

# Bispham Endowed Church of England Primary School

## WHOLE SCHOOL POLICY FOR SAFEGUARDING & CHILD PROTECTION



Policy Leader / DSL / HT*	<b>Sara-Michelle Farina</b>
Deputy DSL (s)	<b>Michelle Warburton Faye Haslam</b>
Safeguarding Governor	<b>Karen McGlynn</b>
Last Updated	September 2023
Approved by the Governing Body	October 2023
Date of Review	October 2024

## School Context

Bispham Endowed Church of England Primary School is a Voluntary Controlled Church of England School. The school's admission number is 60 per year group; plus a 52 place nursery. The school has up to 65 members of teaching and non-teaching staff who are employed in range of roles. Our pupils come from a mixed catchment area of owner-occupier housing, local authority housing, housing association properties and privately rented accommodation. The home background of the pupils is also mixed – some families have one or both parents/carers in full time employment, whilst some have neither parent/carer in work. Attainment on entry into the nursery and the reception year group our pupils' attainment is below national expectations. The number of children currently receiving Pupil Premium and Free School Meals is above national average. The school's population is predominately White British.

Staff have all been involved in the shaping and implementation of this safeguarding and child protection policy.

The purpose of this safeguarding policy is to ensure every child who is a registered pupil at Bispham Endowed is safe and protected from harm. The Department for Education (DfE) 'Keeping Children Safe in Education' (September 2023), 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.

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

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

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

KEY AREA	
COVID – 19	Keeping Children Safe in Education (KCSIE) remains in force and has done throughout the response to coronavirus (COVID-19). However, Bispham Endowed 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.

	Bispham Endowed will continue to follow up to date Government Guidance.
<b>Statutory Guidance</b>	<ul style="list-style-type: none"> <li>• <b><u>Education Act 2002:</u></b> Section 175 of the Education Act 2002 requires local education authorities and the governors of maintained schools and further education (FE) colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.</li> <li>• Section 157 of the same act and the Education (Independent Schools Standards) (England) Regulations 2003 require proprietors of independent schools (including academies and city technology colleges) to have arrangements to safeguard and promote the welfare of children who are pupils at the school.</li> <li>• <b><u>Working Together to Safeguard Children 2018</u></b> sets out organisational responsibilities for schools and colleges and this applies to maintained, independent, academies, free schools and alternative non provision academies</li> <li>• Keeping Children Safe in Education September 2023:</li> <li>• <b><u>Keeping children safe in education: information for all school and college staff (publishing.service.gov.uk)</u></b></li> <li>• 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 <b>should</b> do and sets out the legal duties with which schools <b>must</b> comply</li> <li>• <b><u>What to do if you are worried a child is being abused</u></b></li> <li>• <b><u>Guidance for Safer Working Practice (with Addendum April 2020)</u></b></li> <li>• <b><u>The Children Act 1989</u></b></li> <li>• <b><u>The Children Act 2004</u></b></li> </ul>
<b>Ethos</b>	<p><b>Bispham Endowed recognises that high self-esteem, confidence, peer support and clear lines of communication with trusted adults helps all children, especially those at risk of, or suffering abuse. We therefore ensure that:</b></p> <ul style="list-style-type: none"> <li>• ALL staff, volunteers and governors contribute to an ethos where children feel secure and safe</li> <li>• ALL children have opportunities to communicate and know that they are listened to</li> <li>• ALL children's wishes, feelings and views will be taken into account when decisions are being made about how to keep them safe</li> <li>• ALL children know that they can communicate with any adult in school if they are worried or in difficulty</li> <li>• ALL staff and volunteers will contribute to providing a curriculum which will equip children with the skills they need to stay safe and be able to communicate when they do not feel safe</li> <li>• ALL staff and volunteers will contribute to providing a curriculum which will help children develop an attitude which will enable them to enter adulthood successfully and reach their full potential</li> <li>• ALL staff, volunteers and governors will establish effective, supportive and positive relationships with parents, carers, pupils and professionals.</li> <li>• <b>Equality legislation:</b></li> <li>• <b>The guidance sets out the significance of the Equality Act 2010 to school safeguarding, including that schools and colleges:</b> <ul style="list-style-type: none"> <li>• <b>must not unlawfully discriminate against pupils because of their protected characteristics</b></li> <li>• <b>must consider how they are supporting pupils with protected characteristics</b></li> <li>• <b>must take positive action, where proportionate, to deal with the disadvantages these pupils face. For example, by making reasonable adjustments for disabled children and supporting girls if there is evidence they are being disproportionately subjected to sexual violence or harassment.</b></li> </ul> </li> </ul>
<b>Roles &amp; Responsibilities</b>	<b>Bispham Endowed is committed to providing the relevant personnel with clear and explicit roles and responsibilities to ensure accountability when safeguarding children. We therefore ensure that:</b>

**All adults, including volunteers, working in or on behalf of the school will:**

- 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 referred using Safeguard / verbal / telephone call
- Report lower level concerns to the DSL
- Monitor all pupils, particularly those that are deemed vulnerable
- Report any concerns verbally immediately and in a formal way via email/statement/concern as soon as possible in writing regarding adults conduct to the Mrs Warburton /Mrs Farina/ Miss Haslam
- 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 expected to play in such assessments.

**The Governing Body will:**

- Ensure that the policies, procedures and training in Bispham Endowed 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 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 2023**
- 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

	<ul style="list-style-type: none"> <li>• 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</li> <li>• Ensure that all practice and procedures operate with the <b>best</b> interests of the child at their heart</li> <li>• Appoint a designated teacher to promote the education of CLA</li> <li>• Ensure that all staff are aware of safeguarding issues and vulnerabilities associated with CLA.</li> </ul> <p><b>The DSL will:</b></p> <p><b>Be fully familiar with the role of the DSL as detailed in Keeping Children Safe in Education 2023 and adhere to this role. This includes but is not conclusive to:-</b></p> <ul style="list-style-type: none"> <li>• take <b>lead responsibility</b> for safeguarding and child protection</li> <li>• act as a point of contact with the 3 safeguarding partners</li> <li>• manage referrals to Children's Social Care, Police and other agencies including Channel</li> <li>• work together with other agencies in order to improve outcomes for children</li> <li>• attend DSL training every 2 years</li> <li>• undertake Prevent awareness training</li> <li>• update their skills and knowledge on a regular basis, but at least annually</li> <li>• raise awareness of safeguarding throughout school and act as a point of support for all staff</li> <li>• ensure that this policy is reviewed annually and is available publicly</li> <li>• maintain, update and amend the school's safeguarding portfolio regularly</li> <li>• ensure that parents are aware of school's responsibilities regarding safeguarding and child protection</li> <li>• maintain accurate safeguarding records that are stored securely</li> <li>• be available during school hours</li> <li>• arrange cover of DSL role for any out of hours/out of term activities</li> <li>• represent school in multi-agency meetings</li> <li>• be provided with appropriate support and supervision in order to carry out the role safely and effectively</li> <li>• understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation;</li> <li>• take a holistic view to ensure wider environmental factors are considered which may be a threat to safety and welfare of children (Contextual Safeguarding).</li> <li>• be responsible for the sharing of child protection files when a child moves to a new school or college</li> <li>• liaise with the Local Authority Personal Advisors for any Care Leavers.</li> </ul> <p>Note: Deputy DSLs should be trained to the equivalent standard as DSL's.</p>
<b>Induction, Training &amp; Updates</b>	<p><b>Bispham Endowed is committed to providing staff and volunteers with the skills and knowledge needed to safeguard children. We therefore ensure that:</b></p> <ul style="list-style-type: none"> <li>• ALL staff and volunteers will receive Safeguarding Training on induction using, Safeguarding Induction Pack which includes <b><u>Keeping Children Safe in Education (Part One), Guidance for Safer Working Practice</u></b></li> <li>• Staff induction will also include Safeguarding Policy, Staff Behaviour Policy, Role of the DSL and Deputies, Pupil Behaviour Policy and Safeguarding response to children who go missing from education</li> <li>• The DSL/s will provide ALL staff, volunteers and governors with regular safeguarding updates</li> <li>• ALL staff, volunteers and governors will read and show an understanding of any updates that are provided</li> <li>• DSLs will attend DSL training every 2 years</li> </ul>

	<ul style="list-style-type: none"> <li>• DSLs will update their knowledge, skills and understanding of relevant safeguarding issues on a regular basis</li> <li>• The DSL will undertake Prevent awareness training</li> <li>• At least one member of staff and one governor will attend Safer Recruitment Training. This will be renewed at least every 5 years</li> <li>• ALL staff, volunteers and governors will undertake any additional specialised training on matters such as Child Sexual Exploitation, Prevent, Peer on Peer abuse, Online Safety, FGM etc as is deemed necessary by the SLT/DSL and that is particularly relevant to the context and needs of the setting</li> <li>• any staff member will discuss any specific training requirements or gaps in knowledge or understanding with the DSL/s</li> <li>• Detailed records will be held of staff safeguarding training.</li> </ul>
<b>Child Protection</b>	<p><b>Bispham Endowed is committed to PREVENTING abuse, PROTECTING children from abuse and SUPPORTING those involved in cases of abuse. We therefore ensure that:</b></p> <ul style="list-style-type: none"> <li>• ALL staff and volunteers understand the importance of teaching children how to keep themselves safe from all types of abuse</li> <li>• ALL staff and volunteers seek out opportunities that are relevant to their role, to teach children the skills to keep themselves safe</li> <li>• ALL staff and volunteers make and maintain positive and supportive relationships with children which enable children to feel safe and valued</li> <li>• Safeguarding has a high status throughout school by being on the agenda at staff meetings/briefings, information being readily available on notice boards, regular updates</li> <li>• ALL staff feel confident in approaching DSLs to raise concerns</li> <li>• ALL staff and volunteers have an understanding of the four categories of abuse; NEGLECT, EMOTIONAL ABUSE, SEXUAL ABUSE, PHYSICAL ABUSE.</li> <li>• ALL staff and volunteers understand that there are other ways in which children can be abused such as; Online, Child Sexual Exploitation, Female Genital Mutilation, Honour Based Abuse, Radicalisation, Trafficking, Slavery, Child Abuse, Forced Marriage and others</li> <li>• ALL staff and volunteers have the knowledge, skills and expertise to recognise the signs and symptoms of all types of abuse</li> <li>• 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.</li> <li>• DSLs keep up to date with emerging and specific safeguarding issues and update training accordingly</li> <li>• 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</li> <li>• ALL staff and volunteers will maintain and demonstrate an attitude of "it can happen here"</li> <li>• ALL staff and volunteers are child-centred in their practice and act in the best interests of the child at all times</li> <li>• 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</li> <li>• ALL staff and volunteers have the skills to respond appropriately and sensitively to disclosures or allegations of abuse</li> <li>• ALL staff and volunteers report cases of suspected abuse to the DSL. This will be done as soon as possible via telephone / safeguard / in person</li> <li>• Where a child is at risk of immediate harm, ALL staff understand that they must refer to the Police or Children's Social Care</li> <li>• ALL staff and visitors know how to refer to Children's Social Care</li> </ul>

	<ul style="list-style-type: none"> <li>• 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,</li> <li>• This referral will be done by telephone then a referral made</li> <li>• 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</li> <li>• 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</li> <li>• DSLs adhere to policy, procedures and guidance from Blackpool Safeguarding Team with regard to sharing information</li> <li>• DSLs contribute to Strategy Discussions, Strategy Meetings, Initial and Review Child Protection Conferences, Core Group Meetings and other CP meetings</li> <li>• 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</li> <li>• 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</li> <li>• A copy of the child's CP Plan is included in the child's individual safeguarding file</li> <li>• 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</li> <li>• DSLs will determine what information staff members need to know in order to safeguard and support children.</li> <li>• Staff are offered appropriate support and/or supervision that is relevant to their role or involvement in particular cases</li> <li>• Communication and work with parents and carers will always be undertaken in a supportive manner and in the best interests of the child</li> <li>• 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</li> <li>• Specific programmes of intervention and support are offered to children and families who are vulnerable</li> <li>• Risk Assessments will be undertaken where a child's behaviour poses a risk to others, themselves or the environment.</li> </ul>
<b>Child in Need</b>	<p><b>Bispham Endowed is committed to ensuring the appropriate level of support is offered to a "Child in Need" and their family. We therefore ensure that:</b></p> <ul style="list-style-type: none"> <li>• DSLs will make a Section 17 referral to Children's Social Care where Early Help has not been successful in reducing risk and meeting unmet needs using the Blackpool Safeguarding Referral Forms</li> <li>• DSLs will make a Section 17 referral to Children's Social Care where there is evidence that the Level 3 threshold has been met on the Continuum of Need</li> <li>• this will be determined, and escalated as necessary assessed by the DSL .</li> <li>• DSLs will obtain parental consent for the referral and for information to be shared, prior to contacting Children's Social Care unless 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</li> <li>• <b>In the context of adult /child safeguarding these rights can be overridden in certain circumstances. Emergency or life-threatening situations may warrant the sharing of relevant information with the relevant emergency services without consent. The law does not prevent the sharing of sensitive, personal information within organisations. If the information is confidential, but there is a safeguarding concern, sharing it may be justified.</b></li> <li>• When consent is not given, DSLs will continue to offer Early Help with consent, gather evidence of engagement or lack thereof, disguised compliance, impact on the child, increase in risk or level of unmet need, improvements or deteriorations</li> <li>• DSLs will review such cases regularly and assess whether there is evidence that meets Level 4 threshold. In such cases Child Protection Procedures will be followed</li> </ul>

	<ul style="list-style-type: none"> <li>• DSLs, or other appropriate members of staff, will contribute to Child in Need Meetings and Reviews</li> <li>• DSLs, or other appropriate member of staff, will attend CiN meetings, produce and present reports, liaise with staff, work with parents, work with other agencies and ensure the voice of the child is evidenced throughout these processes</li> <li>• DSLs will meet regularly to ensure that decisions made about children who are subjects of CiN Plans are agreed and a clear rationale for the decision is documented</li> <li>• A copy of the child's CiN Plan is included in the child's individual safeguarding file.</li> </ul>
<b>Early Help</b>	<p><b>Bispham Endowed is committed to providing our families with the right help at the right time. Any child may benefit from early help, but ALL school and college staff should be particularly alert to the potential need for early help for a child who:</b></p> <ul style="list-style-type: none"> <li>• is disabled and has specific additional needs;</li> <li>• has special educational needs (whether or not they have a statutory education, health and care plan);</li> <li>• is a young carer;</li> <li>• is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;</li> <li>• is frequently missing/goes missing from care or from home;</li> <li>• is misusing drugs or alcohol themselves;</li> <li>• Is at risk of modern slavery, trafficking or exploitation;</li> <li>• is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;</li> <li>• has returned home to their family from care;</li> <li>• is showing early signs of abuse and/or neglect;</li> <li>• is at risk of being radicalised or exploited;</li> <li>• is a privately fostered child</li> <li>• any other identified reason not listed above that requires extra support or intervention to improve outcomes for families and children <b>including mental health support.</b></li> </ul> <p><b>We therefore ensure that:</b></p> <ul style="list-style-type: none"> <li>• ALL staff and volunteers can identify the risk factors that indicate a family or pupil may benefit from Early Help</li> <li>• ALL staff and volunteers will use the school's agreed format for letting the DSL know about Early Help requirements</li> <li>• DSLs will undertake a CAF assessment, when appropriate, to identify what Early Help is required</li> <li>• DSLs will signpost and refer to appropriate support agencies</li> <li>• DSLs will lead on TAF meetings where it is appropriate for them to do so</li> <li>• DSLs and other identified staff will identify and work with any organisations that are relevant in meeting the needs of pupils and their families</li> <li>• DSLs and other identified staff will initiate and maintain positive and supportive relationships with parents and carers of children who may benefit from Early Help</li> <li>• DSLs or appropriately trained school staff will generally be the lead for Early Help cases if this is in the best interests of the family.</li> </ul>
<b>Specific Safeguarding</b>	<p><b>Bispham Endowed is committed to keeping our children safe from specific forms of abuse. By definition:</b></p> <p><b>Abuse:</b> 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. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.</p>



	<p><b>Physical abuse:</b> 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.</p> <p><b>Emotional abuse:</b> 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 from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing 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.</p> <p><b>Sexual abuse:</b> involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as peer on peer abuse) in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it, (see paragraph 49).</p> <p><b>Neglect:</b> 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, for example, 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</p> <p><b>Domestic abuse:</b>  <b>Domestic abuse has been added to the list of safeguarding issues that all staff should be aware of. The guidance makes it clear that domestic abuse:</b> • can be psychological, physical, sexual, financial, or emotional • can impact on children through seeing, hearing or experiencing the effects of domestic abuse and/or experiencing it through their own intimate relationships.</p> <p><b>We will formulate risk management plans where required</b></p> <p><b>We will ensure that:</b></p> <ul style="list-style-type: none"> <li>• ALL staff and volunteers understand that there are specific and emerging ways in which children can be abused and are aware of these specific issues, reporting any concerns, in the appropriate manner to the DSL. Specific issues include (but are not limited to):</li> </ul>
--	---

**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.

- Bispham Endowed 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'
- Prevent Safeguarding Lead – Sara-Michelle Farina
- Prevent Safeguarding Governor – Karen McGlynn
- ALL staff and volunteers will have a general understanding of how to identify a child who may be at risk of radicalisation
- 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.

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

- The school curriculum (whereby sexual relationships/PSHE is delivered) will include relevant information around the risks associated with CSE
- The school **Online Safety Policy** ensures 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 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.
- **Mental Health.** All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, and education.. Schools and colleges can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies. More information can be found in the mental health and behaviour in schools guidance, colleges may also wish to follow this guidance as best practice. Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among children. See Rise Above for links to all materials and lesson plans.

**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.

**Child on Child 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.

Bispham Endowed will refer to specific guidance in Keeping Children Safe in Education Part five: Child on Child Sexual Violence and Sexual Harassment.

This is most likely to include, but may not be limited to: bullying (including cyberbullying); physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexual violence and sexual harassment; sexting (also known as youth produced sexual imagery); and initiation/hazing type violence and rituals. This will also include Upskirting. It typically involves taking a photograph under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks for sexual gratification or causing humiliation, distress or alarm.

- ALL staff and volunteers understand that children can abuse other children
- ALL staff and volunteers will inform the DSL of suspected peer abuse and record in line with schools recording policy
- Peer on peer abuse will be taken as seriously as any other form of abuse
- All staff understand that abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up"
- All staff will understand that pupils with SEND are more prone to peer group isolation and school will have extra pastoral support to address this.
- Physical abuse between peers will be managed under the school's **Behaviour Policy** Emotional abuse between peers will be managed under the school's **Anti-Bullying Policy**
- Harmful sexual behaviour will be identified and managed using the **Brook Traffic Light Tool**
- 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

	<ul style="list-style-type: none"> <li>• are there ongoing risks to the victim, other children, school or college staff</li> <li>• contextual safeguarding issues.</li> </ul> <ul style="list-style-type: none"> <li>• <b>Following a report of sexual violence, the designated safeguarding lead (or deputy) will make an immediate risk and needs assessment, considering:</b> <ul style="list-style-type: none"> <li>• the victim</li> <li>• the alleged perpetrator</li> <li>• all other children (and if appropriate adult students and staff).</li> <li>• Risk assessments will be recorded and kept under review as a minimum termly.</li> </ul> </li> </ul> <p><b>Serious violence</b> . All staff should be aware of the indicators, which may signal children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation. All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.</p> <p>(Further detailed guidance on Child on Child Sexual Violence and Sexual Harassment is found in Keeping Children Safe in Education 2020).</p> <p><b>Domestic abuse</b> is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 and over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:</p> <ul style="list-style-type: none"> <li>• Psychological</li> <li>• Physical</li> <li>• Sexual</li> <li>• Financial</li> <li>• Emotional</li> </ul> <p>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.</p> <ul style="list-style-type: none"> <li>• ALL staff and volunteers understand what domestic abuse is and the potential impact upon children and how this might be displayed.</li> </ul> <p><b>The DSLs will: -</b></p> <ul style="list-style-type: none"> <li>• Ensure that the school has suitably trained Key Adult/s in order to fulfil its obligations under Operation Encompass</li> <li>• 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</li> <li>• School will provide an overview of Operation Encompass with the names of the Op Encompass leads and a link to the Op Encompass website</li> </ul>
--	--

(<https://www.operationencompass.org/>) Operation Encompass lead at (Bispham Endowed) is Sara-Michelle Farina

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

- ALL staff and volunteers follow school procedures when a child misses education particularly on repeat occasions to help identify the risk of abuse and neglect
- The school **Attendance Policy** is up to date, reviewed annually and includes reference to CME and procedures followed in the case of children missing or who have attendance concerns
- There is an admissions policy and an attendance register
- The Local Authority is informed of any pupil who fails to attend school regularly, or has been absent without the schools permission for a continuous period of 10 school days or more
- **Where reasonably possible** schools and colleges should hold more than one emergency contact number for their pupils and students.
- ALL staff will be aware that children going missing from education can be a warning sign of safeguarding considerations. .

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

- 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

	<ul style="list-style-type: none"> <li>• Child Criminal Exploitation</li> <li>• Homelessness</li> </ul> <p>For all specific safeguarding issues, DSLs will seek advice from LCC Schools Safeguarding Officers or MASH Education Officers and follow national and local guidance. <a href="https://panlancashirescb.proceduresonline.com/chapters/contents.html">https://panlancashirescb.proceduresonline.com/chapters/contents.html</a></p>
<b>Online Safety</b>	<p><b>Bispham Endowed is committed to keeping pupils safe online. We therefore ensure that:</b></p> <ul style="list-style-type: none"> <li>• ALL staff and volunteers understand that children can be harmed online via hurtful and abusive messages, enticing children to engage in age inappropriate conversations, sharing and production of indecent images or encouraging risk taking behaviour</li> <li>• The school's <b>Internet Safety Policy</b> –details how we keep pupils safe when using the internet and mobile technology</li> <li>• Online bullying by pupils, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our <b><u>Anti-bullying / Behaviour Policy</u></b> –</li> <li>• There is a clear and explicit procedure for dealing with mobile phones that are brought into school by keeping the phone in the office until the end of the school day</li> <li>• DfE advice; <b><u>Searching, Screening and Confiscation</u></b> is followed where there is a need to search a pupil for a mobile device</li> <li>• When school become aware of an online safety issue that has occurred outside of school, it is managed in accordance with the school Online Safety Policy</li> <li>• The school has appropriate filters and monitoring systems in place regarding use of internet (3G and 4G) in school - these should be detailed in the Online Safety Policy.</li> </ul>
<b>Record Keeping</b>	<p><b>Bispham Endowed is committed to recording all matters relating to the welfare of children in a relevant format. We therefore ensure that:</b></p> <ul style="list-style-type: none"> <li>• DSLs will create and maintaining accurate safeguarding records</li> <li>• There is an agreed format for reporting all matters relating to child wellbeing, from an early help requirement to a disclosure of abuse using 'Safeguard'</li> <li>• ALL staff use the agreed format on safeguard for passing on concerns</li> <li>• Concerns should be factual and evidence based</li> <li>• Concerns should be passed directly to the DSL</li> <li>• ALL concern logs will be kept either in an individual pupil safeguarding file or electronically</li> <li>• A pupil will have an individual safeguarding file when there has been a number of concerns, an offer of Early Help or the family is, or has been at Level 2 or above on the Continuum of Need</li> <li>• DSLs will record all discussions, decisions and rationale behind decisions and sharing of information in the child's records</li> <li>• DSLs will record evidence of child's wishes, professional challenge, offers of early help and multi-agency working</li> </ul> <p>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</p> <ul style="list-style-type: none"> <li>• All safeguarding records will be stored securely online using safeguard or if paper versions in a locked room</li> <li>• Only DSLs and other named staff will have access to safeguarding records</li> <li>• A pupil's safeguarding file will be transferred, in its entirety, to the educational establishment where the child moves to, unless there is ongoing legal action</li> <li>• The safeguarding file will be sent securely to the DSL at the receiving school</li> </ul>

	<ul style="list-style-type: none"> <li>• A receipt will be obtained at time of transfer and the responsibility for the safeguarding records will pass to the receiving school</li> <li>• The educational establishment where the pupil attends at statutory school leaving age (18) will securely retain the safeguarding records until the child's 25<sup>th</sup> birthday. Safeguarding records will then be destroyed securely</li> <li>• School will seek advice from legal services and/or Schools Safeguarding Officers if any staff are unclear about any aspects of safeguarding record keeping.</li> </ul>
<b>Safer Recruitment</b>	<p><b>Bispham Endowed is committed to keeping pupils safe by ensuring that adults who work or volunteer in school are safe to do so. We therefore ensure that:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• There are at least 2 people on each selection panel.</li> <li>• ALL staff will monitor the conduct of all adults who come into contact with children at school and report any concerns to the DSL, Headteacher or SLT</li> <li>• Relevant, proportionate and lawful checks are undertaken on all adults who regularly work at, or visit the school</li> <li>• A Single Central Record is kept of checks that are undertaken on all adults who regularly work at, or visit the</li> <li>• The SCR is stored securely, electronically and only accessed by designated staff and governors</li> <li>• HT / Chair of Governors (at least termly) oversight/scrutiny of the SCR</li> <li>• Evidence of staff members identity, required qualifications and the right to work in the UK will be kept in individual personnel files</li> <li>• Covering (umbrella) letters will be obtained from agencies and other employers that provide staff to work in school to confirm that appropriate checks have been undertaken.</li> <li>• Individual identity checks will be undertaken on those staff detailed above to ensure they are employees of the named agency/employer</li> <li>• 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</li> <li>• 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.</li> <li>• This declaration will be renewed annually. This form will be retained and stored securely.</li> <li>• 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:- <a href="mailto:disqualification@ofsted.gov.uk">disqualification@ofsted.gov.uk</a></li> <li>• Advice will be sought from Human Resources, LADO and/or Schools Safeguarding Officers if any staff are unclear about any aspects of Safer Recruitment.</li> </ul> <ul style="list-style-type: none"> <li>• Our school may consider online searches as part of their due diligence checks on shortlisted candidates</li> </ul>
<b>Managing allegations against staff</b>	<p><b>There are clear policies in line with those from the CSAP (Children's Safeguarding Assurance Partnership) for dealing with allegations against people who work with children.</b></p> <p>Such policies make a clear distinction between an allegation, a concern about the quality of care or practice or a complaint. An allegation may relate to a person who works with children who has:</p>



	<ul style="list-style-type: none"> <li>- Behaved in a way that has harmed a child, or may have harmed a child;</li> <li>- Possibly committed a criminal offence against or related to a child; or.</li> <li>- Behaved towards a child or children in a way that indicates they may pose a risk of harm to children.</li> <li>- behaved or may have behaved in a way that indicates they may not be suitable to work with children.</li> </ul> <p><b>All staff at Bispham Endowed are aware of these procedures and aware of the following expectations and protocol:-</b></p> <ul style="list-style-type: none"> <li>• ALL staff and volunteers are aware that they must refer allegations or concerns around staff conduct to the Headteacher - these need to be immediately reported and followed up with a formal written concern via email/statement/letter to ensure that concerns are recorded.</li> <li>• ALL staff and volunteers are aware of the requirement to, and process of referring allegations or concerns around the Headteacher to the nominated Governor (Will Hulme)</li> <li>• The Headteacher and/or Chair of Governors will discuss the allegation with the Local Authority Designated Officer (LADO)</li> <li>• ALL staff and volunteers remember that the welfare of the child is paramount and that they have a duty to inform <b>DSL / SLT</b> if any adult's conduct gives cause for concern. Ensure that verbal communication is followed up in writing via an email or statement of concern.</li> <li>• All concerns of poor practice or possible child abuse by staff and volunteers should be reported to the <b>DSL/SLT</b>. Ensure that verbal communication is followed up in writing via an email, statement or recording.</li> <li>• ALL staff are aware of the school's Whistle Blowing Policy which enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place</li> <li>• Staff are fully aware of Guidance for Safer Working Practice and Staff Code of conduct / Handbook and are aware of professional expectations of their own behaviour and conduct.</li> </ul>
<b>Visitors</b>	<p><b>Bispham Endowed is committed to keeping pupils safe by ensuring that visitors to school do not pose a risk to children at our school. We therefore ensure that:</b></p> <ul style="list-style-type: none"> <li>• Visitors to school sign in electronically and wear identification <b>sticker</b> to indicate they have done so</li> <li>• ALL staff and children, where appropriate, will challenge visitors to school who are not wearing correct identification</li> <li>• Visitors sign out and remove/hand in their identification when they leave the school</li> <li>• Visitors are made aware of who to speak to if they are worried about a child during their visit by member of staff they are working with</li> <li>• Visitors are accompanied during their visit, when children are present, unless they have undergone relevant checks and these are accepted and verified by DSL or Headteacher</li> <li>• Visitors will behave in a way that is compliant with the school's code of conduct</li> <li>• Visitors will not use mobile phones or other similar electronic devices during their visit unless agreed by the Headteacher or DSL.</li> <li>• Visitors will not initiate contact or conversations with pupils unless this is relevant and appropriate to the reason for their visit</li> <li>• When there are several visitors to the school at the same time (such as for an assembly etc.) there will be adequate staff supervision of children and visitors. A risk assessment will be undertaken if deemed necessary or appropriate</li> <li>• When visitors are undertaking activities with children, content of the activity will be agreed with the Headteacher or DSL, prior to the visit.</li> </ul>

<p><b>Cameras, Mobile Phones and Devices</b></p>	<p><b>(This section is legally applicable to all early years' settings)</b>  <b><u>Early Years Foundation Stage Statutory Framework Effective from September 2023</u></b>  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1170108/EYFS_framework_from_September_2023.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1170108/EYFS_framework_from_September_2023.pdf</a></p> <p><b>Bispham Endowed is committed to keeping pupils safe by ensuring that electronic devices such as cameras, phones and tablets are used in an appropriate manner. School will therefore ensure that:</b></p> <ul style="list-style-type: none"> <li>• parental consent is obtained to take and use photographs and/or videos of children</li> <li>• parental consent is obtained for photographs to be taken by the media for use in relation to promoting or publishing the school</li> <li>• separate parental consent is obtained if any other agency requests to take photographs of any child</li> <li>• parental consent will be valid for 5 years but may be sought more regularly at the discretion of the Headteacher</li> <li>• images will be uploaded to, and stored in a secure place for a relevant amount of time, this may be for longer than the child is at school if appropriate</li> <li>• photographs and videos of children are only taken to provide evidence of their achievements for developmental records or for other school related purposes</li> <li>• staff, visitors, volunteers and students do not use their own mobile phones to take or record any images of children</li> <li>• the school's digital camera/s or memory cards must not leave the school setting unless this is agreed by the Headteacher for official school business</li> <li>• photos are printed/uploaded in the setting by staff and once done images are immediately removed from the cameras memory</li> <li>• parents are reminded frequently of the risks associated with posting images of children to social media</li> <li>• parents are reminded frequently that they are not permitted to distribute or post images that contain children other than their own</li> <li>• staff, volunteers and visitors will not use mobile phones in toilet or changing areas</li> <li>• The Code of Conduct will outline when and where staff, volunteers and visitors can use their mobile phones</li> <li>• ALL staff, volunteers and visitors will adhere to the above policies and failure to do so will be addressed appropriately by the Headteacher and/or the Governing Body</li> <li>• Pupils' use of mobile phones and other devices will be managed under the school's <b>Home/School Agreement / Code of Conduct</b></li> <li>• DFE Advice; <b><u>Searching, Screening and Confiscation</u></b> is followed where there is a need to search a pupil for a mobile device.</li> </ul>
	<p><b><u>Reasonable Force</u></b>  The use of 'reasonable force' in schools and colleges. There are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. The Department believes that the adoption of a 'no contact' policy at a school or college can leave staff unable to fully support and protect their pupils and students. It encourages headteachers, principals, governing bodies, and proprietors to</p>

	<p>adopt sensible policies, which allow and support their staff to make appropriate physical contact. The decision on whether or not to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned within the context of the law and should always depend on individual circumstances. When using reasonable force in response to risks presented by incidents involving children with special educational needs or disabilities (SEND), mental health or with medical conditions, schools and colleges should in considering the risks carefully recognise the additional vulnerability of these groups. They should also consider their duties under the Equality Act 201039 in relation to making reasonable adjustments, nondiscrimination and their Public Sector Equality Duty. By planning positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers, schools and colleges can reduce the occurrence of challenging behaviour and the need to use reasonable force. <a href="http://www.legislation.gov.uk">www.legislation.gov.uk</a> Advice for Schools and Advice for Further and Higher Education. Compliance with the Public Sector Equality Duty (PSED) is a legal requirement for schools and colleges that are public bodies. The Equality and Human Rights Commission provides the following general guidance for schools that are subject to the PSED. Departmental advice for schools is available at Use of Reasonable Force in Schools. For information about how to support children with learning disabilities, autistic spectrum conditions and mental health difficulties who are at risk of restrictive intervention can be found at Reducing the need for restraint and restrictive intervention.</p>	
<b>Key Personnel and Training Details</b>	<b>Designated Safeguarding Lead (DSL)</b>	<b>Sara-Michelle Farina</b>
	<b>Deputy DSL(s)</b>	<b>Michelle Warburton / Faye Haslam</b>
	<b>Headteacher</b>	<b>Michelle Warburton</b>
	<b>Chair Of Governors</b>	<b>Julie Woolford</b>
	<b>Safeguarding Governor</b>	<b>Karen McGlynn</b>
<b>Useful Contacts</b>	<b>Referrals</b>	<b><a href="mailto:duty.assessment@blackpool.gov.uk">duty.assessment@blackpool.gov.uk</a> / 01253 477299</b>
	<b>Adult referrals</b>	<b><a href="mailto:adult.socialcare@blackpool.gov.uk">adult.socialcare@blackpool.gov.uk</a> / 01253 477592</b>
	<b>Blackpool Safeguarding Early Help, Family In Need, Teams</b>	<b>01253 477299</b>
	<b>Contacts and Advice Expert organisations</b>	<ul style="list-style-type: none"> <li>• Barnardo's</li> <li>• Lucy Faithfull Foundation</li> <li>• NSPCC</li> <li>• Rape Crisis</li> <li>• University of Bedfordshire: Contextual Safeguarding</li> <li>• UK Safer Internet Centre</li> <li>Support for victims</li> <li>• Anti-Bullying Alliance</li> <li>• MoJ Victim Support</li> <li>• Rape Crisis</li> <li>• The Survivor's Trust</li> <li>• Victim Support</li> <li>Toolkits</li> <li>• Brook</li> <li>• NSPCC</li> <li>• Safeguarding Unit, Farrer and Co, and Carlene Firmin, MBE, University of Bedfordshire</li> <li>Further information on confidentiality and information sharing</li> <li>• Gillick Competency Fraser Guidelines</li> <li>• Government Information Sharing Advice</li> </ul>

		<ul style="list-style-type: none"> <li>• <i>Information Commissioner's Office: Education</i></li> <li>• <i>NSPCC: Things to Know and Consider</i></li> </ul> <p><i>Further information on sexting</i></p> <ul style="list-style-type: none"> <li>• <i>UK Council for Child Internet Safety: Sexting Advice</i></li> <li>• <i>London Grid for Learning – Collection of Advice</i></li> </ul> <p><i>Support for parents</i></p> <ul style="list-style-type: none"> <li>• <i>Parentzone</i></li> <li>• <i>Parentsafe – London Grid for Learning</i></li> <li>• <i>CEOP Thinkuknow – Challenging Harmful Sexual Attitudes and their Impact</i></li> <li>• <i>CEOP Thinkuknow – Supporting Positive Sexual Behaviour</i></li> </ul>
--	--	--