

AYSCOUGHTEE HALL SCHOOL



SAFEGUARDING POLICY 2018/19

Any reference to the word 'School' implicitly includes all its associated clubs/activities including Kids Club. This policy also applies to EYFS

PREPARED BY	AUTHORISED BY	LAST REVIEWED	REVIEW DATE	NO. OF PAGES
SMT	Clare Ogden	Autumn 2018	Autumn 2019	24

SCHOOL NAME Ayscoughfee Hall School

Head Teacher: Mrs C E M Ogden

Named personnel with designated responsibility for Safeguarding

Academic year	Designated Safeguarding Lead	Cover for Designated Safeguarding Lead	Safeguarding Governor	Chair of Governors
2018/2019	Mrs C E M Ogden	Mrs S Chester	Ms K Walker	Mr H Baker

Policy review dates (No later than one year following publication of the policy)

Review Date	Changes made	By whom	Date Shared
October 2018	Adopted Lincolnshire County Council Policy	Mrs C E M Ogden	November 2018

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Section 1 School Commitment

This policy applies to all adults, including volunteers, working in or on behalf of the school.

We aim to work in partnership and have an important role in inter-agency safeguarding arrangements as set out by Working Together 2018. Everyone working in or for our school service shares an objective to help keep children and young people safe by contributing to:

- providing a safe environment for children and young people to learn and develop in our school setting, and
- identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in our school setting

Ayscoughfee Hall School is committed to safeguarding and promoting the well-being of all of its pupils. Each pupil's welfare is of paramount importance. We recognise that some children may be especially vulnerable to abuse. We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at school, behaviour may be challenging. We recognise that they may exhibit concerning behaviours and at times this may impact on other children either directly or indirectly. We will always take a considered and sensitive approach in order that we can support all of our pupils.



Section 2 Providing a Safe and Supportive Environment

2.1 Safer Recruitment and Selection

The school pays full regard to DfE guidance 'Keeping Children Safe in Education'

We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity academic and vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and checking the candidates DBS status, the Children's List, Criminal Records Bureau checks and right to work in England checks.

In line with statutory changes, underpinned by regulations, the school will maintain a Single Central Record (SCR). This document will cover the following people:

- all staff (including supply staff, and teacher trainees on salaried routes) who work at the school, this means those providing education to children; and all members of the Governing Body

The information that must be recorded in respect of all staff members mentioned above is whether the following checks have been carried out or certificates obtained, and the date on which each check was completed/certificate obtained apply:

- a photo identity check;
- a barred list check;
- an enhanced Disclosure and Barring Service (DBS) check
- a prohibition from teaching check;
- a section 128 check (for management positions as set out in paragraph 99 for independent schools, including free schools and academies);
- further checks on people who have lived or worked outside the UK: this would include recording checks for those European Economic Area (EEA) teacher sanctions and restrictions;
- a check of professional qualifications;
- a check to establish the person's right to work in the United Kingdom;
- a check against section 128 barring with TRA for teachers and governors; and
- checks with regard to Childcare Disqualification Orders are to be kept on the individual staff member's personal file.

For supply staff, the school will include written confirmation that the employment business supplying the member of supply staff has carried out the relevant checks and obtained the appropriate certificates, whether any enhanced DBS check certificate has been provided in respect of the member of supply staff and the date that confirmation was received. Where checks are carried out on volunteers, the school will record this on the

single central record. Under no circumstances will a volunteer in respect of whom no checks have been obtained be left unsupervised or allowed to work in regulated activity with a child.

The school ensures staff who are involved in staff and volunteer appointments and arrangements (including, where appropriate, contracted services) undertake Safer Recruitment in Education Training.

2.2 Safe Working Practice

Our school will comply with the current **Guidance for Safer Working Practice for Adults working with Children & Young People in education Settings**

Safe working practice ensures that pupils are safe and that all staff:

- are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions;
- work in an open and transparent way;
- work with other colleagues where possible in situations open to question
- discuss and/or take advice from school management over any incident which may give rise to concern;
- record any incidents or decisions made;
- apply the same professional standards regardless of gender, sexuality or disability
- comply and are aware of the confidentiality policy
- are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

School staff having concerns about another member of staff:

- Staff members having concerns about another member of staff will report these to the Head teacher.
- Where staff members have concerns about the Head teacher, these will be reported to the chair or governors. Where the Head teacher is the proprietor then the concern should be reported to the Local Authority Designated Officer (LADO)

School staff having concerns about safeguarding practices:

- All staff and volunteers should feel able to challenge and raise concerns about poor or unsafe practice and potential failures in the school or college's safeguarding regime or concerns about other agencies by using the LSCB Professional Resolution and Escalation Protocol Appendix 2. Any such concerns will be taken seriously by the senior management team and others involved.
- Appropriate whistleblowing procedures, are in place within the school and can be read in further detail by accessing the separate school whistleblowing policy from the school website.

2.3 Risk Assessments

Risk assessments are taken seriously and used to good effect to promote safety. Risk assessments are available for all aspects of the school's work, such as premises and equipment, on-site activities, off-site activities, venues used, transport. Where relevant, risk assessments are carried out for individual pupils, and supported by action plans identifying how potential risks would be managed.

Individual risk assessments are also used when deciding a response to a child demonstrating potentially harmful behaviour such as sexually harmful behaviour or when identifying whether a child who may be particularly vulnerable, such as a child at risk of Child Sexual Exploitation.

2.4 Safeguarding Information for pupils

All pupils in our school are aware of a number of staff who they can approach. The school is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. We inform pupils of whom they might talk to regarding child protection both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm. PSHEE and online safety awareness materials we use to help pupils learn how to keep safe are ChildLine, NSPCC Speak Out Stay Safe, Police, Stranger Danger, and Anti-bullying. Links to some of these websites can be found on the school website.

Our school will ensure that pupils are made aware that information can be found at the following helplines, Childline, CEOP and NSPCC via posters displayed around the school. The school website has a dedicated E-Safety and Safeguarding page where details of helplines and online safety materials are published.

School's arrangements for consulting with and listening to pupils are via the school council and one to one teacher sessions. We make pupils aware of these arrangements through our daily open approach.

2.5 Partnership with Parents

The school shares a purpose with parents to educate and keep children safe from harm. We are fully committed to ensuring that consistent and effective safeguarding procedures are in place to support families, children and staff at school.

The school hopes that children and parents will feel free to talk about any concerns and will see school as a safe place when there are difficulties.

We provide up to date contact details and information on the dedicated E-safety and Safeguarding pages on our school website and hold safeguarding workshops.

We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect a child. We make safeguarding information available in a variety of formats, e.g. for families with English as an additional language (EAL) etc.

Ayscoughfee Hall School will share with parents any concerns we may have about their child

unless to do so may place a child at risk of harm.

We encourage parents to discuss any concerns they may have with their child's teacher or Head teacher.

The school's child protection policy is available by accessing the school website or a written copy will be provided on request to the school office.

Ayscoughfee Hall School is committed to ensuring the welfare and safety of all children in school. All Lincolnshire schools, including Ayscoughfee Hall School, follow the Lincolnshire Safeguarding Children Board procedures. The school will, in most circumstances, endeavour to discuss all concerns with parents about their children. However, there may be exceptional circumstances when the school will discuss concerns with the Customer Service Centre and/or the Police without parental knowledge (in accordance with Lincolnshire Safeguarding Children Board Procedures). The school will, of course, always aim to maintain a positive relationship with all parents.

2.6 Partnerships with others

Our school recognises that it is essential to establish positive and effective working relationships with other agencies who are partners in Lincolnshire Safeguarding Children Board. e.g. Lincolnshire Authority, Barnardo's, Police, Health, NSPCC Speak Out and the Stay Safe Project.

There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children.

2.7 School Training and Staff Induction

The school's Designated Safeguarding Lead (**DSL**) with responsibility for child protection, undertakes appropriate child safeguarding training and inter-agency working training (provided by the Lincolnshire Safeguarding Children Board).

The DSL and any deputies will undergo training to provide them with the knowledge and skills required to carry out the role. The training should be updated regularly.

In addition to their formal training, their knowledge and skills will be updated (for example, via the weekly safeguarding bulletin uploaded on Perspective Light, meeting other DSL's, or taking time to read and digest safeguarding developments), at regular intervals, **but at least annually**, to keep up with any developments relevant to their role.

The Head teacher and all other school staff, including non-teaching staff, will receive appropriate safeguarding and child protection training which is regularly updated.

In addition, all staff members will receive safeguarding and child protection updates (for example, via e-mail, e-bulletins and staff meetings), as required, **but at least annually**, to provide them with relevant skills and knowledge to safeguard children effectively.

Our school accesses training from LCC Safeguarding in School's Training Package and the LSCB training directory.

All staff (including temporary staff and volunteers) are provided with the school's child safeguarding policy and informed of school's child protection arrangements on induction.

2.8 Support, Advice and Guidance for Staff

Staff will be supported by the school, the Local Authority and professional associations.

The Designated Safeguarding Lead for Child Protection will be supported by Ms K Walker the Designated Safeguarding Governor.

Ayscoughfee Hall School seek advice about safeguarding concerns from the Lincolnshire Local Safeguarding Children's Board. To report a Safeguarding concern or for non-urgent early help queries from an Early Help Consultant call Customer Services on 01522 782111. The LCC Safeguarding and Education Welfare Supervisor for Education Settings Ruth Fox is available on 01522 554695 or **safeguardingschool@lincolnshire.gov.uk** for non-urgent safeguarding advice about training, policy, audit etc.

2.9 Alternative Provision

This school is committed to safeguarding our children even if they are placed in alternative provision for a period of time within the school day/week. We therefore seek written reassurance that any Alternative Provision provider has acceptable safeguarding practices in place including; their response to concerns about a child; safer recruitment processes; attendance and child missing education procedures; and appropriate information sharing procedures. The school will also obtain a written statement from the provider that they have completed all the vetting and barring checks that are necessary on their staff.

When organising work placements the school will ensure that the placement provider has policies and procedures in place to safeguard pupils.

Section 3 Ensuring that Children are Safe at School and at Home

3.1 Child Protection Procedures

Teachers and other adults in school are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, pupils, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns.

Definitions:

('Working Together' 2018 and 'Keeping Children Safe in Education' 2018)

A child: any person under the age of 18 years.

Harm means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another;

Development means physical, intellectual, emotional, social or behavioural development;

Health includes physical and mental health; maltreatment includes sexual abuse and other forms of ill-treatment which are not physical.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child (Fabricated Induced Illness).

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to 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, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

All staff follow the schools Child Protection Procedures which are consistent with Lincolnshire Safeguarding Children Board's Inter-Agency Procedures.

It is **not** the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All members of staff however, have a duty to recognise concerns and maintain an open mind. Accordingly all concerns regarding the welfare of pupils will be recorded and discussed with the Designated Safeguarding Lead with

responsibility for child protection (or the deputy DSL in the absence of the designated person) prior to any discussion with parents.

Where a member of staff is recognising signs or indicators that a child may have unmet needs or welfare concerns these will always be passed on to the Designated Safeguarding Lead to ensure that any appropriate interventions and/or referrals can be actioned. The DSL will use the Meeting the Needs of Children and Families in Lincolnshire 2018 document based on Signs of Safety for making safeguarding decisions to determine the threshold of concern and then will determine whether this can be dealt with within school or whether this may require an Early Help Intervention.

3.2 Supporting the child and partnership with parents

School recognises that the child's welfare is paramount, however good child protection practice and outcomes rely on a positive, open and honest working partnership with parents.

Whilst we may, on occasion, need to make referrals without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child.

We will provide a secure, caring, supportive and protective relationship for the child.

Children will be given a proper explanation (appropriate to age and understanding) of what action is being taken on their behalf and why.

We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The Designated Safeguarding Lead will determine which members of staff "need to know" personal information and what they "need to know" for the purpose of supporting and protecting the child. Confidentiality should not be promised to a child or adult.

3.3 The Prevent Duty

Under section 26 of the Counter-Terrorism and Security Act 2015, Ayscoughfee Hall School is aware that we must have due regard to the need to prevent people from being drawn into terrorism, and that this is known as the Prevent Duty.

In order to fulfil the Prevent Duty staff have received information/training to help them to identify children who may be vulnerable to radicalisation, and the school is committed to accessing further training to ensure that all staff are up to date and aware of this duty. If staff identify children for whom this may be a concern they should apply the usual referral process and Child Protection procedures and pass this information to the Designated Safeguarding Lead (DSL).

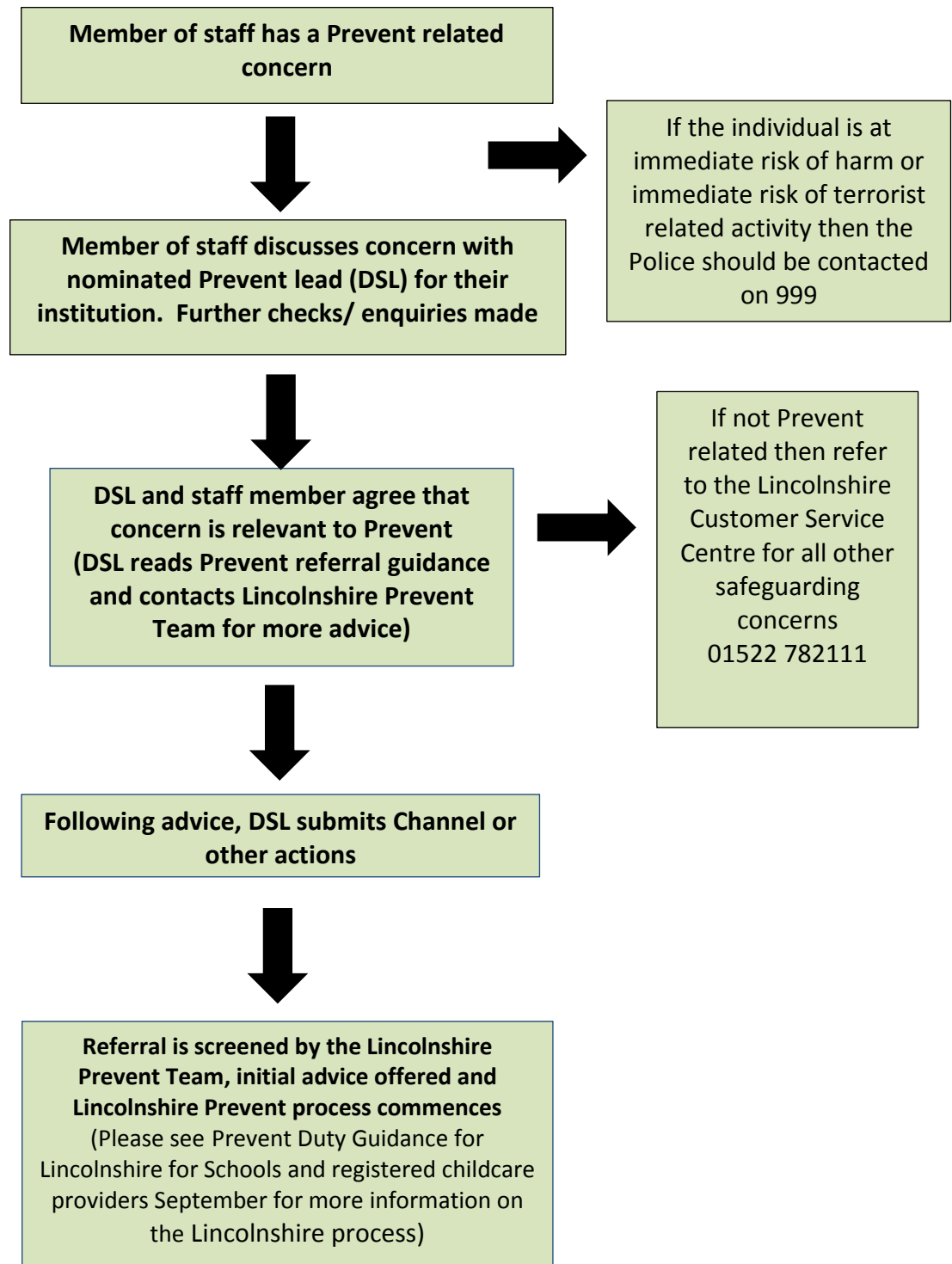
The Designated Safeguarding Lead will contact the Prevent Coordinator should there be concerns about a child or family linked to potential radicalisation or extremism. The Prevent Coordinator will then assist the DSL regarding whether a referral is appropriate and whether this child or family will need to be referred to the Channel Panel.

Ayscoughfee Hall School will also incorporate the promotion of fundamental British Values into the Curriculum and PSHEE in order to help build pupils' resilience and enable them to challenge extremist views. The school will provide a safe space in which children and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

Radicalisation will also be considered within current Online Safety policies, procedures and curriculum in terms of having suitable filtering and monitoring in place and also raising awareness with staff, parents and children about the increased risk of online radicalisation, through the use of the internet, Social Media and Gaming.

**For more information about Prevent in Lincolnshire, including referral forms and project examples please read the Prevent Duty Guidance for Lincolnshire for Schools and registered childcare providers September 2018, available within the Safeguarding folder on Perspective light and at Lincolnshire Safeguarding Children Board
Contact Lincolnshire Police, Prevent Officer 01522 558304 prevent@lincs.pnn.police.uk
or LCC, Prevent Officer 01522 555367 prevent@lincolnshire.gov.uk**

Lincolnshire Prevent Referral pathway



3.4 Child Sexual Exploitation

Ayscoughfee Hall School is aware that; Child Sexual Exploitation (CSE) is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. (Child sexual exploitation: Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation (2017)).

Staff have been made aware of some of the key indicators of CSE by training provided by the Designated Safeguarding Lead. In addition Ayscoughfee Hall School appreciates that it has a role to play in the prevention of CSE within its curriculum and PSHEE topics.

If staff identify children for whom CSE may be a concern they will apply the usual referral process and Child Protection procedures and pass this information to the Designated Safeguarding Lead (DSL). The DSL can then refer cases where relevant to the Lincolnshire Customer Services Team. Ayscoughfee Hall School also appreciates that they have a role to play in sharing soft intelligence relevant to perpetrators of CSE, and therefore if such information should come to light within school the DSL will share this appropriately with the police on Tel: 101.

3.5 Female Genital Mutilation

Ayscoughfee Hall School understands that Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia, and know that FGM is illegal in the UK, is a form of child abuse and has long-lasting harmful consequences. Ayscoughfee Hall School is aware that Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory personal duty upon teachers to report to the police where they discover that FGM appears to have been carried out on a girl under 18 years of age. This mandatory duty commenced in October 2015.

Staff are aware of the indicators of FGM and if they were to directly observe (if involved in intimate care) or indirectly become aware of other potential indicators they should apply the usual referral process and Child Protection procedures and pass this information to the Designated Safeguarding Lead (DSL). The DSL can then make appropriate referrals to Duty and Assessment and/or the Police as is their mandatory duty.

3.6 Domestic Abuse

Ayscoughfee Hall School understands that the cross-government definition of domestic violence and abuse is:

any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or 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 harm.

Controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and

capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive behaviour is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.

If staff identify children for whom Domestic Abuse may be a concern they should apply the usual referral process and Child Protection procedures and pass this information to the Designated Safeguarding Lead (DSL). The DSL can then refer cases where relevant to Lincolnshire Customer Services. Where Domestic Violence Notifications are received from the Multi-Agency Risk Assessment Conference (MARAC), this information will be added to a child's chronology and child protection record to ensure that appropriate support can be provided where necessary. A coding system will be in place – see separate domestic abuse resource pack for schools.

3.7 Forced Marriage

A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. It is an appalling and indefensible practice and is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights.

Staff at Ayscoughfee Hall School understand that likewise this is a potential Safeguarding issue and thus they would pass on concerns by applying the usual referral process and Child Protection procedures and pass this information to the Designated Safeguarding Lead (DSL).

3.8 Peer on Peer Abuse

Sometimes safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Staff are clear that whilst these may be responded to through Behaviour Management there is also a need for this information to be shared with the DSL in order to address the underlying Safeguarding concerns.

3.9 Youth Produced Sexual Imagery

Where there is a disclosure or the school becomes aware that a child may have been involved in sending 'youth produced sexual imagery' which is sometimes referred to as 'sexting' it will refer to the guidance in the document 'Sexting in Schools and Colleges, Responding to Incidents and Safeguarding Young People' published by the UK Council for Child Internet Safety (2016). Staff understand that when an incident involving youth produced sexual imagery comes to their attention:

- The incident should be referred to the DSL as soon as possible
- The DSL should hold an initial review meeting with appropriate school staff
- There should be subsequent interviews with the young people involved (if appropriate)
- Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm

- At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to children's social care and/or the police immediately

We will also refer to:

The DfE guidance 2018 on Searching Screening and Confiscation Advice for Schools

3.10 Attendance and Children Missing from Education

Ayscoughfee Hall School understands that poor attendance can be an indicator of concern for children with welfare and safeguarding concerns, and thus ensures that information is shared between the school office and the DSL. Likewise school understands that a parent failing to inform the school that a child has an authorised absence could be a cause for concern.

Ayscoughfee Hall School appreciates that the Local Authority has a Statutory Duty to ensure that all children and young people of compulsory school age receive suitable and appropriate education. Ayscoughfee Hall School will support the Authority in ensuring that this duty is carried out effectively. There are specific duties in respect of Children Missing Education (CME) and Ayscoughfee Hall School follow strict local authority guidelines in relation to these.

3.11 Child Criminal Exploitation: County Lines

The school recognises that criminal exploitation of children 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. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs. School will consider whether a referral to the National Referral Mechanism (NRM) should be undertaken in order to safeguard that child and/or other children.

3.12 Contextual Safeguarding

The school recognises that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. All staff, but especially the Designated Safeguarding Lead will consider the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. The school will provide as much information as possible to children's social care as part of any referral undertaken.

<https://www.contextualsafeguarding.org.uk/>

3.13 Children with Family Members in Prison

School understands that children who have members of their family in prison are more likely to underachieve and fail to reach their potential than their peers and may require specific services and support. Families and children of people in prison will be seen as families first and school will work to ensure their needs are appropriately met. This will include providing

support to ensure the voice of the child is considered when seeking contact with a family member in prison.

3.14 Sexual Violence and Sexual Harassment between children

Sexual violence and sexual harassment involving children at the school is a form of peer on peer abuse. Sexual violence involves the criminal sexual offences defined in the Sexual Offences Act 2003. Sexual Harassment is defined as unwanted conduct of a sexual nature and can include online behaviour. Neither is acceptable and will not be tolerated by the school. School take all such reports seriously and they will receive the same high standard of care that any other safeguarding concern receives. A multi-agency approach will be undertaken when responding to all such complaints; however the school will always take immediate action to protect children despite the actions of any other agency. These actions may include an immediate risk assessment in respect of the needs of the child victim and will address any risks identified to any child in respect of an alleged perpetrator of sexual violence or sexual harassment to ensure children are protected from harm. Any risk assessment will be fluid and may change to reflect any developments during the management of the case. All such reports will be managed by the Designated Safeguarding Lead. There are a number of options the school may consider in respect of the management of a report of sexual violence or sexual harassment between children and each case will receive an appropriate bespoke response once all the facts are known. Irrespective of any potential criminal outcome, the school have a duty to safeguarding all children and may deal with any such report on a balance of probability basis when considering the outcomes for children involved. Should an outcome involve a move to an alternative school for any child then full information sharing of the case will be undertaken with the Designated Safeguarding Lead professional at that school.

3.15 Carrying Knives/offensive weapons and gang culture

Bringing and carrying a knife/offensive weapon onto school premises is a criminal Offence and immediate action will be taken by calling the police and informing the informed. The guidance on Searching, Screening and Confiscation for Head teachers, schools and Governors, January 2018 will be consulted and the school will consider and may apply the disciplinary procedure. If a member of staff suspects a child being involved in gang culture, this is a Safeguarding concern and will require a discussion with the Designated Safeguarding Lead who will seek advice from agencies and professionals including reference to the Safeguarding procedures as outlined by the local authority. The child may be an exploited child and victim to which the school will offer support.

3.16 Children who may require Early Help

Meeting the needs of children and families in Lincolnshire 2018 is Lincolnshire's safeguarding model based on Signs of Safety.

All Staff (Governors and Volunteers) working within the School should be alert to the potential need for early help for children, for a child who:

- Is disabled and has specific additional needs;
- Has special educational needs;
- Is a young carer;
- Is a privately fostered child;
- Has returned home to their family from care:

- Is showing signs of engaging in anti-social or criminal behaviour;
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health, domestic violence; and/or
- Is showing early signs of abuse and/or neglect;
- Is showing signs of displaying behaviour or views that are considered to be extreme;
- Is misusing drugs or alcohol themselves:
- Not attending school or are at risk of exclusion from school;
- Frequently going missing/goes missing from care or from home;
- Is at risk of modern slavery, trafficking, exploitation, radicalised;
- Not in education, training or employment after the age of 16 (NEET);
- Is homeless and the impact of the pupil facing homelessness

www.lincolnshire.gov.uk/tac TACadmin@lincolnshire.gov.uk

These children are therefore more vulnerable; this School will identify who their vulnerable children are, ensuring all Staff and Volunteers know the processes to secure advice, help and support where needed.

When using reasonable force this is in line with national guidelines and takes into account individual pupil needs and risk management /care plans and in particular with regard to SEND; Lincolnshire SEND offer .

3.17 Looked After Children

All staff recognise that looked After Children and care leavers are more vulnerable than other children, often having poorer educational outcomes; therefore, ensuring their wellbeing, safety and welfare, helping them to reach their potential which includes the looked after child who is moving on. The school will also ensure that care leavers are supported with pathways including liaison with the local authority where a personal advisor will be appointed and a full working relationship is maintained with the Lincolnshire Virtual School Head teacher Kieran Barnes, Head of Virtual School LAC Lincolnshire, email **Kieran.barnes@lincolnshire.gov.uk** in respect of all pupils at the school who are subject of 'looked after' status.

Andrew Morris is Lincolnshire County Council's Corporate Parenting Manager, M: 07770 648 087, T: 01522 553916 **Andrew.Morris@lincolnshire.gov.uk**. Care Leavers queries should be addressed with the social worker until 17 years 6 months and to Andrew for broader queries and once they are 18. In Lincolnshire all 16 year olds Looked After Children (LAC) have a social worker until they are 17 years 6 months. At that point they will be allocated a leaving care worker, transferring to Lincolnshire Leaving Care Service at 18 years old. We would expect schools to be working closely with the young person and their social worker.

Section 4 Allegations regarding Person(s) Working in or on behalf of School (including Volunteers)

Where an allegation is made against any person working in or on behalf of the school that he or she has:

- Behaved in a way that has harmed a child or may have harmed a child
- Possibly committed a criminal offence against or related to a child; or
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children.

We will apply the same principles as in the rest of this document and we will always follow the Lincolnshire Safeguarding Children Board Procedures that can be accessed at www.lincolnshire.gov.uk/lscb. Detailed records will be made to include decisions, actions taken, and reasons for these. All records will be retained securely in a locked filing cabinet in the school office.

Whilst we acknowledge such allegations, (as all others), may be false, malicious or misplaced, we also acknowledge they may be founded. It is, therefore, essential that all allegations are investigated properly and in line with agreed procedures.

Initial action to be taken:

- The person who has received an allegation or witnessed an event will immediately inform the Head teacher and make a record
- In the event that an allegation is made against the Head teacher the matter will be reported to the Chair of Governors who will proceed as the 'Head teacher'
- The Head teacher will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs
- The member of staff will not be approached at this stage unless it is necessary to address the immediate safety of children
- The Head teacher may need to clarify any information regarding the allegation; however no person will be interviewed at this stage.
- The Head teacher (or Chair of Governors if the allegation is about the Head teacher) will consult with the Local Authority Designated Officer via the LADO referral form immediately, in order to determine if it is appropriate for the allegation to be dealt with by school or whether there needs to be a multi-agency response to the matter.
- The needs of the child or children will remain at the centre of all action taken. With this in mind, any referral to the Local Authority Designated Officer should also be accompanied by consultation with Lincolnshire Customer Service Centre when appropriate. This is to establish from the outset whether the concerns identified meet the threshold for a Section 47 child protection investigation and/or the police in respect of any criminal investigation
- Consideration will be given throughout to the support and information needs of pupils, parents, staff and the employee the subject of the allegation. .
- The Head teacher will inform the Chair of Governors of any allegation against a member of school staff.
- If consideration needs to be given to the individual's employment and immediate management of risk, advice will be sought from either Lincolnshire County Council HR or the HR advisor employed by the school.

Signed: _____ Chair of Governors Date: _____

Signed: _____ Safeguarding Governor Date: _____

Signed: _____ Head teacher Date: _____

This policy is available to current and prospective parents on the school website. It should be read in conjunction with the following policies:

- Child Protection Policy and Procedures 2018/2019
- Whistleblowing
- Anti Bullying
- Behaviour
- SEND
- Safer Recruitment
- Acceptable Use of IT Policy
- PSHEE
- Grievance & Complaints (Staff)
- Uncollected Child Policy
- EYFS Policy
- EYFS Supervision Policy
- Staff Code of Conduct
- Data Protection Policy

If any of the above policies are not available on the school website you may request a copy through the School Office.

Annex A

Useful Contacts within the local authority

Introduction

The policy is in line with:

- Lincolnshire Safeguarding Children Board Inter-Agency Procedures
- Working Together to Safeguard Children & Young People 2018
- Keeping Children Safe in Education 2018
- Information Sharing Document 2018
- What to do if you're worried a child is being abused 2015
- Children Act 1989 and Children Act 2004
- Education Act 2002
- Teaching Standards 2013
- Guidance for Safer Working Practice for Adults who work with Children and Young People 2015
- Sexting in Schools and Colleges 2016
- Sexual Violence and Sexual Harassment between children in Schools and Colleges May 2018

Safeguarding is defined as:

- Protecting children from maltreatment;
- Preventing impairment of children's health or development;
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care;
- Taking action to enable all children to have the best outcomes

(Working Together to Safeguard Children, 2018)

The term "Child" or "Children" refers to as anyone under the age of 18 years

We believe that:

- Schools play a key role in the prevention of abuse.
- All children have the right to be protected from harm.
- Children need support which matches their individual needs, including those who may have experienced abuse

Appendix 1

Contact Details

Local Authority Designated Officers (LADO) Rachael Powis and Jemma Parkinson
01522 554674

LADO email address LSCB_LADO@lincolnshire.gov.uk

Customer Service Centre: 01522 782111

For secure transfer of emails from schools use LADO@lincolnshire.gcsx.gov.uk
LADO referral form

For Safeguarding of children concerns living in Cambridgeshire call Cambridgeshire Social Care (CSC) 0345 045 1362. Emergency Duty Team 01733 234724

Out of Hours

Emergency Duty Service (6pm-8am + weekends and Bank Holidays) 01522 782333

Lincolnshire County Council Education Safeguarding Team

safeguardingschools@lincolnshire.gov.uk

Service Manager John O'Connor

Team Manager Jill Chandar-Nair

Team Leader Joanne Carr

Safeguarding & Education Welfare Supervisor Ruth Fox 01522 554695

Head of Virtual School LAC Lincolnshire Kieran Barnes Kieran.barnes@lincolnshire.gov.uk

Elective Home Education (EHE) ehe@lincolnshire.gov.uk

Children Missing Education (CME) cme@lincolnshire.gov.uk

Child in Entertainment or Employment cee@lincolnshire.gov.uk

Prevent

- Paul Drury, Prevent Support Officer, Lincolnshire County Council, 01522 555367, prevent@lincolnshire.gov.uk
- PREVENT Officer, East Midlands Special Operations Unit – Special Branch, 01522 558304, Email: prevent@lincs.pnn.police.uk

Online Safety incidents

National helpline

www.saferinternet.org.uk/helpline

Lincolnshire Police

101 non-emergency or 999

Early Help Team

TACadmin@lincolnshire.gov.uk www.lincolnshire.gov.uk/tac

FGM

The Female Genital Mutilation Helpline fgmhelp@nspcc.org.uk
0800 028 3550

School Documents

Guidance for Safe Working Practice for Adults who work with Children and Young People in Education settings – October 2015

<http://www.safeguardingschools.co.uk/guidance-for-safer-working-practice-for-adults-who-work-with-children-and-young-people-in-education-settings/>

Training Materials

LSCB Online and face to face Safeguarding Training courses including Safer Recruitment training www.lincolnshire.gov.uk/lscb

LCC Safeguarding in Schools Training Package safeguardingschools@lincolnshire.gov.uk

Safeguarding Governor Training governorsupport@lincolnshire.gov.uk

Prevent Training

All staff can undertake e-learning which is equivalent to WRAP 2 via the LSCB website.

In addition free face to face Prevent Awareness training is available through contacting either of the following:

- Lincolnshire Police, Prevent Officer, 01522 558304, prevent@lincs.pnn.police.uk.
- Lincolnshire County Council, Prevent Officer, 01522 555367, prevent@lincolnshire.gov.uk

Appendix 2 Professional Resolution & Escalation Protocol

Professional Resolution & Escalation Protocol



Escalation to Resolution Process

Escalation can be via telephone, face-to-face or internet meeting. All escalations should be recorded to ensure that the procedure is effective, transparent and for LSCB auditing purposes. Escalation via e-mail is not recommended as effective multi-agency working requires professional challenge in a suitable format and escalation is to resolve conflict and areas of concern relating to children and their families, a priority need. Any escalation should follow the steps below within the timescales stated.

Step 1 - Direct Professional to Professional Discussion

Differences of opinion or judgment should be discussed amongst frontline professionals to attempt to achieve a shared understanding and agree a local resolution, in line with the plan, or to ensure a plan is developed if needed. This must occur immediately with an acknowledgement and mutually agreed plan of action, including timescales within 48 hours (2 working days)

Step 2 - Direct Manager to Manager Discussion

If Step 1 does not resolve the issue then each professional should discuss the issue with their line manager or safeguarding supervisor. The line manager should review the concerns and ensure that they are justified and meet the purpose of this protocol. The line manager should then liaise with the other professional's line manager in an attempt to reach a resolution. Consultation with senior managers within each organisation can be used if this would be felt to assist resolution. The discussion between managers must occur within 5 working days of step 1, with a mutually agreed plan of action including timescales.

Step 3 - Direct SLO to SLO Discussion

If Step 1 and 2 do not reach a mutually agreeable resolution then the agencies' LSCB Senior Liaison Officer (SLO) should be contacted immediately to liaise with the other agency's SLO or assist as appropriate to resolve the conflict. A mutually agreeable plan of action including timescales should be in place within 48 hours (2 working days). This may involve a resolution meeting to ensure the learning points are recorded and brought forward.

Step 4 - Urgent resolution required- LSCB Independent Chaired Meeting

If the SLO's cannot resolve the issue that is causing conflict between professionals and agencies then a meeting should be convened with an independent chair selected from the LSCB partner organisations where the agencies can discuss the case and conflict issue in a chaired and minuted meeting, with resolution being agreed and recorded. The meeting should take place asap with a date set within 24 hours of step 3.

Step 4 – Non-urgent and/or lessons learned

Senior Liaison Officers can advise that the learning points from a non-urgent case should be referred to the next LSCB Policy and Procedures, Education and Training (PPET) sub group for interagency consideration. The group may make recommendations for individual agencies to review performance and/or involvement, or for LSCB policy and procedural review and development.

At every stage of the discussion the actions should take place within the stated timescales and be followed up in writing between the agencies and in the single agency record.