



Child Protection Policy

(Including Safeguarding arrangements)

Safeguarding is everyone's responsibility, everywhere,
all of the time.

Nobody is exempt.

Public Sector Equality Duty

Lansbury Bridge School promotes equality of opportunity for all. No one will receive less favourable treatment on the grounds of gender, race, disability, sexuality, age, maternity / pregnancy or religious beliefs.

When considering **Child Protection Policy** **(Including Safeguarding arrangements)**

Staff should ensure that they adhere to the above commitment.
The policy is also written with regard to all matters relating to access.

Policy Implemented	June 2015
Date of review & updates	October 2024
Signed on behalf of the Governing Body	
Date	

Lansbury Bridge Safeguarding Children / Child Protection Policy

CONTENTS

Section	Subject	Page No
1	Policy Aims	3
2	Introduction	3
3	What is safeguarding?	4
4	Key Principles	5
5	Roles & Responsibilities	6
6	Training -Including Types of Abuse	7
7	Dealing with General Concerns	12
8	Dealing with a specific Disclosure of Abuse or Neglect	12
9	Record Keeping	13
10	Professional Confidentiality	13
11	Communicating with Parents / Carers	14
12	Allegations Against Staff	15
13	Child Protection/Child Abuse	15
14	Physical Contact with Pupils' Restraint/Positive Handling	16
15	Abuse of Trust	16
16	Staff Recruitment	16
17	Monitoring and Filtering arrangements at Lansbury Bridge School	17
18	E-Safety, Data Protection & the use of Digital photographic Equipment	18
19	Monitoring Attendance	18
20	Complaints	18
21	Conclusion	19

APPENDICIES

The following Appendices are on separate pages so that they can be copied for training / reference purposes and made easily available to all school staff, students and volunteers

<i>Appendix A</i>	Safeguarding Flyer
<i>Appendix B</i>	Current Legislation & Guidance
<i>Appendix C</i>	Guidance for staff dealing with a disclosure

Lansbury Bridge Child Protection Policy (Including Safeguarding arrangements)

1 POLICY AIMS:

- 1.1 To ensure that staff and others are provided with clear direction about safeguarding and expected codes of behaviour in dealing with child protection issue
- 1.2 To make explicit the school's commitment to the development of good practice and sound internal school procedures so that child protection concerns and referrals may be handled sensitively, professionally and in ways which support the needs of the child
- 1.3 To ensure that the school's practice meets local and national guidance

2 INTRODUCTION:

- 2.1 Our school is committed to safeguarding children and promoting children's welfare and expects all staff, governors, volunteers and visitors to share this commitment and maintain a vigilant and safe environment.
- 2.2 Everyone has a responsibility to act without delay to protect children by reporting anything that might suggest a child is being abused or neglected. It is our willingness to work safely and challenge inappropriate behaviours that underpins this commitment.
- 2.3 The school seeks to work in partnership with families and other agencies to improve the outcomes for children who are vulnerable or in need.
- 2.4 **Key Personnel/ Trained safeguarding personnel**

Designated Safeguarding Lead - Ruth Clarkson (Deputy Head)
Deputy Designated Safeguarding Lead – Carole Austin (Head)
Designated Safeguarding Governor: Miss Shannon Hill

3 WHAT IS SAFEGUARDING?

3.1 Lansbury Bridge School has adopted the definition of safeguarding used in the DFE Statutory Guidance Document 'Keeping Children Safe in Education' A child includes anyone under the age of 18.

Safeguarding and promoting the welfare of children is defined as:

providing help and support to meet the needs of children as soon as problems emerge

- protecting children from maltreatment, whether that is within or outside the home, including online
- preventing 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
- promoting the upbringing of children with their birth parents, or otherwise their family network⁴ through a kinship care arrangement, whenever possible and where this is in the best interests of the children
- taking action to enable all children to have the best outcomes in line with the outcomes set out in the Children's Social Care National Framework⁵.

(Working together to safeguard children guidance 2023)

Child protection is part of safeguarding and promoting the welfare of children and is defined for the purpose of this guidance as activity that is undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.

Effective safeguarding means practitioners should understand and be sensitive to factors, including economic and social circumstances and ethnicity, which can impact children and families' lives.

It extends to the prevention of harm and the promotion of the wellbeing of all children and young people, can cover many aspects of school life and includes a wide range of other policies. **See Appendix A** - Safeguarding guidance

Child Protection is:

'Where a child is suffering significant harm, or is likely to do so, action should be taken to protect that child.'

3.2 **There are two key aspects to safeguarding and promoting the welfare of children. They are that arrangements are in place to take all:**

a *Reasonable measures to ensure that risks of harm to children's welfare are minimized*

- all Lansbury Bridge staff should have a good understanding of safeguarding concerns, including potential abuse and neglect of children and young people, which may come to light in the work place.
- staff should be alert to the fact that **a safeguarding incident could happen anywhere** and that possible concerns may be raised within this school i.e. 'it could happen here'

b *Appropriate actions to address concerns about the welfare of the child, or children, working to agreed local policies and procedures in full partnership with other local agencies*

- At whatever level we identify risks we will highlight them and seek to ensure that staff are aware of the appropriate steps to take to safeguard the children concerned.
- We will follow the St Helens Safeguarding Partnership & St Helens LA procedures for safeguarding.

4. KEY PRINCIPLES:

- 4.1 The child's needs and welfare are paramount. All children have a right to be protected from abuse and neglect and have their welfare safeguarded
- 4.2 Children should be listened to and their views and wishes should inform any assessment and provision for them. Staff should always act in the interests of the child in order to protect them
- 4.3 The school recognises that scrutiny, challenge and supervision are key to safeguarding children
- 4.4 The school is committed to working with other agencies to provide early help for children before they become at risk of harm or require a 'child in need' statutory assessment.
- 4.5 All staff have equal responsibility to report their concerns about a child or the behaviour of any adult **without delay** to the Designated Safeguarding Lead. Whilst the Designated Safeguarding Lead will normally make referrals to Children's Services, **any** staff member can refer their concerns to children's social care directly: **01744 676767**

- 4.6 Everyone has responsibility to escalate their concerns and ‘press for reconsideration’ if they believe a child’s needs remain unmet or if the child is failing to thrive and in need or if the child is at risk of harm.
- 4.7 The school understands its responsibility to request a statutory assessment led by a social worker for any child in need, as defined under the Children Act 1989, who is unlikely to achieve or maintain a satisfactory level of health or development, or their health and development will be significantly impaired, without the provision of services
- 4.8 Keeping Children Safe in Education directs us that all staff should maintain an attitude of “it could happen here” where safeguarding is concerned
- 4.9 The school will work in partnership with other agencies to promote the welfare of children and protect them from harm, including the need to share information about a child in order to safeguard them. ‘Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children.’ Working Together to Safeguard Children.
- 4.10 The school will work with other agencies to ensure any actions that are part of a multi-agency coordinated plan are completed in a timely way.
- 4.11 The school will follow the Local Authority and St Helens Safeguarding Children Partnership’s procedures and provide them with information as required
www.sthelenssafeguarding.co.uk
- 4.12 Staff, children and families will need support following child protection processes being followed.
- 4.13 Children have a right to learn ways to keep themselves safe from harm and exploitation
- 4.14 Schools and Colleges must have regard to all the current relevant Legislation & Guidance –
See Appendix B

5 ROLES AND RESPONSIBILITIES:

5.1 The Designated Person:

- The Designated Safeguarding Leads for Child Protection will be released from school to attend specialised child protection training, which will be up-dated at least every two years.
- It is the Designated Safeguarding Lead for Child Protection’s responsibility to ensure that **all** staff, teaching, support, ancillary, paid and volunteers know who is the lead and

that they **all** receive, on a regular basis, information which enables them to identify child protection matters and respond appropriately.

- The Designated Safeguarding Lead should have a holistic view of any concerns, in context.

5.2 The Governing Body:

The governing body at Lansbury Bridge has a duty to ensure that the school has effective policies in place and that the school complies with them.

- The governing body which has the remit for safeguarding will review policy and procedures on an annual basis.
- The governing body does not have a role in dealing with individual cases or the right to know details of specific cases, except in a disciplinary role in respect of allegations against a member of staff.
- Safer Recruitment – at least one governor on any recruitment and selection panel must have had training in *Safer Recruiting* and has the responsibility for ensuring that safer recruitment and selection procedures are carried out fully. Details of policy and procedures are covered within the Safer Recruitment Policy.

The Designated Governor for Safeguarding/Child Protection:

- Will liaise with the Head teacher/senior teacher, to ensure that the school has a child protection and other safeguarding policies and procedures in place.
- Will ensure that an annual item is placed on the Governor's agenda to report on changes to child protection policy/procedures, training undertaken by the senior designated teacher and other staff, the number of incidents/cases (without details of names) and the place of child protection issues in the school curriculum.
- Will liaise (with due regard for issues of confidentiality) with the Head teacher/senior designated teacher regarding allegations of child abuse.
- Will oversee the procedures relating to liaison with the Education Department, Social Services Department and the police in relation to any allegations of child abuse made against the Head teacher, including attendance at strategy group meetings.

6 TRAINING:

- 6.1** Our school ensures that the DSL, Head teacher, other senior designated people and the governing body attend training relevant to their role. This includes training in procedures to follow, indicators of concern and appropriate record keeping.

6.2 All staff, whether paid or unpaid have access to regular appropriate in house / online training in order that they are able to react appropriately if an incident should occur. Refresher online training is available for all staff.

6.3 All staff need to be aware of and understand:

- that '*it* can happen here' and that however rarely, the abuse of children may involve their colleagues
- Types of abuse and neglect
- Their role and responsibilities in safeguarding and promoting the welfare of children
- That people who abuse children may tell lies or not disclose information
- It is important to share information so that gaps and inconsistencies may be exposed
- That appropriate action will be taken where there is any cause for concern regarding the behaviour of any adult in a position of trust
- How to work in a safe manner to safeguard both themselves and pupils –

Types of Abuse and Neglect

The following information has been taken directly from the Keeping Children Safe in Education Guidance.

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. They may be abused by an adult or adults or another child or children (peer-on-peer abuse).

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.

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. Child Sexual Violence and Child Sexual Harassment can be between any age and sex, and can be group-on-group.

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.

Specific safeguarding issues

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example NSPCC offers information for schools and colleges on the www.nspcc.org.uk TES website and also on its own website Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website:

- child sexual exploitation (CSE) – see also below

- bullying including cyberbullying
- domestic violence
- drugs
- fabricated or induced illness (FII)
- faith abuse
- female genital mutilation (FGM) – see also below
- forced marriage
- gangs and youth violence

- gender-based violence/violence against women and girls (VAWG)
- mental health
- private fostering
- radicalisation
- sexting
- teenage relationship abuse
- trafficking

Additional notes: Peer-on-peer abuse is the term used when a child / children abuse (an)other child / children. Child Sexual Violence and Child Sexual Harassment can be between any age and sex and can also be group on group.

Further information on Child Sexual Exploitation and Female Genital Mutilation

Child sexual exploitation(CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly ‘consensual’ relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups.

What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops.

Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming.

However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Female Genital Mutilation (FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person.

Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 11-12 of the Multi-Agency Practice Guidelines referred to above.

Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

6.4 The school has comprehensive induction procedures in place for anyone joining the school staff or undergoing a significant change to their role.

It covers:

- Keeping children safe
- Recognising signs and symptoms of abuse
- Reporting concerns
- Whistleblowing
- School procedures if an allegation is made

To maintain safety for pupils within the school environment staff will enter the building using the Main Reception doors and will always use their job to enter and leave the building. The side entrance doors will not be used other than when the pupils enter school from school transport or leave school at the end of the day on school transport.

7 DEALING WITH GENERAL CONCERNS:

7.1 If at any time a member of staff has a general concern about a child they have a duty to share that concern.

They must initially log the concern on CPOMs assigning it to the safeguarding team.

If the member of staff believes the concern puts the pupil at immediate risk of harm or impairment they should then hold a conversation with a safeguarding team colleague. This will enable the team to risk assess next steps.

The class staff would usually call parents/carers to discuss issues. If such a phone call could put the pupil at further risk the safeguarding colleagues will plan the next steps.

Guidance on using CPOMs is available from the Family Liaison Officers.

- 7.2 The designated person has a duty to consider and take the appropriate action in line with the St Helens Safeguarding Children Procedures. It is important to remember that as all staff have a duty to protect the children in their care, they have a right to take action even if the Designated Person does not consider it appropriate
- 7.3 The designated person will also determine whether to make a referral to children's social care. Where it is considered that a child or family would benefit from co-ordinated support from more than one agency, and then a Child Action Meeting would be called and an interagency assessment undertaken using the Early Help Assessment Tool (EHAT). This assessment should identify what help the child and family require preventing needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. This early help assessment (CAF) should be undertaken by a lead professional who may be a teacher, GP, Family Support worker or School outreach worker.
- 7.4 Staff at Lansbury Bridge are trained in making referrals themselves if they feel a situation requires them to at any time.

8 DEALING WITH A SPECIFIC DISCLOSURE OF ABUSE OR NEGLECT:

8.1 Issues or concerns raised by adults outside of the staff team will be documented and passed on to social care if appropriate as per the LA and school policies. Advice will also be shared as to how any individual can make referrals and share concerns.

8.2 There are occasions when a child shares information that raises a concern beyond a general concern. This should be treated with the utmost sensitivity **Appendix C** provides information for staff on how to deal with a situation where a child makes a disclosure.

8.3 It is understandable that this can be a very distressing situation for any adult to be in. Ensuring that everyone is familiar with the guidance and has had the opportunity to discuss the process is critical. It is really important that disclosures are managed carefully

8.2 In these circumstances Social Care staff may decide to begin a child protection investigation in which case their procedures will apply. In either case parents will be informed of what has happened at the earliest opportunity consistent with the child's best interests.

8.3 It is important to remember that a referral or consultation with Social Care staff is an expression of concern about a child's welfare. It is not an accusation or a presumption or responsibility about a parent/carer.

8.4 To avoid any misunderstandings parents of children who sustain accidental injuries which result in cuts, bruises or fractures are encouraged to inform school early as possible on the next working day. This information is provided in the school prospectus

IF AT ANY POINT THERE IS A RISK OF IMMEDIATE SERIOUS HARM TO A CHILD A REFERRAL SHOULD BE MADE TO CHILDREN'S SOCIAL CARE IMMEDIATELY.

Anybody can make a referral:

Contact Centre	01744 676767
Emergency Duty Team	0345 050 0148

Local Area Designated Officer (Lado) – Safeguarding Team St Helens LA

To make a referral, call the LADO secretary 01744 671809

9 RECORD KEEPING:

9.2 Recording concerns about the welfare or behaviour of a pupil: Any member of staff with a concern should log it on CPOMs

9.3 When it becomes apparent that there are child protection concerns:

- Lansbury Bridge School will maintain confidential child protection records as necessary. Such files are **NOT** subject to the requirements of Data Protection legislation and are **NOT** open for inspection other than by relevant school staff
- All records must: be factual, and never confuse fact with opinion.
- The records will be kept by the Designated person. Paper records will be kept in a locked location. CPOMs information is saved with limited access.
- If a pupil moves to another school any child protection information will only be passed on to a named person at the new school, who will be informed in advance that such a file is on its way
- Where possible the Designated Person will contact a named person at the other school and take/send the files to them ensuring time to discuss the child face to face. However if this is

not possible a covering summary will be enclosed with the file. Files/information will be signed by the receiving professional.

10 PROFESSIONAL CONFIDENTIALITY

- 10.1 The only purpose of confidentiality in this respect is to benefit the child. At Lansbury Bridge all staff should be familiar with the school policy on the access to, and use of pupil information, and be aware of the confidential nature of personal information and should maintain that confidentiality at all times. If abuse is suspected then information should only be given to the Headteacher or the member of the Leadership Team in charge of the child's MDM (Multi-Disciplinary Meeting)
- 10.2 Other members of staff only need to know enough to prepare them to act with sensitivity. The pupil should be aware of who knows, at all stages of procedures.
- 10.3 Dealing with child protection issues can be extremely challenging for staff, both on a personal and professional level. Staff may feel they need additional support for themselves. Because of the need for confidentiality this support should come from other members of the team. The school has a team of Mental Health First Aiders.
- 10.4 Staff often feel that they are given inadequate information from social services or other agencies involved. This is often true of practical plans and arrangements for the child, but these agencies must respect the confidentiality of information they possess about families, where it does not directly affect a child's safety.
- 10.5 The General Data Protection Regulations (GDPR) is not a barrier to sharing information with other agencies in relation to safeguarding.
- 10.6 Information should be shared across county lines and with future education providers, separate from other files and signed for evidence of receipt.

11 COMMUNICATING WITH PARENTS/CARERS:

- 11.1 Lansbury Bridge believe that the best outcomes for children are achieved when professionals can work effectively in partnership with parents/carers.
- 11.2 We are committed to open and honest communication and will always share with parents/carers any information or concerns that they have about their children at the earliest opportunity. The only exception to this would be where it was felt that such communication might compromise the child's safety

- 11.3 To avoid any misunderstandings parents of children who sustain accidental injuries which result in cuts/bruises/fractures should inform school as early as possible.
- 11.4 The school also has a statutory responsibility to share any concerns it might have about a child in need of protection with other agencies and in particular police and health and children's services. Schools are not able to investigate concerns but have a legal duty to refer them. In most instances the school will be able to inform the parents/carer of its need to make a referral. However, sometimes the school is advised by children's services or police that the parent/carer cannot be informed whilst they investigate the matter. We understand the anxiety parents/carers understandably feel when they are not told about any concerns from the outset. The school follows legislation that aims to act in the interests of the child.
- 11.5 If a child is felt to be in need of protection and becomes the subject of a child protection plan, parents/carers should regard the school as a source of help and support.

12 ALLEGATIONS AGAINST STAFF:

Definition of low-level concerns

The term 'low-level' concern is any concern – no matter how small – that an adult working in or on behalf of the school may have acted in a way that:

- › Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, **and**
- › Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the designated officer at the local authority

Examples of such behaviour could include, but are not limited to:

- › Being overly friendly with children
- › Having favourites
- › Taking photographs of children on their mobile phone
- › Engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- › Humiliating pupils

Sharing low-level concerns

We recognise the importance of creating a culture of openness, trust and transparency to encourage all staff to confidentially share low-level concerns so that they can be addressed appropriately.

We will create this culture by:

- › Ensuring staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others
- › Empowering staff to share any low-level concerns as per section 7.7 of this policy
- › Empowering staff to self-refer
- › Addressing unprofessional behaviour and supporting the individual to correct it at an early stage
- › Providing a responsive, sensitive and proportionate handling of such concerns when they are raised

- › Helping to identify any weakness in the school's safeguarding system

Responding to low-level concerns

If the concern is raised via a third party, the headteacher will collect evidence where necessary by speaking:

- › Directly to the person who raised the concern, unless it has been raised anonymously
- › To the individual involved and any witnesses

The headteacher will use the information collected to categorise the type of behaviour and determine any further action, in line with the school's code of conduct. The headteacher will be the ultimate decision-maker in respect of all low-level concerns, though they may wish to collaborate with the DSL.

Record keeping

All low-level concerns will be recorded in writing. In addition to details of the concern raised, records will include the context in which the concern arose, any action taken and the rationale for decisions and action taken.

Records will be:

- › Kept confidential, held securely and comply with the Data Protection Act 2018 and the UK GDPR
- › Reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, we will decide on a course of action, either through our disciplinary procedures or, where a pattern of behaviour moves from a concern to meeting the harm threshold as described in section 1 of this appendix, we will refer it to the designated officer at the local authority
- › Retained at least until the individual leaves employment at the school

Where a low-level concern relates to a supply teacher or contractor, we will notify the individual's employer, so any potential patterns of inappropriate behaviour can be identified.

12.2 Allegations of abuse may involve a member of school staff. On receipt of such an allegation **the Head Teacher** will contact the Local Authority's senior designated person, currently the Designated Officer (DO) to report the matter to them and seek advice on the way forward. If the DO is unavailable a senior member of the Child Protection Unit will be contacted

12.3 If the allegation is in regards to the Head Teacher, the member of staff receiving the allegation **MUST** speak immediately to the DO or, if unavailable, a senior member of the Child Protection Unit. Additionally, the Chair of Governors must be notified.

Designated Officer

01744 671252

13 CHILD/CHILD ABUSE:

13.2 In the event of physical or emotional abuse of one child by another the matter will be taken seriously and dealt with through the school's anti-bullying policy

13.3 If it emerges that a sibling, who may not be a pupil, is bullying a child then school, in the first instance, will inform the children's parents of its concerns. If the problem

persists and the pupil continues to be the victim of abuse then school will refer its concerns to Social Care staff

- 13.4 In all matters of suspected sexual abuse, either victimization or perpetration, school will refer its concerns to Social Care staff immediately

14 PHYSICAL CONTACT WITH PUPILS / RESTRAINT / POSITIVE HANDLING:

- 14.2 It is not realistic to suggest that our staff should never touch pupils. Under section 550A of the Education Act 1996 teachers and other staff in schools have the right to use reasonable force to control or restrain pupils in certain circumstances
- 14.3 Classroom staff and members of the leadership team are trained to use Team Teach positive handling strategies. Staff should ensure that any physical contact with pupils is both appropriate and proportionate to the circumstances. All use of physical intervention must be fully recorded on an Appendix 7b form available from the office
- 14.4 Staff must be mindful of their own vulnerability when dealing with pupils, particularly in a one to one situation, without letting undue anxiety get in the way of their normal practice
- 14.5 Any child who requires moving, handling, intimate care or physical intervention on a regular basis will have a written plan shared and agreed with parents/ carers. All escorting and guidance is covered by school policy on Behaviour and Physical Intervention.

15 ABUSE OF TRUST:

- 15.2 All education staff need to know that inappropriate behaviour with or towards children is unacceptable. In particular, under the Sexual Offences Act 2003 it is an offence for a person e.g. teacher, youth worker to have a sexual relationship with a child under 18 where that person is in a position of trust in respect of that child, even if the relationship is consensual
- 15.3 This applies where the child is in full-time education and the person works in the same establishment as the child, even if he/she does not teach the child

16 STAFF RECRUITMENT:

- 16.2 Staff recruitment practices reflect the changes inherent in 'Keeping Children Safe in Education' this means that Lansbury Bridge will ensure that all persons, including

volunteers, who come into direct contact with children, will have undergone a rigorous checking process. That process will:

- 16.3 Scrutinise applicants, verifying their identity and any academic or vocational qualifications, obtain professional and character references, check previous employment history and will ensure that a candidate has the health and physical capacity for the job
- 16.4 Ensure that a face to face interview will always be conducted
- 16.5 Ensure that mandatory checks of the Protection of Children Act (PoCA) list, Disbarring by Association checks, prohibition checks and DfES List 99 as well as an enhanced DBS Check will be undertaken
- 16.6 Ensure that all Governors are subject to the 128 checks to establish their suitability to work within our school
- 16.7 Online checks may be carried out by a designated member of staff following KCSIE update. Advice has been taken from the Data Protection Officer in relation to these checks.

17 Monitoring and Filtering arrangements at Lansbury Bridge School.

17.1 Lansbury Bridge outsource ICT services to Agilisys. Agilisys ensure measures are in place to monitor and filter appropriate online use and activity. The school commission The London Grid for Learning (LGfL) which provides a filtered broadband connection, network services, a common learning platform, online content and support communities for all schools across London. It operates as a consortium of 33 local education authorities (LEAs).

17.2 Lansbury Bridge adopts WebScreen which is a flexible, safe web filter designed specifically for schools. Based on the industry-standard Netsweeper engine, which is constantly scanning the internet to categorise and identify harm in new and old websites, WebScreen streamlines a complex task: keeping children safe online.

Regular users will probably never notice WebScreen unless they encounter a blockpage, but admins have 24/7 access to a portal for the initial setup and day-to-day changes in response to schools' changing needs.

17.3 Staff are required to understand the roles and responsibilities around the filtering and monitoring systems held by the different school stakeholders.

Governors

- Ensure the Designated Safeguarding Lead takes responsibility for understanding the filtering and monitoring systems.
- Ensure that all staff understand the expectations, roles and responsibilities.
- Designated Safeguarding Lead
- Will liaise with the ICT provider, Agilisys. The Monitoring and Filtering standards audit will be completed and reviewed annually, or sooner if required.
- Will ensure all staff are aware of their roles and responsibilities around monitoring and filtering.
- Will facilitate training for staff.
- Use CPOMs to record and gather data on any concerns arising around monitoring and filtering.
- Provide information for Governors regarding arrangements and reviews held.
- Staff
- Supervise learners during all online activity.
- Educate pupils regarding safe online activities.
- Report via CPOMs and verbally alerting the School Business Manager to any inappropriate online use

18.0 E-SAFETY, DATA PROTECTION AND THE USE OF DIGITAL PHOTOGRAPHIC EQUIPMENT

18.1 The school's E-safety/ Acceptable User policy clearly outlines the way in which the school uses technology and the measures in place to ensure safe and responsible use. This includes a clear code of conduct for using new technologies which all stakeholders are asked to adhere to. Alongside this the school's data security policy and the policy related to the use of digital photographic equipment by staff, students and parents/carers identifies strategies to minimise risk. Schools should consider, in particular, Looked After Children (Children in Care) who might be put at risk by being included in publicity materials or school photographs.

19 MONITORING ATTENDANCE

A child missing from an education setting is a potential indicator of abuse or neglect. Local Authority guidance procedures will be followed for dealing with a child who is missing from education, particularly on repeated occasions. It is important to monitor the welfare of those children with attendance concerns, particularly those with chronic poor attendance or persistent absentees

Children absent from education – these are children who are allocated to a setting but missing for prolonged periods of time.

Children missing from education – these are children who are not allocated to a setting, in receipt of education or location is not confirmed

Attendance of children who are vulnerable or with known welfare and safeguarding concerns such as children who have a CP Plan, a Child In Need/ or SEN should be monitored on a weekly basis.

It is critical that when a child is not attending school their welfare is confirmed and best practice would be for an appropriate professional to visit the home and speak to the child away from their parents/carers, particularly if there are any safeguarding concerns.

20 COMPLAINTS

20.1 Complaints about safeguarding should follow the school's complaints policy. The school and Local Authority also have whistle blowing procedures.

21 CONCLUSION

21.1 The aim of these procedures is to ensure that all the children on the roll of Lansbury Bridge are safe and free from harm. If they are considered to be at risk of or to have suffered abuse or neglect the school will take the steps described to minimise the risk or protect them from further harm.

21.2 In order to monitor the effective safeguarding of the pupils of the school, the Governing Body will require the Head teacher to submit a termly report on child protection issues within the school and the category / numbers of meetings attended. This report will **not** reveal details of any individual children or families.

21.3 In all its work to safeguard children, the school will need to work in partnership with other agencies and with parents/carers

21.4 The adequacy of these procedures will be reviewed and the procedures formally adopted annually by the Governing Body.



Lansbury Bridge School and Sports College
Safeguarding Guidance

All staff have a vital role to play in safeguarding: identifying risks, highlighting them and seeking to ensure that appropriate steps are taken to safeguard all of our children.

Safeguarding and promoting the welfare of children is defined as:

providing help and support to meet the needs of children as soon as problems emerge

- protecting children from maltreatment, whether that is within or outside the home, including online
- preventing 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
- promoting the upbringing of children with their birth parents, or otherwise their family network⁴ through a kinship care arrangement, whenever possible and where this is in the best interests of the children
- taking action to enable all children to have the best outcomes

If you have any concerns about a child please bring them to the immediate attention of

Ruth Clarkson (Designated Safeguarding Lead)

or

Carole Austin (Deputy Designated Safeguarding lead)

SAFEGUARDING IS MORE THAN JUST CHILD PROTECTION –
These policies and guidance are all part of our safeguarding measures
Please make sure you have read and understood them

- Keeping Children Safe In Education (KCSIE) Guidance for Staff
 - Safeguarding/Child Protection
 - Health & Safety Policy
 - Pool Policies
 - Educational Visits
 - Anti-bullying
- Care and Control Policy & Moving and Handling Policy
 - Medicines Policy & Intimate Care Policy
 - Internet Safety / E Safety
 - Whistle Blowing Policy
 - Safer Recruitment
 - Intimate Care Policy

APPENDIX B

CURRENT SAFEGUARDING LEGISLATION AND GUIDANCE:

- † Schools and colleges must have regard for the DfE statutory guidance 'Keeping Children Safe in Education.

This Safeguarding policy should be read alongside this statutory guidance and all staff must read part 1 of this guidance and sign to say they have read it and understood it

Part two of the document must be read by head teachers, designated safeguarding lead (DSL) teams and governors

- † Local authorities have a duty to make enquiries under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm, to enable them to decide whether they should take any action to safeguard and promote the child's welfare. There may be a need for immediate protection whilst the assessment is carried out.
- † A 'child in need' is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a satisfactory level of health or development, or their health and development will be significantly impaired, without the provision of services; or a child who is disabled. A social worker will lead and co-ordinate any assessment under section 17 of the Children Act 1989.
- † Section 175 of the Education Act 2002 places a duty on local authorities (in relation to their education functions, and governing bodies of maintained schools and further education institutions, which include sixth-form colleges) to exercise their functions with a view to safeguarding and promoting the welfare of children who are pupils at a school, or who are students under 18 years of age attending further education institutions. The same duty applies to independent schools (which include Academies and free schools) by virtue of regulations made under section 157 of the same Act.
- † Working Together to Safeguard Children (DfE 2023) provides additional guidance and clearly states: 'Protecting children from harm and promoting their welfare depends upon a shared responsibility and effective joint working between different agencies'
- † In addition, Working Together also reinforces the need to take action to provide Early Help before child protection is required 'Providing early help is more effective in promoting the welfare of children than reacting later. Early Help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years.'
- † The school therefore understands its responsibility to engage with other professionals in Early Help Assessments when a child's needs according to the St Helens Children's

Safeguarding Board Level of Needs framework sit below the requirement for a statutory assessment. Early years providers have a duty under section 40 of the Childcare Act 2006 to comply with the welfare requirements of the Early Years Foundation Stage.

- ✦ The Teaching Standards (DfE 2012) also requires all teachers to ‘uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, including:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position
 - having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions and showing tolerance of and respect for the rights of others’
 - We will also take into consideration the Ofsted guidance to inspectors, ‘Inspecting Safeguarding’ which is continually updated

APPENDIX C

Dealing with a disclosure – Educare guidance.