school business.</li> <li>• Photos are printed/uploaded in the setting by staff and once done images are immediately removed from the cameras memory.</li> <li>• Parents are reminded frequently of the risks associated with posting images of children to social media.</li> <li>• Parents are reminded frequently that they are not permitted to distribute or post images that contain children other than their own.</li> <li>• Staff, volunteers and visitors will not use mobile phones in toilet or changing areas .</li> <li>• The Code of Conduct will outline when and where staff, volunteers and visitors can use their mobile phones.</li> <li>• ALL staff, volunteers and visitors will adhere to the above policies and failure to do so will be addressed appropriately by the Headteacher and/or the Governing Body.</li> <li>• Pupils' use of mobile phones and other devices will be managed under the school's <b>Home-School Agreement/Acceptable Use/Behaviour Policy/Online Safety Policy</b>.</li> <li>• DFE Advice; <u><a href="#">Searching, Screening and Confiscation</a></u> is followed where there is a need to search a pupil for a mobile device.</li> </ul> <p>Where photographs and videos will involve pupils who are CLA, adopted pupils, or pupils for whom there are security concerns, the headteacher will liaise with the DSL to determine the steps involved. The DSL will, in known cases of pupils who are CLA or</p>

who have been adopted, liaise with the pupils' social workers, carers or adoptive parents to assess the needs and risks associated with the pupils.

Staff will report any concerns about pupils' or other staff members' use of personal electronic devices to the DSL, following the appropriate procedures. We are committed to keeping pupils safe by ensuring that electronic devices such as cameras, phones and tablets are used in an appropriate manner.

School will therefore ensure that:

- parental consent is obtained to take and use photographs and/or videos of children, for use in school, to market the school or to share on social media / internet
- staff, visitors, volunteers and students do not use their own mobile phones or devices to take or record any images of children.

**Upskirting**  
Under the Voyeurism (Offences) Act 2019, it is an offence to operate equipment for the purpose of upskirting. "Operating equipment" includes enabling, or securing, activation by another person without that person's knowledge, e.g. a motion-activated camera. Upskirting will not be tolerated by the school. Any incidents of upskirting will be reported to the DSL, who will then decide on the next steps to take, which may include police involvement.

19.	Key Personnel and Training Details	<b>Designated Safeguarding Lead (DSL)</b>	<b>Daniel Hargreaves</b>
		Date DSL Training Attended	<b>09.12.2021</b>
		<b>Back-up/Deputy DSL(s)</b>	<b>Rebekah Rose Sally French</b>
		Date DSL Training Attended	<b>RR: 12.10.20 SF: 10.03.2022</b>
		<b>Prevent Lead</b>	<b>Daniel Hargreaves</b>
		Date Prevent training attended	<b>22.10.2021</b>
		<b>Chair of Governors</b>	<b>Janet Thompson</b>
		Date safeguarding training attended	<b>01.09.21</b>
		<b>Safeguarding Governor</b>	<b>Janet Thompson</b>

		Date safeguarding training attended	<b>22.10.2021</b>
20.	Useful Contacts	LCC Schools Safeguarding Officer	Victoria Wallace 01772 531196 <a href="mailto:school.safeguarding@lancashire.gov.uk">school.safeguarding@lancashire.gov.uk</a>
		LADO - ( <a href="#">Local Authority Designated Officer</a> )	Tim Booth / Shane Penn / Donna Green 01772 536694 <a href="mailto:LADO.admin@lancashire.gov.uk">LADO.admin@lancashire.gov.uk</a>
		MASH Education Officers	Jenny Ashton 01772 531643 <a href="mailto:jennifer.ashton@lancashire.gov.uk">jennifer.ashton@lancashire.gov.uk</a> Matt Chipchase 01254 220989 <a href="mailto:matt.chipchase@lancashire.gov.uk">matt.chipchase@lancashire.gov.uk</a>
		Children and Family Wellbeing Service CON2	The <a href="#">Children and Family Wellbeing</a> Service (CFW) offers <b>support</b> to children, young people age 0-19+yrs (0 - 25yrs for SEND) and their families across Lancashire.  Any agency can request access to this <b>support</b> for a <b>family or individual child</b> by making a <a href="#">Request for Support</a> . Please note that a CAF (Early Help Assessment) should be in place.
		Lancashire Children's Social Care / MASH CON 3 and 4	Anyone can raise a concern about the safety and welfare of a child by calling 0300 123 6720 (or between 5.00pm - 8.00am on 0300 123 6722.)*  Before you make contact with MASH you need to consider if the child or young person's needs can be met by services from within your own agency, or by other professionals already involved with the family, including consideration to initiating a CAF (Early Help Assessment)  Where possible, share information with consent, and where possible, respect the wishes of those who do not consent to having their information shared. Under the GDPR and Data Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk. <a href="#">7 golden rules</a>  Where the needs of the child meet Levels 3 and 4** of the Continuum of Need,

		<p>professionals are advised to submit a <a href="#">referral form</a> directly to Children's Social Care via the Multi Agency Safeguarding Hub</p> <p><a href="mailto:cypreferrals@lancashire.gov.uk">cypreferrals@lancashire.gov.uk</a></p> <p>**Where there are immediate safeguarding concerns about a child or young person (level 4 of the CON / child protection), you should make direct contact with MASH on the following number <b>or</b> the Police (999 in an emergency) - and complete the referral form once the immediate concerns have been addressed. If the child you are concerned about already has an allocated Social Worker go directly to this person by contacting 0300 123 6720:</p>
<b>21.</b>	<b>Whistleblowing</b>	<p>01772 532500</p> <p><a href="mailto:WhistleblowingComplaints@lancashire.gov.uk">WhistleblowingComplaints@lancashire.gov.uk</a></p>

Where possible, share information with consent, and where possible, respect the wishes of those who do not consent to having their information shared. Under the GDPR and Data Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk.