



Hoole St Michael CE Primary School

Whole-School Policy on Safeguarding and Child Protection

Update: September 2020

Next review by Chair of Governors: September 2021

Mission Statement

Christ's love is in everything we do at Hoole St Michael. Our creative and high-attaining Church of England Primary School is safe, loving and supportive. We encourage the building of good relationships and friendship through respect, tolerance and understanding.

Within our Christian family, where parents are our partners in all aspects of school life, we aim to inspire a love for learning within each and every child.

1. Named staff/personnel with specific responsibility for Safeguarding and Child Protection

Academic Year	Designated Safeguarding Lead & 'Back-Up' or Deputy DSL	Nominated Governor
2018-2019	Juliet Price (Headteacher/DSL) Sarah Cookson (DHT/Back-up DSL) Caroline Jackson (Back up DSL)	Nathan Woodcock (Chair of Gov)
2019-2020	Juliet Price (Headteacher/DSL) Sarah Cookson (DHT/Back-up DSL)	Nathan Woodcock (Chair of Gov)
2020-2021	Juliet Price (Headteacher/DSL) Sarah Cookson (DHT/Back-up DSL)	Gerallt Evans-Hughes(Chair of Gov)

B. Training for Designated Staff in School (DSLs should refresh their training every 2 years KCSIE 2019)

Name of Staff Member / Governor	Date when last attended Safeguarding Training	Provided by Whom (e.g. LCC, Governor Services)
Juliet Price	December 2018	LCC
Sarah Cookson	October 2018	LCC
Amanda Gibson	October 2018	LCC
Sarah Cookson	Booked October 2020	LCC
Juliet Price	Booked December 2020	LCC
Gerallt Evans-Hughes	September 2019	Level 4-Phil Threlfall

C. Whole School Child Protection Training (all staff members should receive appropriate safeguarding and child protection training which is regularly updated. In addition all staff members should receive safeguarding and child protection updates...as required, but at least annually..." KCSIE 2020)

Who attended (e.g. all teaching and welfare / support staff, Governors, volunteers)	Date	Training Delivered by
Training for teachers, non-teaching staff governors and volunteers	Nov 2017	Juliet Price/Steven Kenyon Register available
Training for teachers, non-teaching staff, governors and volunteers	Nov 2018	Juliet Price/Sarah Cookson Register available
Training for teachers, non-teaching staff governors and volunteers	Sept 2019	Phil Threlfall Register available
Training for teachers, non-teaching staff.	Sept 2020	Juliet Price Register available



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D. Safer Recruitment Training in line with KCSiE 2020 and The School Staffing (England) Regulations 2009 require governing bodies of maintained schools to ensure that at least one person on any appointment panel has undertaken safer recruitment training. (LCC recommends this is updated every 5 years)

Name of Staff Member / Governor	Date when attended	Provided by Whom (e.g. LCC, Governor Services, on line training)
Juliet Price	February 2019	LCC
Nathan Woodcock	February 2018	LCC
Sarah Cookson	February 2019	LCC

E. Prevent Training

Name of Staff Member / Governor	Date when attended	Provided by Whom (e.g. LCC, Governor Services, on line training)
All staff (teachers, non-teaching staff)	January 2016 January 2018	On-line training
All teachers	May 2016	Lancashire constabulary through TARDIS cluster
Juliet Price	October 2018	Prevent Education Officer
All staff	October 2019	Juliet Price
All staff	September 2020	Juliet Price

F. Review dates for this policy (annual review required KCSiE 2020)

Review Date	Changes made	By whom
December 2017	In line with national updates	J Price
September 2018	In line with national updates	J Price
October 2019	In line with national updates	J Price
June 2020	Addendum-COVID	J Price
September 2020	In line with national updates	J Price

The purpose of this safeguarding policy is to ensure every child who is a registered pupil at [name of school] is safe and protected from harm. The Department for Education (DfE) 'Keeping Children Safe in Education' (September 2020), states 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; and
- 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.



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Hoole St Michael 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 18th birthday. The commitment to safeguarding and promoting the welfare of children however will extend to all children who visit Hoole St Michael CE Primary School as well as all pupils of school.

KEY AREA	
COVID – 19	Keeping Children Safe in Education (KCSIE) remains in force throughout the response to coronavirus (COVID-19). However, Hoole St Michael 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. Hoole St Michael CE Primary School will continue to follow up to date Government Guidance.
Statutory Guidance	<ul style="list-style-type: none"> • Education Act 2002: 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. • 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. • Working Together to Safeguard Children 2018 sets out organisational responsibilities for schools and colleges and this applies to maintained, independent, academies, free schools and alternative non provision academies • Keeping Children Safe in Education 2020: Statutory guidance for schools and colleges 2020 was issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) Regulations 2014 and the Education (Non-Maintained Special Schools) (England) Regulations 2011. This contains information on what schools and colleges should do and sets out the legal duties with which schools must comply • What to do if you are worried a child is being abused • Guidance for Safer Working Practice (with Addendum April 2020) • The Children Act 1989 • The Children Act 2004
Ethos	<p>Hoole St Michael 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:</p> <ul style="list-style-type: none"> • ALL staff, volunteers and governors contribute to an ethos where children feel secure and safe • ALL children have opportunities to communicate and know that they are listened



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	<p>to</p> <ul style="list-style-type: none"> • ALL children's wishes, feelings and views will be taken into account when decisions are being made about how to keep them safe • ALL children know that they can communicate with any adult in school if they are worried or in difficulty • 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 • 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 • ALL staff, volunteers and governors will establish effective, supportive and positive relationships with parents, carers, pupils and professionals.
Roles & Responsibilities	<p>Hoole St Michael 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:</p> <p>All adults, including volunteers, working in or on behalf of the school will:</p> <ul style="list-style-type: none"> • Demonstrate an understanding that safeguarding is everyone's responsibility • Maintain and demonstrate a mind set of "it could happen here" • Do all they can within the capacity of their role, to keep ensure that children are protected from harm • ALL staff are 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. (Definition above.) • All staff should also 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 • Do all they can within the capacity of their role, to ensure that children grow up in circumstances consistent with safe and effective care • Do all they can within the capacity of their role, to ensure that children have the best outcomes • Report cases of suspected abuse or concerns to the DSL. This will be done as soon as possible using the schools yellow forms/CPOMS. • Report lower level concerns to the DSL • Monitor all pupils, particularly those that are deemed vulnerable • Report any concerns regarding adults conduct to the DSL/ Headteacher-Mrs Price. • All staff, if they have concerns, should be act immediately and should always speak to the DSL or Deputy, 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 as all staff are aware that ANYBODY can make a referral. • All staff should 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



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expected to play in such assessments.

The Governing Body will:

- *Ensure that the policies, procedures and training in Hoole St Michael 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 the school or college contributes to inter-agency working in line with statutory guidance [Working together to safeguard children 2018](#)*
- *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 2020](#)*
- *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 teachers, head teachers, principals, 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 (Mrs Price)*
- *Ensure that all staff are aware of safeguarding issues and vulnerabilities associated with CLA.*

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*
- *act as a point of contact with the 3 safeguarding partners*
- *manage referrals to Children's Social Care, Police and other agencies including Channel*
- *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*
- *ensure that this policy is reviewed annually and is available publicly*



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	<ul style="list-style-type: none"> • <i>maintain, update and amend the school's safeguarding portfolio regularly</i> • <i>ensure that parents are aware of schools responsibilities regarding safeguarding and child protection</i> • <i>maintain accurate safeguarding records that are stored securely</i> • <i>be available during school hours</i> • <i>arrange cover of DSL role for any out of hours/out of term activities</i> • <i>represent school in multi-agency meetings</i> • <i>be provided with appropriate support and supervision in order to carry out the role safely and effectively</i> • <i>understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation;</i> • <i>take a holistic view to ensure wider environmental factors are considered which may be a threat to safety and welfare of children (Contextual Safeguarding).</i> • <i>be responsible for the sharing of child protection files when a child moves to a new school or college</i> • <i>liaise with the Local Authority Personal Advisors for any Care Leavers.</i>
Induction, Training & Updates	<p>Hoole St Michael CE Primary School is committed to providing staff and volunteers with the skills and knowledge needed to safeguard children. We therefore ensure that:</p> <ul style="list-style-type: none"> • <i>ALL staff and volunteers will receive Safeguarding Training on induction using LCC Safeguarding Induction Pack which includes Keeping Children Safe in Education (Part One), Guidance for Safer Working Practice, [School Code of Conduct / Staff Handbook/Whistleblowing Policy]</i> • <i>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</i> • <i>ALL staff and volunteers will receive Safeguarding Training (at least) annually</i> • <i>The DSL/s will provide ALL staff, volunteers and governors with regular safeguarding updates</i> • <i>ALL staff, volunteers and governors will read and show an understanding of any updates that are provided</i> • <i>DSLs will attend DSL training every 2 years</i> • <i>DSLs will update their knowledge, skills and understanding of relevant safeguarding issues on a regular basis</i> • <i>The DSL will undertake Prevent awareness training</i> • <i>At least one member of staff and one governor will attend Safer Recruitment Training. This will be renewed at least every 5 years</i> • <i>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</i> • <i>any staff member will discuss any specific training requirements or gaps in knowledge or understanding with the DSL/s</i> <p><i>Detailed records will be held of staff safeguarding training.</i></p>
Child Protection	<p>Hoole St Michael CE Primary School is committed to PREVENTING abuse, PROTECTING children from abuse and SUPPORTING those involved in cases of abuse. We therefore ensure that:</p> <ul style="list-style-type: none"> • <i>ALL staff and volunteers understand the importance of teaching children how to</i>



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keep themselves safe from all types of abuse

- *ALL staff and volunteers seek out opportunities that are relevant to their role, to teach children the skills to keep themselves safe*
- *ALL staff and volunteers make and maintain positive and supportive relationships with children which enable children to feel safe and valued*
- *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*
- *ALL staff feel confident in approaching DSLs to raise concerns*
- *ALL staff and volunteers have an understanding of the four categories of abuse; NEGLECT, EMOTIONAL ABUSE, SEXUAL ABUSE, PHYSICAL ABUSE.*
- *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 Violence, 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 and the School's Safeguarding Portfolio 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 using the school's yellow form/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 Continuum of Need and Thresholds Guidance](#) and [Risk Management Toolkit](#) to determine whether this threshold has been met*



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	<ul style="list-style-type: none"> • <i>this referral will be done by telephone and followed with a CSC Referral Form as soon as possible</i> • <i>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</i> • <i>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</i> • <i>DSLs adhere to policy, procedures and guidance from the LSCB with regard to sharing information</i> • <i>DSLs contribute to Strategy Discussions, Strategy Meetings, Initial and Review Child Protection Conferences, Core Group Meetings and other CP meetings</i> • <i>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</i> • <i>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</i> • <i>a copy of the child's CP Plan is included in the child's individual safeguarding file</i> • <i>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</i> • <i>DSLs will determine what information staff members need to know in order to safeguard and support children. This may be different information for different staff</i> • <i>staff are offered appropriate support and/or supervision that is relevant to their role or involvement in particular cases</i> • <i>communication and work with parents and carers will always be undertaken in a supportive manner and in the best interests of the child</i> • <i>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</i> • <i>specific programmes of work and support are offered to children and families who are vulnerable</i> • <i>Risk Assessments will be undertaken where a child's behaviour poses a risk to others, themselves or the environment.</i>
Child in Need	<p>Hoole St Michael 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:</p> <ul style="list-style-type: none"> • <i>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 Lancashire Continuum of Need and Thresholds Guidance and CSC referral form</i> • <i>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</i> • <i>this will be determined and assessed by the DSL using the Lancashire Continuum of Need and Thresholds Guidance and the Risk Management Toolkit</i> • <i>DSLs will obtain parental consent for the referral and for information to be shared, prior to contacting Children's Social Care</i> • <i>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</i>



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	<ul style="list-style-type: none"> • 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 • DSLs, or other appropriate members of staff, will contribute to Child in Need Meetings and Reviews • 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 • 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 • A copy of the child's CiN Plan is included in the child's individual safeguarding file.
Early Help	<p>Hoole St Michael 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:</p> <ul style="list-style-type: none"> • is disabled and has specific additional needs; • has special educational needs (whether or not they have a statutory education, health and care plan); • is a young carer; • is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups; • is frequently missing/goes missing from care or from home; • is misusing drugs or alcohol themselves; • Is at risk of modern slavery, trafficking or exploitation; • is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse; • has returned home to their family from care; • is showing early signs of abuse and/or neglect; • is at risk of being radicalised or exploited; • is a privately fostered child • any other identified reason not listed above that requires extra support or intervention to improve outcomes for families and children including mental health support. <p>We therefore ensure that:</p> <ul style="list-style-type: none"> • ALL staff and volunteers can identify the risk factors that indicate a family or pupil may benefit from Early Help • ALL staff and volunteers will use the school's agreed format for letting the DSL know about Early Help requirements • DSLs will undertake a CAF assessment, when appropriate, to identify what Early Help is required • DSLs will signpost and refer to appropriate support agencies • DSLs will lead on TAF meetings where is it appropriate for them to do so • DSLs will utilise Children and Family Wellbeing Service using the Request for Support form • DSLs will refer to CSC where Early Help has not been successful in reducing risk and meeting unmet needs using Lancashire Continuum of Need and Thresholds Guidance and CSC Referral Form





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	<ul style="list-style-type: none"> • DSLs and other identified staff will identify and work with any organisations that are relevant in meeting the needs of pupils and their families • 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 • 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.
Specific Safeguarding	<p>Hoole St Michael CE Primary School is committed to keeping our children safe from specific forms of abuse.</p> <p>We will formulate risk management plans where required using the guidance and template below.</p> <p>We will ensure that:</p> <ul style="list-style-type: none"> • 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): <p>Radicalisation: refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology.</p> <ul style="list-style-type: none"> • <i>Hoole St Michael CE Primary School</i> recognises that protection from extremism & radicalisation is a vital element of safeguarding • ALL staff and volunteers will have 'due regard to the need to prevent people from being drawn into terrorism', known as the 'Prevent Duty' • <i>Prevent Safeguarding Lead – Juliet Price</i> • <i>Prevent Governor Lead – Louise Horn</i> • ALL staff and volunteers will have a general understanding of how to identify a child who may be at risk of radicalisation (Training Sept 2020) • ALL staff and volunteers will use professional judgement in identifying children who might be at risk of radicalisation and act proportionately • The school 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 • DSLs understand when it is appropriate to make a referral to the Channel Panel and are aware of how to do so. <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <small>LANCASHIRE SCHOOLS PREVENT F</small> </div> <div style="text-align: center;">  <small>PREVENT CHECKLIST.docx</small> </div> </div> <p>Child Sexual Exploitation (CSE) 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</p>



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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** will ensure the safety of children by ensuring they cannot access inappropriate material when using the internet and that suitable filtering software is in place*

Child Criminal Exploitation - is a form of child abuse. It occurs 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. Child criminal exploitation does not always involve physical contact; it can also occur through the use of technology. CCE:-

- *can affect any child or young person (male or female) under the age of 18 years*
- *can affect any vulnerable adult over the age of 18 years*
- *can still be exploitation even if the activity appears consensual*
- *can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence*
- *can be perpetrated by individuals or groups, males or females, and young people or adults; and*
- *is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.*

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 gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns or move drugs from A to B. 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.

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 is one whereby one or both parties do not consent to marriage but are forced to do so through violence, threats or any form of coercion. Schools play an important role in safeguarding children from being forced to marry.

Female Genital Mutilation (FGM) is encompassed within the term Honour Based



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Abuse:

- *ALL staff and volunteers are aware of the "one chance rule" and will report all cases of suspected Honour Based Abuse or FGM to the DSL immediately*
- *FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences*
- *ALL staff need to be alert to the possibility of when a female pupil may be at risk of FGM or when it may have been conducted on them*
- *Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific **legal** duty on **teachers**. If a **teacher**, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18 or there are concerns this may be about to happen, the teacher **must** report this to the police.*

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](#).

Hoole St Michael 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*



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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 Education Risk Management Plans



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,



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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 Op Encompass leads and a link to the Op Encompass website (<https://www.operationencompass.org/>) Operation Encompass lead at Hoole St Michael CE Primary School is Mrs Price.*

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**, 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. .*

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



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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.

- School staff are aware of how to manage sexting incidents and must pass on any incidents or concerns to the DSL
- School staff are aware that they should never view, download or share the imagery, or ask a child to share or download – this is illegal
- If staff have already viewed the imagery by accident (e.g. if a young person has showed it to them before they could ask them not to), report this to the DSL
- Staff will not delete the imagery or ask the young person to delete it.
- Staff will not ask the young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL
- Staff will keep details of the incident confidential, reporting this to the DSL
- Staff are mindful not to do anything to blame or shame any young people involved
- The incident will be followed up by the DSL or Deputies and follow appropriate guidelines as set in ([UKCCIS, 2016](#)).
- If the DSL/ SLT must view the images, this should be discussed and done so in a private space and the reasoning behind this must be logged on the incident report.

Other vulnerable categories

- ALL staff will have read Annex A of Keeping Children Safe in Education and be aware of specific forms of abuse and safeguarding issues and vulnerable groups of children including;
- Children in the Court system;
- Children with family members in prison
- Child Criminal Exploitation
- Homelessness

For all specific safeguarding issues, DSLs will seek advice from LCC Schools Safeguarding Officers or MASH Education Officers and follow national and local guidance. <https://panlancashirescb.proceduresonline.com/chapters/contents.html>

- **Multi Agency Statutory Guidance on FGM**
 - http://panlancashirescb.proceduresonline.com/chapters/p_female_mutilation.html
- **Prevent Duty**
 - http://panlancashirescb.proceduresonline.com/chapters/p_violent_extremism.html
 - http://panlancashirescb.proceduresonline.com/chapters/p_forced_marriage.html
- **What to do if you suspect a child is being sexually exploited**
 - http://panlancashirescb.proceduresonline.com/chapters/p_child_sex_exp.html
- **Sexting in Schools Guidance**
 - [Sexting in schools and colleges: responding to incidents and safeguarding young people](#)



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Online Safety	<p>Hoole St Michael CE Primary School is committed to keeping pupils safe online. We therefore ensure that:</p> <ul style="list-style-type: none"> • 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 • The school's Online Safety Policy details how we keep pupils safe when using the internet and mobile technology • 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 / Behaviour Policy • There is a clear and explicit procedure for dealing with mobile phones that are brought into school by children • DfE advice; Searching, Screening and Confiscation is followed where there is a need to search a pupil for a mobile device • 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 • 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.
Record Keeping	<p>Hoole St Michael CE Primary School is committed to recording all matters relating to the welfare of children in a relevant format. We therefore ensure that:</p> <ul style="list-style-type: none"> • DSLs will refer to LCC Record Keeping Guidance to assist them in creating and maintaining accurate safeguarding records • there is an agreed format for reporting all matters relating to child wellbeing, from an early help requirement to a disclosure of abuse • ALL staff use the agreed format for passing on concerns • concerns should be factual and evidence based • concerns should be written in ink, signed and dated. The school has bought into CPOMS electronic system. • concerns should be passed directly to the DSL • ALL concern logs will be kept either in whole school safeguarding files or in an individual pupil safeguarding file • 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 • DSLs will record all discussions, decisions and rationale behind decisions and sharing of information in the child's records • 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 • all safeguarding records will be stored securely in a locked room/cabinet • only DSLs and other named staff will have access to safeguarding records • 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 • the safeguarding file will be hand delivered to the DSL at the receiving school. If this is not possible, the safeguarding file will be sent by recorded delivery




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	<ul style="list-style-type: none"> • a receipt will be obtained at time of transfer and the responsibility for the safeguarding records will pass to the receiving school • the educational establishment where the pupil attends at statutory school leaving age (18) will securely retain the safeguarding records until the child's 25th birthday. Safeguarding records will then be destroyed securely • advice will be sought from legal services and/or Schools Safeguarding Officer if any staff are unclear about any aspects of safeguarding record keeping
Safer Recruitment	<p>Hoole St Michael 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:</p> <ul style="list-style-type: none"> • LCC 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 • Ensure that 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. This is a legal requirement. • There are at least 2 people on each selection panel. • ALL staff will monitor the conduct of all adults who come into contact with children at school and report any concerns to the DSL or Chair of Governors. • Relevant, proportionate and lawful checks are undertaken on all adults who regularly work at, or visit the school • A Single Central Record is kept of checks that are undertaken on all adults who regularly work at, or visit the • The SCR is stored securely, an electronic copy is stored and only accessed by designated staff and governors. • The HT and Chair of Governors evidence regular (at least termly) oversight/scrutiny of the SCR • Evidence of staff members identity, required qualifications and the right to work in the UK will be kept in individual personnel files • Covering (umbrella) letters will be obtained from agencies and other employers that provide staff to work in school to confirm that appropriate checks have been undertaken. Agencies will be requested to complete the checklist found at Appendix Q of the R&S Guidance. (Copy here) <p></p> <p>Appendix Q - Agency R&S checklist</p> <ul style="list-style-type: none"> • 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 • This declaration will be renewed annually and evidenced using the LCC staff declaration form April 2020. This form will be retained and stored securely.








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	<div style="text-align: center;">  ANNUAL STAFF CONFIRMATION FORM  Staff declaration form April 2020.docx  Guidance and FAQs.docx </div> <ul style="list-style-type: none"> 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 Advice will be sought from Human Resources, LADO and/or Schools Safeguarding Officers if any staff are unclear about any aspects of Safer Recruitment.
Managing allegations against staff	<p>There are clear policies in line with those from the CSAP (Childrens Safeguarding Assurance Partnership) for dealing with allegations against people who work with children.</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"> Behaved in a way that has harmed a child, or may have harmed a child; Possibly committed a criminal offence against or related to a child; or. Behaved towards a child or children in a way that indicates they 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. <p>Further information, LADO information and flowchart of how allegations are managed: -</p> <div style="text-align: center;">  LADO Details and Managing Allegations  2020 LADO Allegations Notification </div> <p>All staff at Hoole St Michael CE Primary School are aware of these procedures and aware of the following expectations and protocol:-</p> <ul style="list-style-type: none"> ALL staff and volunteers are aware that they must refer allegations or concerns around staff (including supply staff) conduct to the Headteacher ALL staff and volunteers are aware of the requirement to, and process of referring allegations or concerns around the Headteacher to the nominated Governor The Headteacher and/or Chair of Governors will discuss the allegation with the Local Authority Designated Officer (LADO) CSAP procedures for dealing with allegations against staff will be followed http://panlancashirescb.proceduresonline.com/chapters/p_allegations.html ALL staff and volunteers remember that the welfare of the child is paramount and that they have a duty to inform DSL / HT if any adult's conduct gives cause for concern All concerns of poor practice or possible child abuse by staff and volunteers should be reported to the DSL/HT.



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	<ul style="list-style-type: none"> • <i>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</i> • <i>Staff are fully aware of Guidance for Safer Working Practice, Staff Code of conduct, Handbook and are aware of professional expectations of their own behaviour and conduct.</i>
Visitors	<p>Hoole St Michael 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:</p> <ul style="list-style-type: none"> • <i>visitors to school sign in and wear identification sticker to indicate they have done so</i> • <i>ALL staff and children, where appropriate, will challenge visitors to school who are not wearing correct identification</i> • <i>visitors sign out and remove/hand in their identification when they leave the school</i> • <i>visitors are aware of who to speak to if they are worried about a child during their visit</i> • <i>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</i> • <i>visitors will behave in a way that is compliant with the school's Code of Conduct</i> • <i>visitors will not use mobile phones or other similar electronic devices during their visit unless agreed by the headteacher or DSL.</i> • <i>visitors will not initiate contact or conversations with pupils unless this is relevant and appropriate to the reason for their visit</i> • <i>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</i> • <i>when visitors are undertaking activities with children, content of the activity will be agreed with the headteacher or DSL, prior to the visit</i>
Cameras, Mobile Phones and Devices	<p>(The Early Years Foundation Stage, EYFS 2017)</p> <p>Hoole St Michael 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:</p> <ul style="list-style-type: none"> • <i>parental consent is obtained to take and use photographs and/or videos of children</i> • <i>parental consent is obtained for photographs to be taken by the media for use in relation to promoting or publishing the school</i> • <i>separate parental consent is obtained if any other agency requests to take photographs of any child</i> • <i>parental consent will be valid for 5 years but may be sought more regularly at the discretion of the headteacher</i> • <i>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</i> • <i>photographs and videos of children are only taken to provide evidence of their achievements for developmental records or for other school related purposes</i>



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	<ul style="list-style-type: none"> • staff, visitors, volunteers and students do not use their own mobile phones to take or record any images of children • 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 • photos are printed/uploaded in the setting by staff and once done images are immediately removed from the cameras memory • parents are reminded frequently of the risks associated with posting images of children to social media • parents are reminded frequently that they are not permitted to distribute or post images that contain children other than their own • staff, volunteers and visitors will not use mobile phones in toilet or changing areas • The Code of Conduct and/or Acceptable Use/Behaviour Policy will outline when and where staff, volunteers and visitors can use their mobile phones • 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 • Pupils' use of mobile phones and other devices will be managed under the school's Home/School Agreement/Acceptable Use/Behaviour Policy/Online Safety Policy/Mobile Phone Policy • DFE Advice; Searching, Screening and Confiscation is followed where there is a need to search a pupil for a mobile device 	
Review Dates	Policy adopted by the Governing Body on:	Chair of Resource Committee-Amanda Gibson Chair Of Governors-Gerallt Evans Hughes SEC and Resource Committee- October 2020
	Policy to be reviewed no later than:	September 2021
Key Personnel and Training Details	Designated Safeguarding Lead (DSL)	Juliet Price
	Date DSL Training Attended	December 2018 Booked December 2020
	Back-up/Deputy DSL(s)	Sarah Cookson
	Date DSL Training Attended	October 2018 Booked October 2020
	Prevent Lead	Juliet Price
	Date Prevent/WRAP training attended	October 2018
	Headteacher	



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		Juliet Price
	<i>Date safeguarding training attended (state type of training)</i>	December 2018 Booked December 2020
	Chair Of Governors	Gerallt Evans-Hughes
	<i>Date safeguarding training attended (state type of training)</i>	September 2019
	Safeguarding Governor	Gerallt Evans-Hughes
	<i>Date safeguarding training attended (state type of training)</i>	September 2019
Useful Contacts	LCC Schools Safeguarding Officer	Victoria Wallace 01772 531196 school.safeguarding@lancashire.gov.uk
	LADO - (Local Authority Designated Officer)	Tim Booth / Shane Penn / Donna Green 01772 536694 LADO.admin@lancashire.gov.uk
	MASH Education Officers	Jenny Ashton 01772 531643 jennifer.ashton@lancashire.gov.uk Matt Chipchase 01254 220989 matt.chipchase@lancashire.gov.uk
	Children and Family Wellbeing Service CON2	The Children and Family Wellbeing Service (CFW) offers support to children, young people age 0-19+yrs (0 - 25yrs for SEND) and their families across Lancashire. Any agency can request access to this support for a family or individual child by making a Request for Support . 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



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		<p>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. 7 golden rules</p> <p>Where the needs of the child meet Levels 3 and 4** of the Continuum of Need, professionals are advised to submit a referral form directly to Children's Social Care via the Multi Agency Safeguarding Hub cypreferrals@lancashire.gov.uk</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 or 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>
	Whistleblowing	<p>01772 532500 WhistleblowingComplaints@lancashire.gov.uk</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.



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Addendum to Child Protection Policy COVID-19 school reopening arrangements for Safeguarding and Child Protection at Hoole St Michael CE Primary School

Date: 1st June 2020
Updated: 1st July 2020

Context : - From 20th March 2020 parents were asked to keep their children at home, wherever possible, and for schools to remain open only for those children of workers critical to the COVID-19 response - who absolutely need to attend.

Schools and all childcare providers were asked to provide care for a limited number of children - children who are vulnerable, and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home.

On May 10th, The Government announced that schools will gradually reopen their doors from June 1st. This addendum surrounds this procedure and details additional safeguarding arrangements and considerations for all staff in this transitional period.

Role	Name	Contact number	Email
Designated Safeguarding Lead	Juliet Price	01772 613219	head@hoole.lancs.sch.uk
Deputy Designated Safeguarding Lead/s	Sarah Cookson	01772 613219	deputy@hoole.lancs.sch.uk
Headteacher	Juliet Price	01772 613219	head@hoole.lancs.sch.uk
Chair of Governors	Gerallt Evans-Hughes	01772 815718	gerallt@g1-di.com
Safeguarding Governor	As Above		

School will ensure that's all staff are aware that **anybody** can make a referral:-



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MASH - 0300 123 6720 – **Emergency Duty Team** - – (Out of hours) 0300 123 6722

LADO- 01772 536694 **School Safeguarding Helpline** – 01772 531196

Identifying and addressing any new safeguarding or welfare concerns and managing ongoing concerns	<p>School staff, volunteers or all stakeholders may identify safeguarding concerns about individual children as they see them in person following partial school closures. Hoole St Michael's recognises that all safeguarding concerns must be reported and acted upon immediately, including new concerns when children are returning.</p> <p>The DSL or Deputy DSL will be given the resources and time that enable them to fulfil the role effectively, supporting staff and children with any new concerns. If there are special working arrangements in regards to the DSL or Deputies, Hoole St Michael's, will ensure that all staff are made aware of such arrangements. Hoole St Michael's will ensure all staff are aware of important numbers and understand that anybody can make a referral.</p> <p>Hoole St Michael's recognises the importance that all safeguarding and welfare records held on individual children remain accurate. It is in the best interests of the child, that home and school communicate, to ensure that school is aware of any changes regarding welfare, health and wellbeing.</p> <p>We recognise the continued importance for school and college staff to work with and support children's social workers, the local authority virtual school head for looked-after and previously looked-after children and any other relevant safeguarding and welfare partners. It is a priority that school will act upon any updated advice received from the local authority regarding children with education, health and care plans, the LADO and children's social care, reporting mechanisms, referral thresholds. School will continue to input into the local arrangements working alongside partner agencies.</p>
Managing Allegations against adults	<p>Staff will continue to follow principles and guidance as in KCSIE Part 4 in view of reporting or acting upon any concerns surrounding an adult or volunteer who may pose a safeguarding risk to children. Hoole St Michael's will ensure that all staff are aware of reporting processes. Staff can communicate directly to HT and /or Chair of Governors if concerns regarding HT</p>
Peer on Peer Abuse	<p>Hoole St Michael's recognises that in cases of peer on peer sexual abuse or sexual violence, the principles of KCSIE</p>



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	<p>2019 Section 5 should be followed but a revised process may be required for managing any report of such abuse and supporting victims, given the different circumstances schools and colleges are operating in. These circumstances should be taken into account when planning or revising any risk assessments.</p>
<p>Children who are not yet returning to school</p>	<p>Juliet Price(HT) with support from deputy DSL will provide support to teachers and staff to ensure that contact is maintained with children (and their families) who are not yet returning to school. Staff will try (where possible) to speak directly to children to help identify any concerns. Hoole St Michael's and its DSL will work closely with all stakeholders to maximise the effectiveness of any communication plan.</p> <p>Hoole St Michael's recognises that school is a protective factor for children and young people, and the current circumstances, can affect the mental health of pupils and their parents/carers. Teachers at Hoole St Michael's will be aware of this in setting expectations of pupils' work where they are at home.</p> <p>School will continue to ensure a safe online environment for those who remain at home. We will continue to ensure that appropriate filters and monitoring systems are in place to protect children when they are online on the school network. All staff who interact with children, including online, will remain vigilant and continue to look out for signs a child may be at risk. Any such concerns should be escalated and reported.</p>
<p>Supporting Vulnerable children</p>	<p>For vulnerable children, attendance is expected, where it is appropriate for them to do so. (This may be following individualised risk assessments for children with an EHC Plan.) We will continue to liaise with, and notify social workers if a child is absent from school. Where children with a social worker do not attend when expected, school will follow this up by contacting a parent or carer.</p>
<p>Safer Recruitment, Staff movement & Staff training</p>	<p>In the recruiting of new staff, Hoole St Michael's will continue to follow the relevant safer recruitment processes as detailed in KCSIE 2019 Part 3.</p> <p>Where Hoole St Michael's are utilising volunteers, we will continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of KCSIE. Under no</p>



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	<p>circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.</p> <p>It will remain that new staff or volunteers will receive a complete safeguarding induction. In the cases of staff who are moving between sites to support current and temporary arrangements, school will assess the level of induction required.</p> <p>Whilst acknowledging the challenge of the current situation, it is essential from a safeguarding perspective that any school is aware, on any given day, which staff/volunteers will be in the school or college, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, Hoole St Michael's will continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE.</p>
Consideration	Due to the changing circumstances, this addendum will be monitored and reviewed on a regular basis, whilst being shared with all stakeholders.

Head teacher	Juliet Price
Chair of Governors	Gerallt Evans-Hughes



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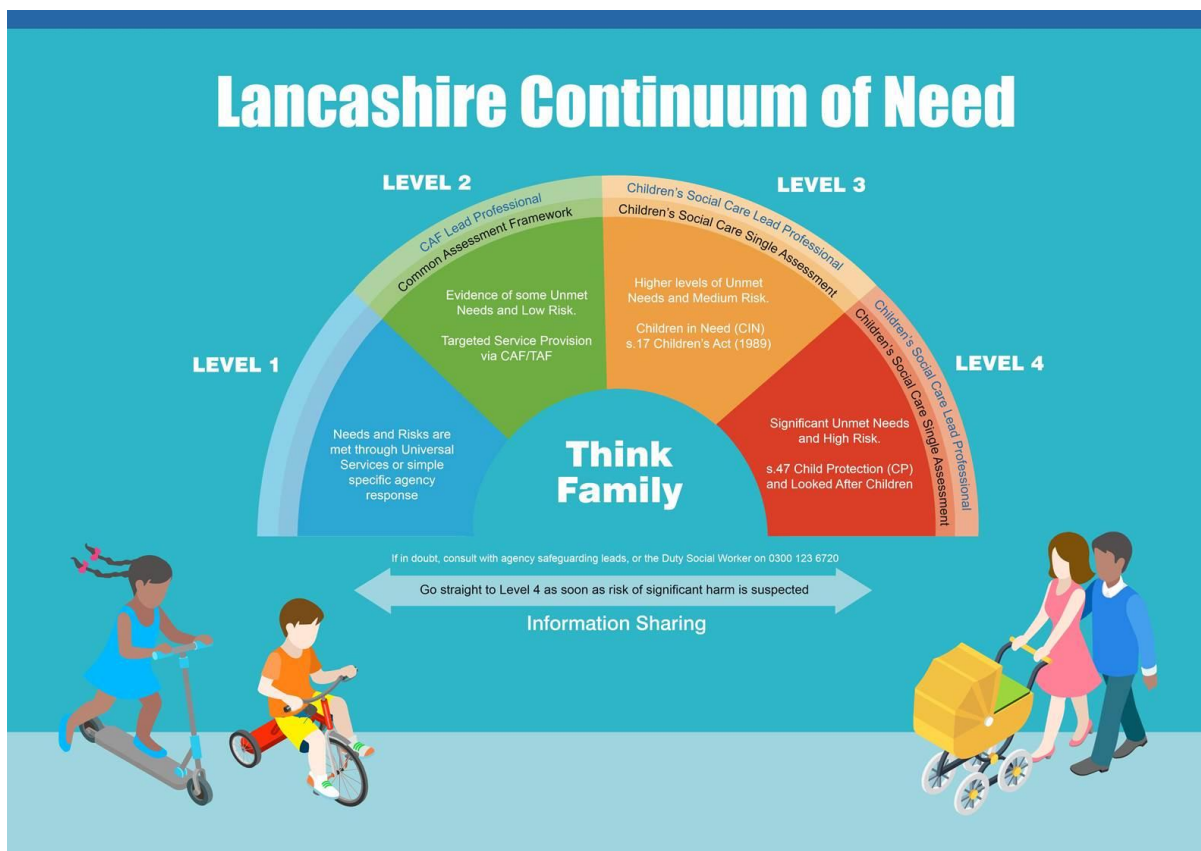
Appendix 1: Lancashire Continuum Of Need.

The Designated Safeguarding Lead will make judgements around 'significant harm', levels of 'need' and 'risk' when to refer.

Making Referrals to CSC (Guidance for the Designated Safeguarding Lead)

The Lancashire CoN provides 4 levels to described family circumstances

- **LEVEL 1** – needs and risks are met through Universal Services or simple specific agency response
- **LEVEL 2** – evidence of some unmet needs and low risk. Targeted Service Provision via CAF/TAF
- **LEVEL 3** – higher levels of unmet needs and medium risk. Child in Need (CIN)
- **LEVEL 4** – Significant unmet needs and high risk. Child Protection (CP) and Looked After Children.



The link below enables access to the documents to enable a referral to CSC

<http://www.lancshiresafeguarding.org.uk/>



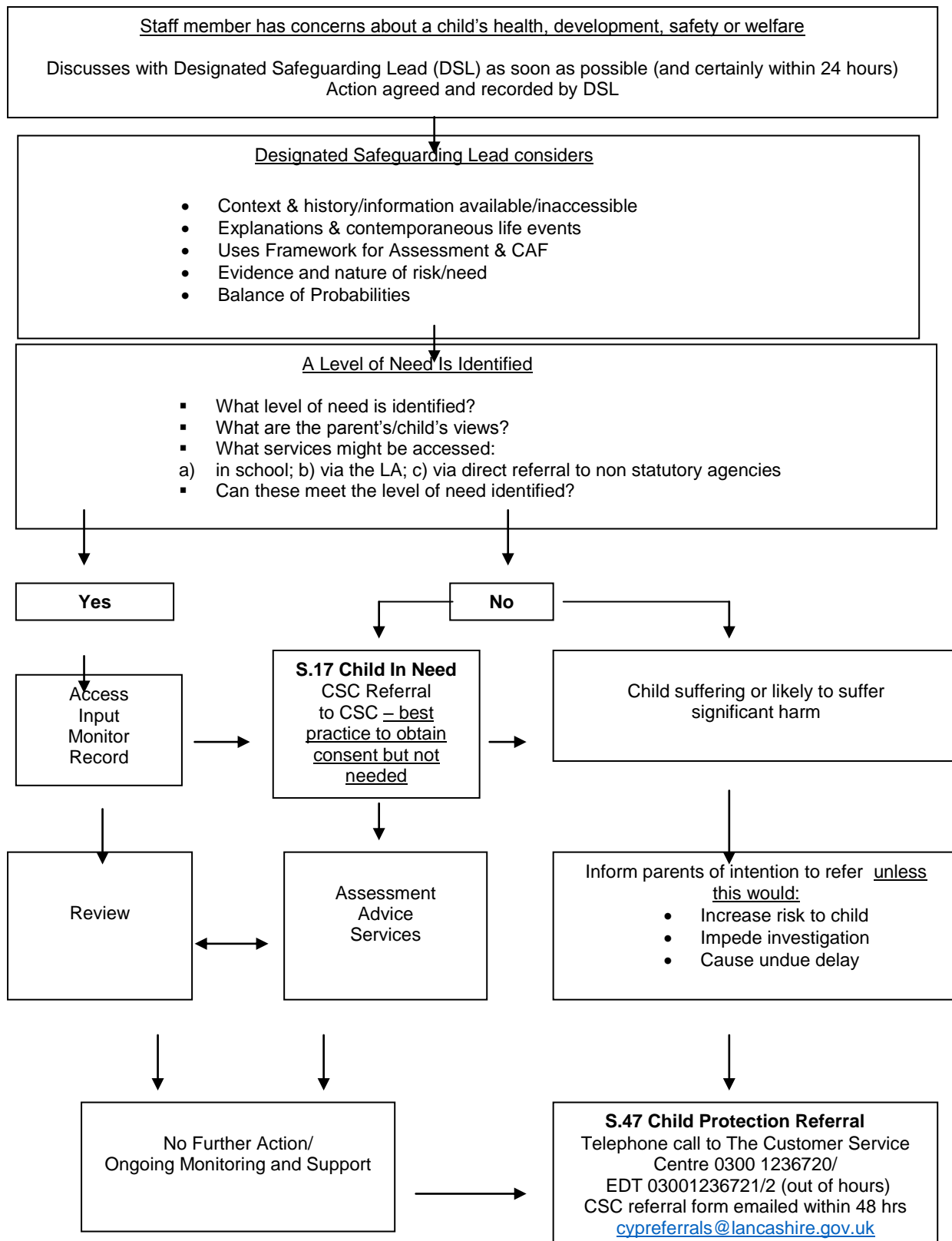
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APPENDIX 2: TAKING ACTION ON CHILD WELFARE/PROTECTION CONCERNS IN SCHOOL





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APPENDIX 3: TALKING AND LISTENING TO CHILDREN

If a child wants to confide in you, you **SHOULD**

- Be accessible and receptive;
- Listen carefully and uncritically, at the child's pace;
- Take what is said seriously;
- Reassure children that they are right to tell;
- Tell the child that you must pass this information on;
- Make sure that the child is ok ;
- Make a careful record of what was said (see *Recording*).

You should **NEVER**

- Investigate or seek to prove or disprove possible abuse;
- Make promises about confidentiality or keeping 'secrets' to children;
- Assume that someone else will take the necessary action;
- Jump to conclusions, be dismissive or react with shock, anger, horror etc;
- Speculate or accuse anybody;
- Investigate, suggest or probe for information;
- Confront another person (adult or child) allegedly involved;
- Offer opinions about what is being said or the persons allegedly involved;
- Forget to record what you have been told;
- Fail to pass this information on to the correct person (the Designated Senior Leader).

Children with communication difficulties, or who use alternative/augmentative communication systems

- While extra care may be needed to ensure that signs of abuse and neglect are interpreted correctly, any suspicions should be reported in exactly the same manner as for other children;
- Opinion and interpretation will be crucial (be prepared to be asked about the basis for it and to possibly have its validity questioned if the matter goes to court).

Recordings should

- State who was present, time, date and place;
- Be written in ink and be signed by the recorder;
- Be passed to the DSL or backup immediately (certainly within 24 hours);
- Use the child's words wherever possible;
- Be factual/state exactly what was said;
- Differentiate clearly between fact, opinion, interpretation, observation and/or allegation.

What information do you need to obtain?

- Schools have **no investigative role** in child protection
- Never prompt or probe for information, your job is to listen, record and pass on;
- Ideally, you should be clear about what is being said in terms of **who, what, where and when**;



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- The question which you should be able to answer at the end of the listening process is 'might this be a child protection matter?';
- If the answer is yes, or if you're not sure, record and pass on immediately to the Designated Safeguarding Lead /Head Teacher/line manager.

If you do need to ask questions, what is and isn't OK?

- **Never** asked closed questions i.e. ones which children can answer yes or no to e.g. Did he touch you?
- **Never** make suggestions about who, how or where someone is alleged to have touched, hit etc
- If we must, use only '**minimal prompts**' such as 'go on ... tell me more about that ... tell me everything that you remember about that '
- Timescales are very important: '**When was the last time this happened?**' is an important question.

What else should we think about in relation to disclosure?

- Is there a place in school which is particularly suitable for listening to children e.g. not too isolated, easily supervised, quiet etc
- We need to think carefully about our own body language – how we present will dictate how comfortable a child feels in telling us about something which may be extremely frightening, difficult and personal;
- Be prepared to answer the 'what happens next' question;
- We should never make face-value judgements or assumptions about individual children. For example, we 'know that [child.....] tells lies';
- Think about how you might react if a child DID approach you in school. We need to be prepared to offer a child in this position exactly what they need in terms of protection, reassurance, calmness and objectivity;
- Think about what support **you** could access if faced with this kind of situation in school.



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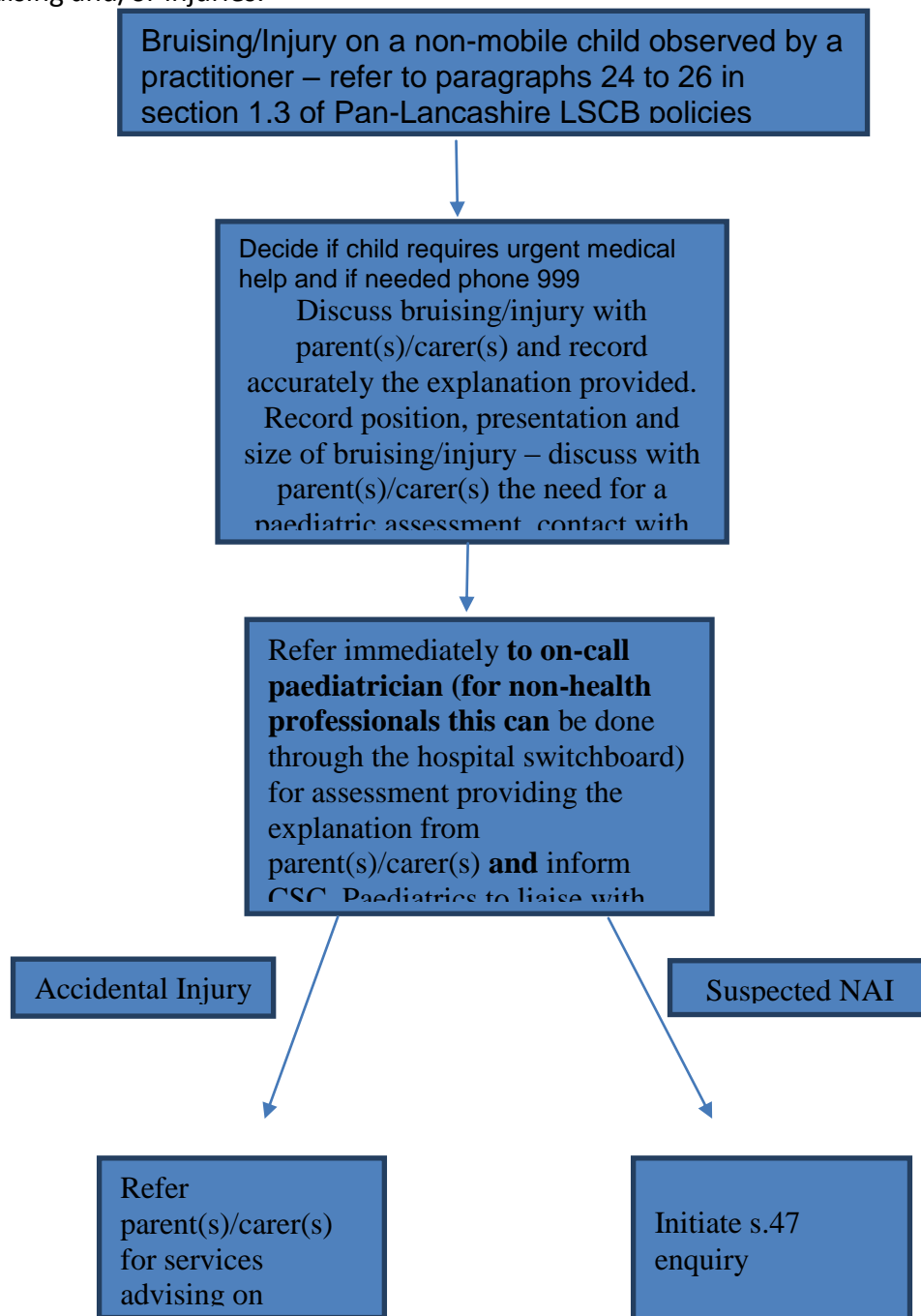
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APPENDIX 4 Bruises to Non Mobile Children Flow Chart

The flowchart below has been developed to assist health, education, early years and social care practitioners in following the agreed multi-agency procedure where a non-mobile child is observed with bruising and/or injuries.





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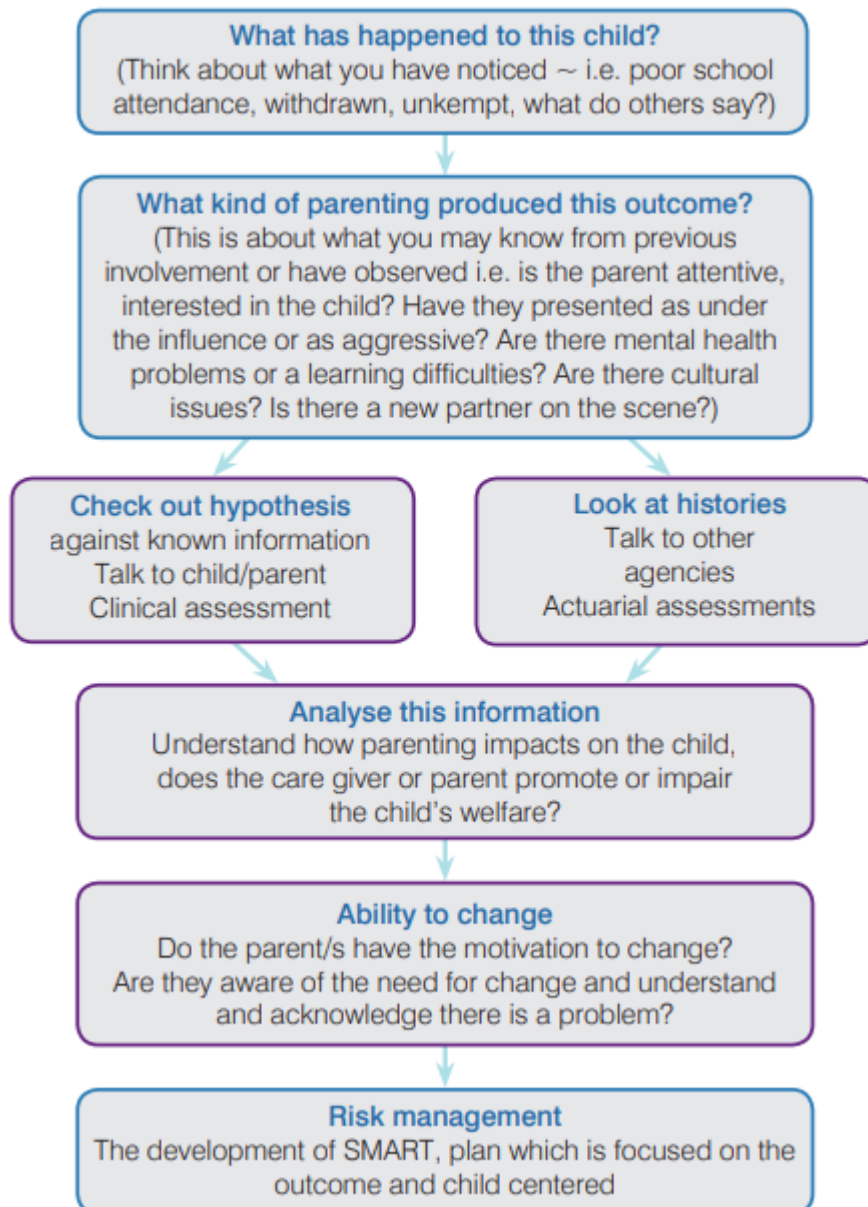
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Appendix 5-Risk Assessment Model.

How the model works:





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National Assessment Framework from the child's perspective



Support from the family, friends and other people, school, enough money, work opportunities for my family, local resources, comfortable and safe housing.



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Snapchat

Snapchat offers users the ability to share images/videos, which it calls 'snaps'. The snap is shared and then disappears after a few seconds. Snapchat also allows users to share Snapchat Stories: these are snaps that are shared in a sequence across a 24 hour period.

Snapchat provides a reporting function here: <http://support.snapchat.com/en-US/ca/abuse>

Users are able to block other users.

WhatsApp

WhatsApp is a messaging service where users can share pictures, text or videos. These can be shared with one person or multiple users.

WhatsApp encourages users to report problematic content, however, they advise that they generally do not have the contents of messages available to them. This can limit their ability to verify the report and take action.

Please see instructions on how to report here: <https://www.whatsapp.com/faq/en/general/21197244>

Users are able to block other users here: <https://www.whatsapp.com/faq/en/s60/21064391>



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Instagram

Instagram is a picture and video sharing app which allows users to share images, make comments and post messages.

Instagram provides a reporting function here: <https://help.instagram.com/443165679053819/>

Users are able to block other users.

Facebook

Facebook is a social network which allows users to create a profile, share images, videos and messages.

Facebook provides a reporting function here:

- Social reporting - <https://www.facebook.com/help/128548343894719>

This offers users the ability to contact other users directly to ask them to take something down that does not necessarily breach Facebook's terms of service. In some cases the young person may not feel comfortable in contacting the person directly so they can use the report flow to enable another trusted person to help them – e.g. a teacher, friend, parent.

- Public reporting - <https://www.facebook.com/help/263149623790594/>

Users who do not have a Facebook account are able to report directly to Facebook using the link above and completing the form.

Users are able to block other users.

YouTube

YouTube allows users to watch, create and share videos. Users can create their own YouTube account, make playlists and create their own channel. Users are also able to comment on other users' channels.

YouTube provides a reporting function here: <https://support.google.com/youtube/answer/2802027>

Users can report an individual video, a channel or a comment on a video. Only account holders can make reports on YouTube.

Google

The "right to be forgotten" ruling allows the public to request the removal of search results that they feel link to outdated or irrelevant information about themselves on a country-by-country basis. Users are able to complete a form to highlight what content they wish to be removed. Users have to specify why the content applies to them and why it is unlawful so the exact URLs relating to the search results need to be referenced. See https://support.google.com/legal/contact/lr_eudpa?product=websearch

A list of many other providers and links to their reporting functions can be found at the NSPCC's NetAware website: www.net-aware.org.uk