

**Educational Diversity**  
**Child protection**  
**and**  
**Safeguarding Policy**



**September 2020**  
**To be reviewed September 2021**

## EDUCATIONAL DIVERSITY

### Child protection and safeguarding policy

#### Policy

#### Rationale

Educational Diversity fully recognises its responsibilities for child protection and safeguarding. Our policy applies to all staff, Management Committee members and volunteers working in the school. These are the following elements to our policy:

- Ensuring we have robust safer recruitment practice for all adults working with children
- Raising awareness of child protection issues and equipping children with the skills needed to keep themselves safe
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse
- Supporting identified children who are subject to a Child Protection Plan
- Establishing a safe and secure environment in which children can learn, develop and feel listened to.

All children have the right to live without being abused, or live in the fear of being abused. Here within Educational Diversity, we firmly believe that our children matter and it is our responsibility to protect any child in our care who we know to be at risk of being abused, or who has been abused. The following policies should be adhered to:

- Sections 175 of the Education Act 2002 and Education (Independent School Standards) Regulations 2014
- [Working Together To Safeguard Children HM Government 2018](#)
- [Keeping Children Safe in Education \(KCSIE\) DfE 2020](#)
- School's duty under the Children Act 2004, to co-operate with other organisations and agencies.
- *What To Do If You Are Worried A Child is Being Abused 2015*
- Recommendations from national and local Serious Case Reviews

- *Sexual Violence and sexual harassment between children in schools and colleges DfE 2018*

- *DfE guidance relating to COVID19*  
<https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers>

Please note that Educational Diversity should ensure that this policy is used in conjunction with Appendix 1 during the Covid19 pandemic.

*Information sharing DfE 2018*

*Prevent Duty DfE 2015*

Care and safety of children is central to the values of Educational Diversity.

All staff working within Educational Diversity and any new staff into the school have the minimum safeguarding training. A number of leadership staff have the Designated Safeguarding Lead training. The training is renewed in line with statutory requirements and is facilitated through the Senior Leader, with responsibility for safeguarding. This information is held on the Single Central Register (SCR).

Within each Centre, we have a Safeguarding Lead (SL) for child protection who has received appropriate training and support in this role. Safeguarding is led across the whole school by Mrs Alison Bellaby and Mrs Wendy Casson (Headteacher). The nominated member of the Management Committee with responsibility for safeguarding is Tammy Hackney.

We will follow the procedures set out by the LSCB and take account of guidance issued by the Department for Education. [www.blackpoolsafeguarding.org.uk](http://www.blackpoolsafeguarding.org.uk)

**This policy is a stand-alone policy, but should be read in conjunction with other statutory Educational Diversity policies which can be accessed through our website: [www.eddiversity.com](http://www.eddiversity.com)**

### **Scope of our commitment**

At our school safeguarding encompasses child protection, safer recruitment and managing allegations against members of staff as well our approach to the Early Help

Assessment Framework. It is also supported by our approach to behaviour management, our response to managing bullying, our response to positive handling, our response to children who are absent from Educational Diversity and our response to the use of information technology in school and our health and safety procedures. These are documented in separate policies which can be accessed through our website.

Throughout our work, we have a clear commitment to supporting families. We aim to work well in partnership with parents/carers and any other appropriate agencies to promote the welfare of our children.

### **Child Protection Procedures**

At Educational Diversity, we follow the policies and procedures generated by Blackpool's Local Safeguarding Children Board (BSCB).

### **Blackpool Child Protection Procedures**

The Pan-Lancashire Child Protection Procedures

<http://proceduresonline.com/panlancs/scb/>

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

#### **Purpose**

- to protect children, support them and promote their welfare
- to provide a caring environment where children can feel safe, are encouraged to talk and are listened to
- to raise staff awareness of child protection and ensure every adult and Management Committee member knows the name of the designated people within each Centre
- to help children to recognise when they are at risk, and how to get help when they need it
- ensure children know that there are adults in the school whom they can approach if they are worried
- Include opportunities through the PSHE/RSE curriculum for children to develop the skills they need to recognise and stay safe from abuse
- to raise awareness of individual responsibilities in identifying and reporting possible cases of abuse
- to provide a systematic means of monitoring, recording and reporting of concerns and cases

- to provide a framework for inter-agency communication and effective liaison regarding child protection matters, including attendance at case conferences
- to provide guidance on recognising and dealing with suspected child abuse
- to identify strategies and interventions available to support children at risk
- ensure all records are kept securely; separate from the main pupil file in a locked cabinet.

## **Guidelines**

- Staff should be vigilant and aware of symptoms of possible child abuse
- Staff should report any concerns immediately, where possible to their line manager/designated staff. The initial report may be verbal, but it must be followed by a written record within the same day
- Staff should consult with the designated staff if in any doubt as how to proceed
- Staff should follow the advice given in this policy in relation to how to handle disclosures
- Relevant support will be provided for all children.

The Headteacher is ultimately responsible for child protection within the school alongside the DSL.

## **Guidance on recognising abuse**

Child abuse is a term used to describe ways in which children are harmed by someone often in a position of power. It is not the responsibility of Educational Diversity staff to decide whether child abuse is occurring but we are required to act on any concerns and report it to the appropriate party. The health, safety and protection of a child are paramount.

Abuse might fall into the categories of:

- Physical
- Emotional
- Sexual

- Neglect

Contextual safeguarding (the consideration of wider environmental factors in a child's life that may be a threat to their safety and/or welfare) is an important issue also.

### **Signs and symptoms of abuse**

The signs and symptoms of abuse are many and varied. We acknowledge the fact that children with special educational needs and disabilities can face additional safeguarding challenges. The following is a list of those signs, which are more clearly recognisable

#### **Physical abuse**

- Unexplained injury
- Refusal to discuss injuries
- Cigarette burns
- Teeth marks
- Untreated injuries
- Unexplained pattern of absence
- Bilateral black eyes
- Fear / anxiety of medical treatment
- Self – destructive tendencies
- Finger / slap marks
- Aggression towards others

#### **Emotional abuse**

- Developmental delay
- Inappropriate emotional responses
- Self-mutilation
- Extreme passivity
- Extreme aggression
- Running away
- Drug / solvent abuse
- Excessive fear of situations
- Excessive fear of people
- Social isolation
- Depression

## **Sexual abuse**

- Depression
- Difficulty in walking
- Self- harming
- Difficulty in sitting
- Anorexia
- Bulimia
- Inappropriate sexual behaviour
- Running away
- Telling of a “friend” with a problem of abuse
- Sexually abusing another child
- Chronic medical problems
- Long term periods of unexplained absence
- Withdrawn
- Isolation
- Very low self esteem
- Unexplained behaviour changes

## **Neglect**

- Usually hungry
- Has regular accidents
- Failure to thrive
- Poor personal hygiene
- Inappropriate clothing
- Reluctance to go home
- Poor social relationships
- Frequent lateness for school
- Frequent tiredness
- Long term unexplained absence from school

## **Designated Staff**

- Will coordinate action within Educational Diversity and liaise with Social Care within Children’s Services and other agencies over cases of abuse and suspected abuse.
- Will keep confidential information, and details of all correspondence in connection with children deemed to be at risk, in a locked file. The DSL within each Centre has the key and a spare key is kept by the Headteacher in case of staff absence.
- Will make Child Protection referrals, recording and reporting accordingly

- Will act as a source of advice within Educational Diversity.
- Will ensure that appropriate strategies for recording and reporting incidents are kept throughout Educational Diversity.
- Will provide appropriate feedback to members of staff as and when necessary.

### **The Headteacher and DSL**

- Are responsible for undertaking regular reviews of the procedures that apply to child protection and safeguarding.
- Are responsible for receiving and discussing updates provided by the designated staff.

The DSL role is set out in full in *KCSiE (2020) Annex B*.

### **Partnership with Parents**

Parents' and children's privacy should be respected. However, the priority is the needs of the child and effective liaison is crucial in this. At least two emergency contacts should be held by school for each child at all times.

Where possible staff should work with and share information with parents. This is in line with the *Blackpool Rocks* model. Permission for liaison and information sharing with outside agencies should be sought unless it places the child at risk. In these cases it is preferable to seek advice from Social Care or make a Child Protection referral.

### **Confidentiality**

Where children are deemed to be at risk and leave Educational Diversity, the designated staff must inform the receiving school and the relevant designated staff as soon as possible and within 5 working days. All Child Protection files are hand delivered to the receiving school Designated Officer who signs to acknowledge receipt. If the child leaves with no receiving school, details should be passed to the Pupil Welfare Office.

Education staff have a professional responsibility to share relevant information about the protection of children with the investigative agencies. Members of staff

**should not promise** confidentiality but let the child know that only those that need to know may be informed and only for the child's sake.

Time should be taken to reassure the child and confirm that information given will be treated sensitively. Reassurance should be given and the adult involved listen sympathetically and non-judgmentally.

All Child Protection records are kept stored in a locked cabinet, separate from their individual pupil files. The HT, DHT and DSL have access to these. When necessary they may be shared with other relevant staff and then placed immediately back into the locked cabinets. These documents must be read only in school.

As stated in KCSIE (2020) paragraph 84: The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Also, from paragraph 85: This includes allowing practitioners to share information without consent.

**Preventing sexual exploitation and criminal exploitation** CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).

The DfE provides: [Child sexual exploitation: guide for practitioners](#)

Key to identifying potential CSE is a change in behaviour, having money or items they cannot or will not explain, alcohol or drug misuse, sexually transmitted infections, being secretive. Indicators of CSE can also be children who have older boyfriends or girlfriends and children who suffer from sexually transmitted infections or become pregnant. School will consider whether a referral should be

submitted to Social Care (Awaken) and whether information should be passed onto Lancashire Police.

**Child Criminal Exploitation (CCE):**

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child 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. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country forced to shoplift or pickpocket, or to threaten other young people.

**County Lines:**

County Lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas (within the UK), using dedicated mobile phone lines or other form of “deal line”.

Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and Home Office County Lines guidance is available [here](#).

**Trafficking:**

Educational Diversity recognises Trafficking is where children and young people are tricked, forced or persuaded to be moved or transported and then exploited, forced to work or sold. Children are trafficked for sexual and criminal exploitation, benefit fraud, forced marriage, domestic slavery, forced labour, committing crime like theft, county lines.

At Educational Diversity, we are committed to contributing to support local and national bodies as they work to reduce child sexual exploitation and criminal exploitation (including County Lines). To support this process, our staff report any concerns they have about our children in this respect to the HT or DSL in school. The HT and the DSL will seek guidance from BCSB online, LADO, Awaken and our Police Community Support Officer (PCSO) who will contact the police or other relevant personnel for further advice and support. Educational Diversity are a standing member on the CMET panel - The Child Missing, Exploited or Trafficked panel.

### **Female Genital Mutilation**

Female Genital Mutilation (FGM) FGM involves cutting, and sometimes sewing the girl's genitalia, normally without anaesthetic, and can take place at any time from birth onwards. It is sometimes referred to as 'female circumcision' but this misnomer belies the invasive and irreversible nature of the procedure. It is now more correctly termed female genital mutilation. The procedure has a cultural, rather than religious, origin and is practised by disparate ethnic communities in many countries, including Ethiopia, Somalia, Sudan, Egypt, Nigeria, India, Pakistan, Yemen and Iraq. The Female Genital Mutilation Act 2003 makes it a criminal offence, not only to carry out FGM in England, Scotland and Wales on a girl who is a UK national or permanent resident but also to take a girl out of the UK to have FGM performed abroad, even to countries where FGM is still legal. The indicators of FGM may initially mirror those of sexual abuse. You may notice, for example, that a girl or young woman shows signs of pain or discomfort, needs to visit the toilet constantly, has vaginal blood loss or is unable to sit comfortably. She may make excuses to avoid PE and other physical activity or refuse to use the school showers. She may also become evasive or fearful if you enquire if she is unwell, and assure you that she is fine when she clearly is not. If she is a BME child, has recently arrived back from a 'holiday' abroad or a period of absence from school, seems to be in pain and has not been taken by her family to see a doctor, you should consider FGM, alongside other possible explanations. Any suspicion of this should be treated as a Child Protection Case and all statutory guidelines will be followed "Trafficking Admissions staff should be aware of any suspicion of this by: Checking school/LA records carefully. Anyone entering from another country (outside UK), should be cross checked with immigration". Any suspicion of this within Educational Diversity will be treated as a Child Protection Case and all procedures should be followed.

### **'Honour based' violence**

So-called 'honour based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or community, including FGM, forced marriage and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Any suspicion of this within Educational Diversity will be treated as a Child Protection Case and all procedures should be followed.

### **Radicalisation/PREVENT**

In Educational Diversity, we are committed to the promotion of community cohesion and reducing the likelihood that our children will become radicalised. To support this process, all staff have completed the online Channel General Awareness Course training and more local training through Lancashire Prevent. We have an overall approach to the school's work on promoting life in Modern Britain which is underpinned throughout the curriculum.

All Channel concerns are made to [channel-referrals@Lancashire.pnn.police.uk](mailto:channel-referrals@Lancashire.pnn.police.uk)  
DS Maxine Monks can be contacted on 01772 413029. Information and guidance can also be obtained from the DFE Website "Prevent"

Any suspicion of issues highlighted - should be treated as a Child Protection Case and all procedures should be followed.

### **Domestic abuse reports / Information sharing**

The HT and identified personnel from each Centre receives PVP and Operation Encompass reports from the LA/Police. These reports are password protected and only identified staff can access the contents. The information helps us understand the issues around a particular child which can help meet individual needs. These are never shared with the child until they have reached the age of 16 years. The HT delegates the storage of these to centre safeguarding staff. The receipt of these is recorded on the safeguarding system.

Domestic abuse within BSCB is any incident or threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between adults who are, or have been, intimate partners or family members, regardless of gender or sexuality. It includes forced marriage, honour based abuse and female genital mutilation.

### **Child Protection Procedures**

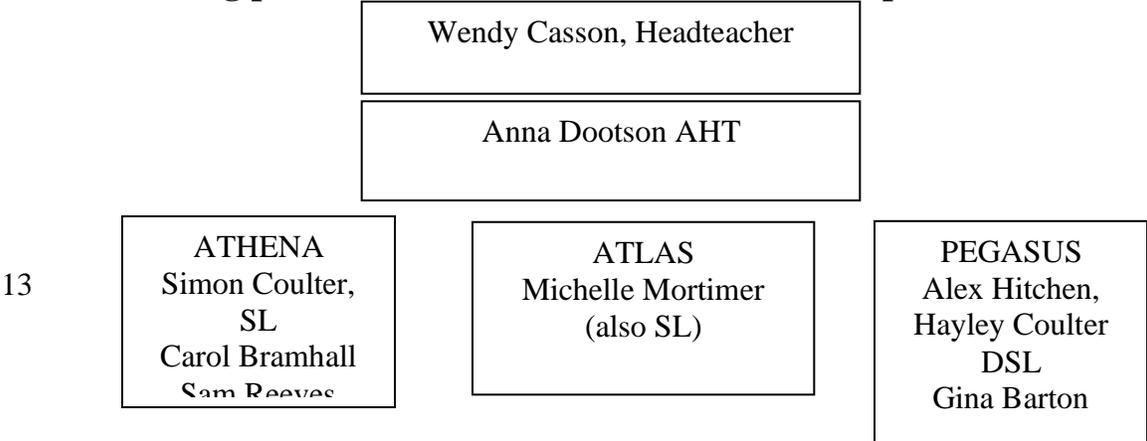
1. **FIRST LEVEL OF VIGILANCE** - If a staff member has a minor concern about unusual or unexplained changes in a child’s appearance, behaviour, attendance or basic needs then the staff member has a duty to report and record the concern to the safeguarding lead within each setting responsible for safeguarding. (See– safeguarding files).
2. When staff receive a disclosure or notice something which leads them to suspect that abuse may have taken place, the information is reported verbally to the DSL or Headteacher. This is then logged on My Concern.
3. If physical abuse is suspected a **‘body map’** will be used to record the site and extent of any injury that has been noticed. **These are both passed in a sealed envelope** to the DSL or in their absence the AHT or HT as soon as possible. This record should include:
  - The date and time of the observation/disclosure
  - Full information including verbatim accounts when possible of the incident
  - Comments about their appearance, behaviour, emotional state and actions.

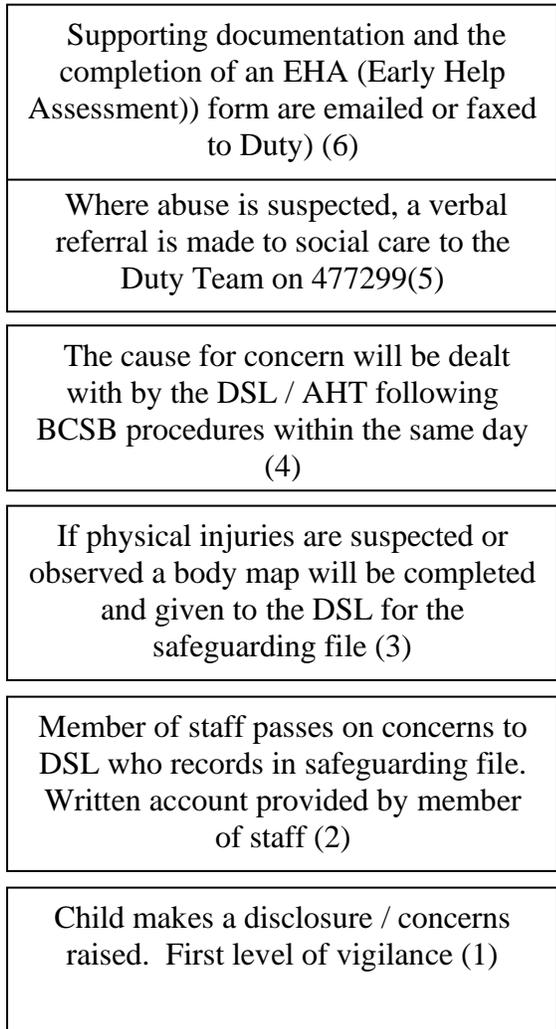
When information technology is involved we retain the evidence provided by the child and/or their family (e.g. screen shots/emails/text messages) and use it to support the concern. However, we do not search family mobile phones or computers to gain further information. Instead we seek advice from the Police via the Public Protection and Investigation Unit (01253 604080) about gathering evidence.

Upon receiving the cause of concern) the DSL / HT follows the procedures endorsed by Blackpool’s Local Children Safeguarding Board. Action must be taken within the same working day and as early as possible.

4. Where abuse is suspected a referral will be made to Social Care (01253 477299). The expectation is that a verbal referral will be supported in writing, usually by the completion of the Early Help Assessment form in conjunction with the Multi Agency Referral Form, in line with local procedures.
5. The supporting documentation should be e-mailed or faxed to the Duty Team on (01253 477299) who will decide the outcome of the referral.

**Outlining process for Child Protection detailed in procedures**





When ICT is involved we retain a screenshot or copy for evidence. We do NOT search phones / computers but seek advice from PPU

The content of the referral will be discussed with parents/carers *where this is appropriate*. Advice may be sought from Social Care concerning this aspect of information sharing. It is recognised that parents/carers are unlikely to be told that a referral is being made if sexual abuse or fabricated illness are suspected.

Staff **must not** discuss any issues with parents/carers unless they are told to do so by the HT or DSL. Social Care will then lead the process which could involve the children going onto child protection plans or for assessment by the Duty and Assessment Team. If a referral is passed to The Duty and Assessment Team they will determine the best course of action and which professionals are best placed to deal with the issues.

**NO ATTEMPT SHOULD BE MADE BY OUR STAFF TO CONDUCT AN INVESTIGATION INTO CASES OF SUSPECTED ABUSE. NO CHILD SHOULD BE TOUCHED, CHECKED OR EXAMINED unless directed by Social Care and carried out by at least 2 members of staff, one of whom must be from the Designated Team.**

Social Care and the police are responsible for undertaking investigations. Inappropriate actions by others may negate or contaminate evidence.

At Educational Diversity staff must co-operate with those investigating abuse following a referral. It will be the responsibility of those investigating the case to ensure that parents/carers are fully informed about the investigation.

Throughout this process the Designated Team can seek advice from Social Care (01253 477299) – (may need to speak to the Senior Practitioner/Duty Social Worker)

The Safeguarding Board/LADO (01253 477541) in relation to allegations.

## **Training and Support**

- All staff must read and sign to say they understood and abide by guidance KCSIE (2020) part 1 and Annex A
- All of the Designated Team have enhanced training
- All staff, including new staff, must complete Level One Safeguarding. A copy of the certificate is stored centrally

- All members of staff are trained in Blackpool Safeguarding Child Protection as part of their induction process and continued professional development (3 year cycle)
- As part of the recruitment process and continued professional development all staff are trained in Safer Working Practices (DfE 2015). Staff sign to say they have received the document
- A number of staff hold First Aid at Work and Paediatric First Aid certificates
- Support material for all staff and the BSCB policies and procedures are available on the Blackpool's SCB website. <http://www.blackpoolsafeguarding.org.uk>
- The procedures relating to all aspects are discussed with all staff regularly and staff are 'quizzed' on them and associated scenarios
- A record of staff training is kept within school, which identifies who has attended training and the content of the session
- Our Recruitment process includes safeguarding tasks and questions
- Safeguarding is a standing item on Leadership meetings
- Training including Safer Recruitment is also provided by the BSCB and Human Resources to support the Management Committee in their role
- A record of staff trained to carry out Safer Recruitment interviews will be kept in school including certificates. This training is renewed every five years and dates of completion kept on the Single Central Register
- Regular updates through BSCB.

### **Early Help**

- Staff in Educational Diversity are committed to inter agency working to support the Early Help Assessment Framework
- Discuss any concerns with parents / carers
- Discuss concerns around individual children within the monthly MAP (Multi Agency Professionals) meetings, led by the AHT (Inclusion).
- Provide additional information to the "Early Help Assessment" document when required to do so.
- Monitor the child's progress and raise the issue to the level of Child Protection if required.

- **Safer Recruitment**

At Educational Diversity we are committed to the safer recruitment practices outlined in Safeguarding Children and Safer Recruitment Consortium (2015)

We ensure that all appointments in our school are made by a panel which comprises of at least one person who has completed the 'Safer Recruitment' training package.

***Our safer recruitment practices include:***

1. Ensuring that all our adverts include a statement which explains our commitment to safeguarding children
2. Ensuring that all our posts are detailed accurately through specific job descriptions and person specifications which state the contact that the post-holder will have with children and their responsibilities associated with safeguarding children and vulnerable adults
3. Discarding any applications that are made by any applicant who submit a CV instead of the required application form, requiring them to complete an application form for all posts advertised
4. Our HR team request references prior to interview, using a detailed reference request form
5. Scrutinising the application form when possible and references, to identify any gaps in employment, or inconsistencies in the information presented. We use this information to formulate candidate specific questions that will be used during the interview
6. Checking the validity of qualifications (original documentation should be verified), along with QTS from National College
7. Checking the identity of the individual concerned
8. Checking the eligibility of the candidate to work in the UK along with a prohibition from teaching check and a section 128 prohibition for Senior Leadership Team which is completed by HR
9. The recruitment panel will ensure they ask specific questions during the interview that relate to safeguarding children. (We expect candidates to discuss individual experiences rather than talking hypothetically where possible)
10. Collecting the information in relation to Disclosures and Barring (Disclosures and Barring Service)
11. Discussing any self-declared information with the candidate in a non-prejudicial way during the interview and not using the information as part of the short listing process
12. Reserving the right to call candidates back for further questioning if anything emerges either through the DBS process or late references (conditional offer of employment)
13. Reserving the right to dismiss a candidate if false information has been submitted during the recruitment process or if information comes to light that the candidate failed to disclose (due to conditional offer of appointment).

In addition:

- a) We maintain our Single Central Record for our own employees, volunteers, adults and members of the Management Committee also need to be cleared by the LA using the DBS system).
- b) Ensure that all visitors to our school are met at Reception and asked to sign in, are given a visitors' pass/badge and escorted to the appropriate areas. ID badges will always be checked. There may be some cases where this does not happen (e.g. known regular deliveries or services e.g. refuse collection, but these must be monitored by school staff).
- c) Ensure that where appropriate (LA officers/contractors) visitors are asked to show their formal identity badges to link them to a known organisation. They are only admitted to complete known and verifiable duties and they must all sign in at Reception.
- d) Any college student placements have DBS check undertaken centrally before being deployed in the school.
- e) The Headteacher, leaders and the Management Committee access Safer Recruitment courses provided by the Local Authority (renewal every 3 years). They also keep themselves abreast of developments via the LA training/briefing sessions and supporting documentation.
- f) In the case of a new staff member who is awaiting clearance a Pre-Employment Risk Assessment will be completed before the staff member commences their post, which is signed off by the Director of Children's Services. Copies of these are held by the Headteacher electronically.

### **Managing allegations against members of staff or volunteers**

All the staff at Educational Diversity are aware that they have a duty to report any concerns they have about the conduct of another member of staff, volunteer or Management Committee member to the Headteacher. They are also informed of the purpose of the Whistleblowing Policy. If the concerns are about the Headteacher they are aware that they report the matter to the Chair of the Management Committee or the Deputy Director of Children's Services.

The relationships and associations that staff have in school and outside (including online) may have an implication for the safeguarding of children in the school. Where this is the case, the member of staff must speak to the school. This is to safeguard themselves as well as the child.

When an allegation has been made against a member of staff, the Headteacher will consider whether the allegation suggests that the individual has:

- Behaved in a way that has harmed, or may have harmed a child
- Possibly committed a criminal offence against or related to a child
- Behaved in a way that indicates that s/he is unsuitable to work with children.

If any of the above may have happened the Headteacher must record the concerns, and contact the Local Area Designated Officer (LADO: 01253 477541) to ask for advice about how to proceed. The LADO will advise the Headteacher about whether to complete related forms or treat the matter internally via other policies (eg. disciplinary/capability). For additional information about the process we refer to HR.

We recognise our duty to refer colleagues to the Disclosure and Barring Service (DBS) under section 35 of the Safeguarding and Vulnerable Groups Act (2006) for their consideration about whether a colleague should be barred from the children's workforce.

We have a duty to refer colleagues to 'prohibition of teachers', misconduct of teachers NCTL route as detailed in KCSIE September 2018 and to the Guidance provided by the DBS on [www.gov.uk/disclosure-and-barring-service](http://www.gov.uk/disclosure-and-barring-service) are met.

We have a duty to refer concerns around colleagues or malpractice in accordance with our Whistleblowing Policy and our Complaints Policy which can be found on the website and on Google Drive.

### **Managing allegations against other children**

We recognise that some children will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under our Promoting Positive Behaviour Policy.

### **Peer on peer abuse including Sexual Violence and Sexual Harassment**

Occasionally, allegations may be made against children by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a child, some of the following features will be found.

The allegation:

- is made against an older child and refers to their behaviour towards a younger child or a more vulnerable child
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other children in the school

- indicates that other children may have been affected by this child
- indicates that children outside the school may be affected by this child.

### **Examples of safeguarding issues against a student could include:**

- Physical Abuse
- Violence, particularly pre-planned
- Forcing others to use drugs or alcohol
- Emotional Abuse
- Blackmail or extortion
- Threats and intimidation
- Sexual Abuse
- Indecent exposure, indecent touching or serious sexual assaults
- Forcing others to watch pornography or take part in sexting
- 'Upskirting' - taking an image of a person's genitalia for own sexual gratification.

On occasion, some children will present a safeguarding risk to other children. The school should be informed that the child raises safeguarding concerns, for example, they are coming back into school following a period in custody or they have experienced serious abuse themselves. These children will need an individual risk management plan to ensure that other children are kept safe and they themselves are not laid open to malicious allegations. There is a need to balance the tension between privacy and safeguarding.

### **What to do**

When an allegation is made by a child against another child, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the Designated Safeguarding Lead (DSL) should be informed. A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances. The DSL should contact Social Care to discuss the case. It is possible that Social Care are already aware of safeguarding concerns around this child. The DSL will follow through the outcomes of the discussion and make a Social Care referral where appropriate.

The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both children. If the allegation indicates a potential criminal offence has taken place, the police should be contacted at the earliest

opportunity and parents informed (of both the child being complained about and the alleged victim). It may be appropriate to exclude the child being complained about for a period of time according to the behaviour policy and procedures. Where neither Social Care nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's usual disciplinary procedures.

In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan. The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

### **Online safety – Social Media Guidance**

All the staff in our school are aware that they have a duty to protect themselves, children and the families they serve, fellow school colleagues and their employer in relation to online safety. BSCB Social Media guidance is provided in our online safety policy. We are also protected by the firewall and filtering system provided through the LA.

Ged McNally is the named person for online safety as anti-bullying lead across the authority. He has completed the training to become a verifier of the E Safety mark and has offered advice to schools on issues surrounding online safety.

We have an online safety policy that complies with Ofsted recommendations. All our staff have received training in online safety and this is also promoted in lessons for the benefit of the children to ensure they are helped to keep themselves and others safe online. KCSIE (2018) highlights the need for managing children's use of their own devices whilst in school.

### **Private Fostering**

Education, health and other professionals should notify the local authority of a private fostering arrangement that comes to their attention, where they are not satisfied that the local authority have been, or will be, notified of the arrangement, so that the local authority can then discharge its duty to satisfy itself that the welfare of the privately fostered child concerned is satisfactorily safeguarded and promoted.

### **The wider safeguarding agenda**

This policy and procedures should also be read in conjunction with other school policies relating to safeguarding.

All guidance online in The Pan-Lancashire Child Protection Procedures  
<http://proceduresonline.com/panlancs/scb/>  
<http://www.blackpoolscb.org.uk>

### **Serious Case Reviews**

At Educational Diversity we are committed to taking account of any recommendations that are made from local and national Serious Case Reviews and consequently share appropriate recommendations with relevant staff. We are aware that our school may become involved in a Serious Case Review and we are committed to supporting the process. As such we will ensure that the files and records that pertain to a child involved in an incident that may lead to a Serious Case Review are preserved in school and we will co-operate with the representatives from the BSCB who are undertaking the review.

### **Safeguarding Audit**

BSCB recommend that all schools undertake the self -evaluation SECTION 175 self- audit and the outcomes of such are reflected in developments / training / priority actions within the school. This was completed in September 2020 and was audited by Jeremy Mannino the safeguarding officer within the authority in October 2020. A further audit is due to be completed in September 2021.

**Reviewed September 2020**

**To be reviewed: September 2021**

***This is a document under review and is currently out for consultation to be agreed at the Management Committee meeting on the \_\_\_\_\_.***

**Headteacher's Signature: \_\_\_\_\_**

**Date: \_\_\_\_\_**

**Chair of Management Committee's Signature:**

**Date: \_\_\_\_\_**

**Implementation Date:** September 2020

**Adopted by Management Committee:**

**Review period:** Annually

**Date policy last reviewed:** September 2020

**Person Responsible for Policy:** Wendy Casson and \_\_\_\_\_

# Educational Diversity

## Annex to Child Protection & Safeguarding Policy

### COVID-19 changes to our Child Protection Policy

March 2020

#### Response to COVID-19

From 20th March 2020 parents were asked to keep their children at home wherever possible, and for schools to remain open only for:

Those children of workers critical to the Covid19 response and

Children who are vulnerable and cannot be cared for safely at home.

There have been significant changes within our setting in response to the outbreak. Many young people are now at home and staffing is significantly affected through illness and self-isolation.

Despite the changes, Educational Diversity's Child Protection & Safeguarding Policy is fundamentally the same: **children and young people always come first, staff should respond robustly to safeguarding concerns and contact the DSL in line with our established safeguarding procedure.**

This annex sets out some of the adjustments we are making in line with the changed arrangements in the school and following advice from government and local agencies.

#### Reporting arrangements

The school arrangements continue in line with our Child Protection & Safeguarding policy.

The Designated Safeguarding Lead is: Anna Dootson  
[anna.dootson@eddiversity.blackpool.sch.uk](mailto:anna.dootson@eddiversity.blackpool.sch.uk) 01253 476657/476663

The Deputy DSL is: Heather Smith  
[heather.smith@eddiversity.blackpool.sch.uk](mailto:heather.smith@eddiversity.blackpool.sch.uk)

Both are under the supervision of the Headteacher of Educational Diversity:  
Wendy Casson  
[wendy.casson@eddiversity.blackpool.sch.uk](mailto:wendy.casson@eddiversity.blackpool.sch.uk)

Our school's approach ensures the DSL or a deputy is always contactable while the school is open. All staff will be re-issued with contact details for DSL's during school closure and should report any concerns via My Concern in line with the current policy. This will ensure potential issues are reported to the DSL and then shared between key staff appropriately. *A member of SLT will be on site at all times while school closures are in operation.*

Staff will continue to follow the Child Protection & Safeguarding procedure and advise the safeguarding leads immediately about concerns they have about any child, whether in school or not. COVID-19 means a need for increased vigilance due to the pressures on services, families and young people, rather than a reduction in our standards.

Children's services may be affected by the impact of the virus on staff and an increased demand for services. Where a child is at risk of significant harm there may be a need to be persistent in referring concerns to the local authority. The arrangements for contacting the Multi-Agency Safeguarding Hub (MASH) are: **01253 477299 or by email [duty.assessment@blackpool.gov.uk](mailto:duty.assessment@blackpool.gov.uk)**

**Further details can be found at**

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

Should a child in the school's view be at risk of significant harm and local agencies are not able to respond, the school will immediately follow the safeguarding children executive escalation procedure, available here:

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

## **Identifying vulnerability**

Educational Diversity's relationships with the community mean we have identified children who may be classed as 'vulnerable'

We have put in place specific arrangements in respect of the following groups:

- Our Children (accommodated by the Local Authority) – individual agreements with carers and Social Worker, mostly involving weekly contact
- Children subject to a child protection plan/ Child in Need plan – places offered, if not taken this must be agreed by Social Worker and family. Visits will be undertaken 3 times weekly (to be agreed with Social Worker as to who will undertake these visits).
- Children with an EHCP – Individual Risk Assessments undertaken and consultations held with parents/carers, SLT and SENCO.
- Children on the edge of social care involvement or pending allocation of a social worker – Where required these children will be offered a place at school or individual contact plans will be agreed

Other children the school considers vulnerable. More children may be added to this group in response to concerns raised with the DSL. Contact arrangements will be agreed with parents/carers, SLT and DSL.

Where appropriate school will liaise with other agencies involved in their care, including where appropriate their social worker and the Virtual School Head for Our Children and those who have previously been Our Children.

In addition, the following groups have specific arrangements around contact and support from the school.

- Children of critical workers who may attend school if no safe alternative arrangements can be made.
- Children at home – work packs sent home with regular updates provided by Google Classroom and regular, routine email contact.

The plans in respect of each child in these groups will be reviewed regularly.

## **Holiday arrangements**

School will be open over Easter. Emergency details of Social Care, Early Help Offer and local charities will be published on the website.

## **Attendance**

The school is following the [attendance guidance issued by government](#). Where a child is expected and does not arrive the school will follow our attendance procedure and make contact with the family. If contact is not possible by 9:30am the DSL must be informed. The DSL will attempt a range of methods to contact the parent but if necessary arrange a home visit by

the school or another appropriate agency. A risk assessment will be undertaken to consider manage the implications of COVID19 alongside other risks perceived to the child. The risk of COVID19 **does not override** the duty on the school to ensure children and young people are safe.

These arrangements will only be in place for children who have enrolled and are eligible for Emergency Childcare. For all other children school is closed.

### **Staff will be aware of increased risk**

The pressures on children and their families at this time are significant. There will be heightened awareness of family pressures through being contained in a small area, poverty, and financial or health anxiety. These areas should be considered in the setting of any work for children to undertake at home (including recognising the impact of online learning – see below). Staff will be aware of the mental health of both children and their parents and carers, informing the DSL about any concerns.

Incidences of Domestic Abuse are expected to significantly increase during the period of isolation as perpetrators will use this time as a “tool of coercive and controlling behaviour”, and victims and their children are consistently more vulnerable during periods of societal stress [see government guidance](#).

Operation Encompass will continue as normal with notifications being sent to the DSL’s email address.

### **Risk related to Physical Intervention**

It may be the case that a child attending school presents in a way that necessitates staff to physically intervene to prevent harm to themselves or others. A careful risk assessment will be formulated around the needs of

such children and this identification of risk will inform the decision as to whether a child is provided with a place in school at that time. The risk of using physical intervention must be balanced against the risks posed by Covid19.

## Risk online

Young people will be using the internet more during this period. The school may also use online approaches to deliver training or support. Staff will be aware of the signs and signals of cyberbullying and [other risks online](#) and apply the same child-centred safeguarding practices as when children were learning at the school.

- The school continues to ensure appropriate filters and monitors are in place
- Our governing body will review arrangements to ensure they remain appropriate
- The school has taken on board guidance from the [UK Safer Internet Centre](#) on safe remote learning and guidance for [safer working practice](#) from the Safer Recruitment Consortium.
- Staff have discussed the risk that professional boundaries could slip during this exceptional period and been reminded of the school's code of conduct and importance of using school systems to communicate with children and their families.
- Children and young people accessing remote learning receive guidance
- Parents and carers have information via the website about keeping children safe online with peers, the school, other education offers they may access and the wider internet community. We have set out the school's approach, including the sites children will be asked to access and set out who from the school (if anyone) their child is going

to be interacting with online. *Parents have been offered the following links:*

- [Internet matters](#) - for support for parents and carers to keep their children safe online
- [Net-aware](#) - for support for parents and careers from the NSPCC
- [Parent info](#) - for support for parents and carers to keep their children safe online
- [Thinkuknow](#) - for advice from the National Crime Agency to stay safe online
- [UK Safer Internet Centre](#) - advice for parents and carers
- Free additional support for staff in responding to online safety issues can be accessed from the [Professionals Online Safety Helpline at the UK Safer Internet Centre](#).

## **Allegations or concerns about staff**

With such different arrangements, young people could be at greater risk of abuse from staff or volunteers. We remind all staff to maintain the view that 'it could happen here' and to immediately report any concern, no matter how small, to the safeguarding team.

Any staff or volunteers from outside our setting will complete an induction to ensure they are aware of the risks and know how to take action if they are concerned.

We have confirmed the arrangements to contact the LADO at the local authority remain unchanged and can be found at <https://www.blackpoolsafeguarding.org.uk/managing-allegations>

If necessary, the school will continue to follow the duty to refer to DBS any adult who has harmed or poses a risk of harm to a child or vulnerable adult,

and to the Teacher Regulation Agency in line with paragraph 166 of Keeping Children Safe in Education 2019 using the address [Misconduct.Teacher@education.gov.uk](mailto:Misconduct.Teacher@education.gov.uk) .

This policy has been remotely approved by Governors on (include date) and is available on the school website at (add school website)