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This Policy can be made available in large print by contacting [enquiries@luctonschool.org](mailto:enquiries@luctonschool.org) The Policy can be accessed on the website.

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## Who this policy covers

**This policy covers all children, adults at risk (previously vulnerable adults) and adults studying at or visiting Lucton School who are at immediate danger of significant harm from themselves or others and/or are experiencing difficulties with one or more element of their lives.**

This policy is applicable to all staff (teaching and non-teaching), Governors, volunteers and applies to all pupils in the School, including those in our EYFS setting and our International Summer School. At Lucton School we are privileged to teach and care for children and young people of all ages, abilities, cultures and nationalities. It is also recognised that providing boarding means we support a number of children 24 hours a day. The ethos of the school believes that every child, regardless of age, has at all times, and in all situations, a right to feel safe and protected from any situation or practice that could result in a child being abused or at risk of abuse. Lucton School promotes a culture of vigilance and believes that safeguarding issues can occur in any organisation.

In line with our commitment to wellbeing and our values at Lucton School, all staff have a duty to support children’s wellbeing. There is also a legal responsibility, under Section 175 of the Education Act 2002, for the care, welfare and safety of the pupils in our charge and to promote their wellbeing. We will carry out this duty through all our work, including:

* teaching and learning
* extra-curricular activities
* boarding duties
* pastoral care
* extended school activities.

Safeguarding is everyone’s business and at Lucton School, all staff (including volunteers) will be trained and work in a culture of openness and trust where children are listened to and supported. The best interests of the child are of paramount importance and should be the first consideration**.**

Lucton School has a commitment to safeguarding of all of its children and young people and works in co-operation with local and national agencies to deliver the highest quality care it can. Lucton School works closely with statutory bodies that have taken over the role of the local safeguarding children boards (Many safeguarding boards still exist in transitional arrangements). Lucton School works with the Herefordshire Safeguarding Partnership Board, Herefordshire Multi-agency Safeguarding Hub (MASH) and the Herefordshire Safeguarding Adults Board (HSAB).

The majority of students at Lucton School are under the age of 18. For the purposes of this policy, children are defined as persons under the age of 18.

Some learners, however, have exceeded their 18th birthday and they will follow the same procedures but reporting will follow that set out by the Herefordshire Safeguarding Adults Board (HSAB).

An adult at risk is defined as: -

‘a person aged 18 or over who’:

* + Is in receipt or who is or may need community care services by reason of mental health or other disability, age or illness
  + And who may be unable to take care of themselves
  + Or unable to protect themselves from significant harm or exploitation

## Policy purpose and areas of concern 2.1 Policy purpose

Lucton School is passionate about safeguarding its learners and staff. This policy is

designed to protect children and adults at risk from abuse. The policy will also help to ensure the welfare and safety of visitors of the School.

Lucton School has a statutory and moral duty to ensure that the school functions with a view to safeguarding and promoting the welfare of children and adults at risk whilst at the school.

The governing body is committed to ensuring that the school:

* + Provides a safe environment for children and young people to learn in
  + Identifies children and young people who are suffering, or likely to suffer, significant harm, and
  + Takes appropriate action to see that such children and young people are kept safe, both at school and when at home or in the boarding house.
  + Provide help and support at as early a stage as possible to prevent concerns from escalating.
  + Promote the health and well-being of all, including their mental health in our aim to be a Well-being Award School.

Safeguarding and promoting the welfare of children is defined as:

* Protecting children from maltreatment
* Preventing impairment of children’s health or development
* Ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
* Acting to enable all children to have the best outcomes.

This policy has been developed in accordance with the principles established by the:

* + Children Acts 1989 and 2004
  + Education Act (2002)
  + Working Together to Safeguard Children (2018)
  + Framework for the Assessment of Children in Need and their Families (2000)
  + What to do if You are Worried a Child is being Abused (2018)
    - Keeping Children Safe in Education: Statutory guidance for Schools and Colleges (September 2020)
    - Counter-Terrorism and Security Act (2015)
    - Herefordshire Safeguarding Adults Board Procedures (HSAB)
    - Information Sharing Guidance for professionals working with Children (2018)
    - The Data Protection Act (GDPR) 2018.
    - The Childcare Act (2006) Disqualification by Association (Amended 2018)

3. **The responsibility of the Governing Body and the nominated Safeguarding Governor.**

The Governing Body has overall responsibility for ensuring that the School is compliant with statutory requirements which will include ensuring that the school:

* contributes to inter-agency working, which includes providing a coordinated offer of early help when additional needs of children are identified
* has an effective safeguarding policy (including child protection procedures) is in place, together with a staff code of conduct policy
* appoints a Designated Safeguarding Lead (DSL), and appropriately trained staff to support them, who will undergo child protection training every two years
* ensures all staff have regular training in safeguarding and linked issues such as behaviour management and SEND.
* issues all staff with Keeping Children Safe in Education part 1(September 2020) and some staff, Annex A in addition.
* issues a Code of Conduct to all staff which includes guidance on social media, use of mobile devices and awareness of online safety.
* prioritises the welfare of children and young people and creating a culture where staff are confident to challenge senior leaders over any safeguarding concerns
* provides proper induction including safeguarding training and that all staff undertake training and understand the process of making a referral to the MASH.
* ensures that children are taught about how to keep themselves safe
* promotes respect throughout the school and supports British Values

The Governing Body will prevent people who pose a risk of harm from working with children by:

* adhering to statutory responsibilities to check staff who work with children
* taking proportionate decisions on whether to ask for checks beyond that which is required
* ensuring that volunteers and visitors are appropriately supervised and trained if necessary and that individuals follow the school’s policy on visitors
* making sure that at least one person on any appointment panel has undertaken safer recruitment training
* ensuring that the correct procedures are in place to handle allegations against members of staff or volunteers. The Governing Body will also ensure its legal duty to report allegations against staff should they resign as a result of the investigation. The Governing Body will also ensure that allegations are reported to the Designated Officer
* making sure that there are procedures in place to handle allegations against other children (peer-on-peer abuse)
* putting in place appropriate safeguarding responses to children who go missing from education settings, particularly on repeat occasions

In order for the Governing Body to execute its duties, the Governing Body will:

* Review the safeguarding policy annually and formally record this in their minutes, and also review safeguarding practices in the school on a regular basis
* Appoint a Safeguarding Governor who monitors and supports the safeguarding role of the school. The Safeguarding Governor will not be involved in concerns about individual children but will meet the DSL at least termly and will be responsible for ensuring that all Governors are aware of their safeguarding obligations and are equipped to make appropriate enquiries about safeguarding issues. The Safeguarding Governor will also ensure that the Board meets its obligations relating to its charitable status; including informing the Charity Commission of any significant risks to pupils. The Designated Officer should be informed about any safeguarding complaints about the Chair of the Board. Whilst the Safeguarding Governor takes the lead, safeguarding duties remain the responsibility of the Proprietor, i.e. the Governing Body as a whole

Lucton School will refer concerns that a child or adult at risk, might be at risk of significant harm to social care, police authorities and/or the appropriate agencies as agreed with the Herefordshire Safeguarding Partnership (and any board that covers where the student lives) and the Multi Agency Safeguarding Hub (MASH). Lucton School will fulfil its responsibilities to inform the Designated Officer for Herefordshire (DO) of issues and allegations against staff. Lucton School will also ensure that it refers, as necessary to the Disclosure and Barring Service.

The governor with special responsibility for child protection issues is Dr Tony Paterson, the Chair of the Governing Body, who will undertake appropriate training as necessary. All governors will be trained in safeguarding and child protection.

All staff working with children will receive training to familiarise them with child protection issues. This training will also cover their responsibilities and Lucton School procedures and policies, with refresher training whenever needed and at least annually. The DSL and deputies will receive regular training and formal refresher training at least every 2 years. The Governing Body will receive from the DSL regular updates and an annual report which reviews how the duties have been discharged.

## What school staff should be aware of and look out for.

All staff will be trained in their responsibilities, duties and that they are in a position of trust when working in a school. Those working in the nursery will also be made aware of the additional requirements on them. All staff will be trained in the signs and indicators of the main forms of abuse. These are covered in part one of Keeping Children Safe in Education 2020 and those staff who have responsibilities for student welfare will be trained in more detail in a wider number of areas of abuse (found in Annex A KCSIE 2020). All staff receive regular support and training in online safety and use of Impero (the schools online monitoring software)

Staff should be aware that under the amended Disqualification by Association (Childcare Act) 2018 those working in the school, and managing 0 to 8-year olds, relationships and associations that staff have outside school (including online) may have an implication for the safeguarding of children in school. Where there is a risk the staff member should inform the school immediately so that appropriate action can be taken. Those managing children under the age of 8 will be subject to checks as per the amended act.

All staff should be aware that some students are more vulnerable than others and would benefit from extra vigilance and possible early intervention. These students may include: those with specific additional needs or additional needs; those already in the care system; young carers; those involved in anti-social behaviour on an organised scale; those misusing alcohol or drugs; those who go missing from education or home and those at risk of exploitation; where adults in the family have mental health issues or domestic abuse; those at risk of radicalisation or are abused or neglected and children privately fostered.

In addition, staff should be aware of risks within a child’s individual situation and these should be considered when assessing risk. If in any doubt they should discuss, and put in writing, their concerns regarding an individual child.

The school recognises the following as definitions of abuse; (WT2018):

**Abuse**: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children.

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

**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 from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

**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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

**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, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

**Specific safeguarding issues**

**All** staff should have an awareness of safeguarding issues that can put children at risk of harm. All staff are made aware of all the specific types of issue listed in KCSIE 2020, Annexe A, and the impact of contextual safeguarding.

**All** staff should be aware that safeguarding issues can manifest themselves via peer-on-peer abuse. This is most likely to include, but may not be limited to:

* bullying (including cyberbullying);
* physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
* sexual violence and sexual harassment; sexting (also known as youth produced sexual imagery); and
* initiation/hazing type violence and rituals.

**All** staff should be clear as to the school procedures with regards to peer-on-peer abuse.

Prevention of Extremism – The Government’s ‘Prevent’ Agenda

Prevent is 1 of the 4 elements of [CONTEST, the government’s counter-terrorism](https://www.gov.uk/government/publications/counter-terrorism-strategy-contest) [strategy.](https://www.gov.uk/government/publications/counter-terrorism-strategy-contest) It aims to stop people becoming terrorists or supporting terrorism.

Young people and vulnerable groups are particularly targeted by groups who may promote violent extremist activity. For this reason, Lucton School staff should be aware of signs of radicalisation and have the confidence to report their concerns to the DSL or DDSL. The DSL will utilise the Local Authority, Police CHANNEL procedures as necessary to gain support and advice regarding any concerns that Lucton School has about its students, staff, governors or visitors.

Lucton School has a duty to ensure that the promotion of partisan political views in the teaching of any subject in Lucton School does not take place. Students must be offered a balanced understanding of opposing views. The promotion of extremism is against Lucton School values and would constitute misconduct on the part of both students and staff. Lucton School supports the delivery of British Values throughout its curriculum, both formal and informal. All external speakers should be checked by the DSL for their suitability before allowing them to speak in school.

Female Genital Mutilation (FGM)

FGM means the partial or complete removal of the external female genitalia for non-medical reasons. Teachers have a mandatory legal duty to report any incidents to the police. Whilst all staff should discuss this with the DSL or any member of the safeguarding team, teaching staff must report this to the police without delay.

E-Safety

It is recognised that the use of new technologies presents particular challenges and risks to children, adults at risk and adults, both inside and outside the school. The school will ensure that lessons are delivered to students to enable them to learn about, and manage, the associated risks effectively and will support parents to become aware and alert to the needs of keeping children safe online.

The School understands the additional safeguarding risks posed to children whilst online and has a separate ICT and E-Safety Policy. This contains guidance for the photography and video of pupils. Lucton School does not permit children in EYFS to be photographed other than by members of staff using School devices for educational purposes. Staff and visitors must not use any personal digital device in any part of the EYFS setting within School. This is made clear to visitors arriving at school who are given a leaflet on arrival when signing in (see Appendix 6).

Other areas of abuse that staff should be aware of include (Found in Annex A of KCSIE 2020 and in additional information in the appendices of this policy):

* Children in the Court system
* Children missing from education
* Children with family members in vulnerable situations e.g. in prison or abroad on active service
* Sexual exploitation
* Criminal exploitation – and awareness of guidance – County Lines
* Domestic abuse
* Homelessness
* So-called ‘Honour-based’ violence (including FGM and forced marriage)
* Sexual violence and Harassment (including new upskirting)

If any member of staff becomes aware of any **private fostering arrangements,** they must report it to a member of the safeguarding team or senior management team.

**Private fostering** is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a 'close relative'. This is a **private** arrangement made between a parent and a carer, for 28 days or more.

1. **Lucton School Safeguarding: additional guidance for boarding**

In a boarding school, there are some additional factors to consider with regard to safeguarding pupils living away from home. Lucton School follows the requirements set out in the National Minimum Standards and Quality Standards.

Boarding Staff at Lucton receive additional induction and safeguarding training tailored to meet their specific, additional duties. Staff are alert to inappropriate pupil relationships, initiation type behaviours and the potential for peer-on-peer abuse. When living away from home a pupil may be more vulnerable to physical, sexual or emotional abuse and/or neglect. It is important that the quality of care is of the highest standard and that staff are mindful of the individual needs and situation in which a pupil may find themselves. The whole school safeguarding and child protection policy applies but there are some additional considerations and actions the School takes to protect pupils who board.

In the boarding house, the highest quality of care is achieved by making sure that:

* + Pupils feel valued and respected and their self-esteem is promoted.
  + There is an openness on the part of the boarding house to the external partners and parents.
  + Boarding house staff are trained in all aspects of safeguarding pupils and are alert to pupils’ vulnerabilities and risks of harm, and knowledgeable about how to implement safeguarding pupils’ procedures, including referral procedures.
  + Pupils who live in the boarding house are listened to and their views and concerns responded to.
  + Pupils have ready access to a trusted adult outside the boarding house setting (e.g. a family member, independent listener, access to Childline or the Children’s Commissioner). Pupils are made aware of the help they could receive both from within and outside Lucton School.
  + Boarding house staff recognise the importance of ascertaining the wishes and feelings of pupils when dealing with sensitive issues.
  + Pupils should be genuinely able to raise concerns and make suggestions for changes and improvements, which are taken seriously. All parental complaints are dealt with in accordance with the complaints policy.
  + Staff carefully monitor relationships and are sensitive to bullying or intimidation by peers. If suspected or reported, bullying is dealt with in line with the anti-bullying policy.
  + Recruitment and selection procedures are rigorous and create a high threshold of entry to boarding house posts to deter abusers.
  + Lucton School has a clear code of conduct instructing boarding school staff on their duty to their employer and their professional obligation to raise legitimate concerns about the conduct of colleagues or managers.
  + There is respect for diversity and sensitivity to race, culture, religion, gender, sexuality and disability.
  + Boarding house staff are alert to the risks of harm to pupils in the external environment from people prepared to exploit the additional vulnerability of pupils living in a boarding school. e.g. online safety.

Security and supervision

The Boarding Houses can be accessed by the front door which has a fingerprint lock, and door closure. Security checks are carried out by staff at the end of the evening to ensure that the house is secure. An internal alarm system linked to individual corridors is set, last thing at night. The internal alarm system also protects all the perimeter doors both during the day and at night.

Pupils are encouraged to report the presence of unfamiliar people on the school grounds. The only people allowed unauthorised access to the Boarding House during the day are employed members of staff who are all DBS checked. Any ancillary or contract staff are not allowed unsupervised access to the Boarding House and all visitors must visit the Reception Desk at the School Office and are required to sign in. They will also receive a copy of the Lucton School Visitor and Safeguarding Information Booklet. Parents must notify a member of the boarding staff before collecting their children from the school and staff must be informed when they return.

Guardians

All overseas boarders must have a UK resident guardian, who should be responsible for all aspects of care, travel and holiday arrangements. They should be available to take care of the pupil should they be sick or suspended during term time.

Guardians are not arranged or provided by the school. The school is not responsible for, and cannot involve itself in, half-term and holiday arrangements, particularly accommodation.

Transport of pupils to and from the boarding house at the end of term

Additional measures are put in place to ensure the safety of pupils travelling significant distances or abroad. The last day of each term is deemed a ‘travel day’ for boarders and pupils can leave at any point during that day. Boarders should not leave earlier without permission from the Heads as it disturbs the teaching and learning programme.

1. All boarders’ travel plans are recorded and agreed with parents or guardians in advance.
2. All students are issued with contact numbers should they need to contact the school during their travel.
3. Under 16s are transported to airports under supervision or by arranged taxi. The pupils are handed to the airlines as young travellers or unaccompanied minors, where applicable.

Medicines will only be issued for the duration of the travel. Parents should be reminded of this so that appropriate medication is available on arrival at home.

1. **Building resilience and competency in the students**

In addition to training staff, Lucton School believes that students should be educated to protect themselves and through excellent relationships between staff and students and pastoral care systems. Students are educated and provided with many ways to report if they feel unsafe. This is mainly through the PSHE and tutor system but all staff have a duty to promote the wellbeing of all students.

Students are taught about safeguarding in many areas, including assemblies throughout the year, so they can recognise when they are at risk and how to get help when they need it.

Lucton School also offers a number of support mechanisms to help students should they need it. These include:

The Listening Service

Chaplaincy

Counselling Service

Access to reporting through the Impero computer system (Confide)

Email boxes for safeguarding

All of these are managed and monitored by the DSL.

1. **Other policies linked to safeguarding**

This policy should be read alongside other Lucton School policies related to safeguarding issues:

Behaviour Policy

Special Educational Needs Policy

Equality and Diversity Policy

Emergency Evacuation Policy

Safer Recruitment and Human Resources Policy

Staff Code of Conduct

Anti-Bullying Policy

Peer-on-peer Abuse Policy

Pupils Missing from School Procedure

Online Safety Policy and Procedures

Security Policy and Procedures

Visitors Policy and Procedure

Whistleblowing/Disclosure Policy and Procedures

Complaints Policy

Attendance Policy

All policies are reviewed on a regular basis by the relevant managers and committees. Staff should read and be familiar with these policies.

## Designated Staff with Responsibility for Child Protection

## Whilst safeguarding is everyone’s responsibility there are a number of key staff members who are trained more fully in safeguarding and can help should advice and guidance be needed.

### Designated Safeguarding Lead (DSL) – Sharron Goode

### While safeguarding is the responsibility of all staff, Lucton School will appoint key staff with specific safeguarding responsibilities. They will have additional time and training, which will enable the School to respond effectively and appropriately to the needs of all pupils and in particular when any safeguarding or child protection issues arise. The Head will ensure that the Policy and Procedures, approved by the Board of Governors, are fully implemented and that the Designated Safeguarding staff have sufficient time and resources to meet the obligations of their roles. The Head will also ensure that the Designated Safeguarding staff have the relevant knowledge and skills to undertake and fulfil their responsibilities and that all staff can respond appropriately to any concerns raised by, or about pupils. The Designated Safeguarding Lead (DSL) will fulfil the role specified in the Children Act (2004) as the named person for safeguarding children and young people.

### The DSL will be a member of the Senior Management Team and will take lead responsibility for safeguarding and child protection. The responsibilities of the role are set out in the Job Description in Appendix 13 of this document and will reflect the requirements of Keeping Children Safe in Education (2020) Annex B A DDSL will be responsible for promoting the educational achievement and safeguarding of any ‘Looked After Children’ at the School and will work with the relevant Virtual School Head and their colleagues to support the progress and needs of ‘Looked After’ children. During term time, the DSL or DDSLs will always be available for staff at Lucton School to discuss any safeguarding concerns. Outside of term dates the DSL will be available via phone, if not in person.

### Names and contact details of the safeguarding team will be issued to all staff at the beginning of each academic year or when there are any changes.

### The DSL will provide regular reports to the Lucton School Management Team and an annual report to the Governing Body, setting out how Lucton School has discharged its duties. They are responsible for reporting deficiencies in procedure or policy identified to the Governing Body at the earliest opportunity.

### Designated Staff Members

Other members of staff have a key role in safeguarding. This includes the Deputy Designated Safeguarding Leads (DDSL) and other members of staff with responsibility for child wellbeing issues. These are listed below and make up the Safeguarding Team:

* Mrs Elmien Niblett DDSL
* Mr David Bicker-Caarten DDSL
* Mrs Irona Powell DDSL
* Mrs Lulu Parker (Matron)
* Mrs Miranda Taxis SENDCo
* Miss Holly Quick (EAL co-ordinator)
* Mrs Tracey Webb- Rogers (Head of Boarding)

Contact details for these staff members can be found in the contacts section of the appendices.

### Designated Governor

The designated governor with responsibility for child protection issues is Dr A Paterson.

The designated governor is responsible for liaising with the Head and DSL over matters regarding child protection, including:

* Ensuring that Lucton School has procedures and policies which are consistent with the Herefordshire Safeguarding procedures.
  + - Ensuring that the governing body considers Lucton School policy on safeguarding each year.
    - Ensuring that each year the governing body is informed of how Lucton School and its staff have complied with the policy, including but not limited to a report on the training that staff have undertaken.

The designated governor is responsible for overseeing the liaison between agencies such as the police, social services, in connection with allegations against the Head or the DSL. This will not involve undertaking any form of investigation but will ensure good communication between the parties and provide information to assist enquiries.

To assist in these duties, the designated governor shall receive appropriate training.

1. **Staff training**

The Governing Body working through the DSL and SMT ensures all its staff are kept up to date with current safeguarding issues and legislation. Through regular training and updates the culture of vigilance and awareness of safeguarding matters is maintained.

It is recognised that not all staff require the same level of training and therefore there is a differentiated approach to training.

* All new staff, regardless of role, have a full safeguarding induction which covers all statutory aspects of working in a school (Appendix 3)
* Staff new to the nursery and boarding houses have additional training in line with the legislation linked to these provisions.
* Managers and identified staff have addition training in knowledge of safeguarding.
* DSL and DDSL have externally validated safeguarding training. (Every 2 years, minimum)
* Peripatetic staff have a tailored package delivered by the DSL.

Safeguarding is a standing item on all management agendas and training days.

1. **What to do if you have a concern about a child**

Working Together to Safeguard Children (2018) (WTSC) stresses that staff should feel they are in an environment where they are able to raise any concern and feel supported. No matter what the concern, staff are encouraged to discuss or report it to the DSL. Every observation or concern is important. All information should be recorded on School Base. Staff can raise concerns at staff meetings or discuss with any of the safeguarding team. A record of concerns will be kept and inform further action. Such information is confidential and should not be discussed openly without permission. For more guidance on information sharing, please read the information sharing guidance issued by the DFE or discuss it with the safeguarding team.

If you have a verbal conversation, please follow this up with a written incident report form. Staff are reminded that in line with information sharing guidance (2018) confidentiality does not prevent you from sharing information that relates to safeguarding children. If you have observations (which should be factual) they are recorded on School Base or if you do not have access to it, on an incident report form. Opinions can be recorded but should be identified as opinion and not fact.

1. You have a concern about a child being at risk of significant harm or abuse, you should report it immediately to the DSL or member of the safeguarding team. A referral may or may not be made to the Herefordshire MASH depending on the risk. If the situation escalates this should be reviewed immediately.
2. If your concern is less urgent you should still report it via School Base (an incident report form if you do not have access to School Base), talking to the DSL or a member of safeguarding team or via the weekly staff meetings.
3. If a referral is made to children’s social care they will decide within 24hrs whether to investigate further. They may refer it for Early Help or undergo a statutory assessment. The outcome can be either a section 17 Child in Need or Section 47 Child at risk of significant harm.

This is summarised in the flow chart in KCSIE 2020 See Appendix 4

All staff are made aware of the safeguarding system in Herefordshire. This will be covered in induction and annual training. If you need more information please use the document “What to do if you are worried about a child” (2018) found in the safeguarding files online and in the staff rooms.

All contact numbers and sources of advice and guidance can be found in this policy or in the safeguarding area in either School Base or in hard copy in the staff rooms. All staff are issued with a pocket guide to safeguarding which contains all numbers and contacts.

If you need to make the referral yourself, only do so if you cannot speak with the DSL or a member of the safeguarding team, and if you feel the child is at immediate risk of harm or in danger. Please speak to the Herefordshire MASH. They will advise you what to do.

The online tool [Report child abuse to local council](https://www.gov.uk/report-child-abuse-to-local-council) directs you to the relevant local children’s social care contact number.

In addition, there are other strategies in place to support children identified with wellbeing or safeguarding issues at Lucton School.

The safeguarding team meets termly to review all children in the school and any interventions taken or needed.

The DSL has weekly supervision meetings with the Head.

**Dealing with a Disclosure of Abuse from a Child**

The content should be recorded in writing, on a form or on School Base as a secure note. The Designated Safeguarding Lead should be made aware in person, without delay. If you believe the child is at risk and the DSL is not available (although their mobile is on for this purpose all the time) please contact one of the deputy DSLs or any member of the SMT who will advise you on what to do. If you cannot contact any members of staff please do not delay in contacting the Herefordshire MASH, police or the NSPCC (contacts also on the safeguarding pocket guide – see Appendix 1 and 10)

All members of staff are expected to read and understand part one of KCSIE 2020 and all staff will be made aware of any updates via the DSL. Types and signs of abuse are explained in induction training, in KCSIE 2020 part 1 and via the safeguarding notice board in the staff room and in the shared area safeguarding folder.

**The sequence below may help you in understanding your role:**

* 1. You have a concern about a child being abused or at risk.
  2. Speak to the DSL as soon as possible (do not delay)
  3. Complete a secure note on School Base. Remember to anonymise students in the body of the text.
  4. The DSL will then discuss with other relevant staff such as: DDSLs, Matron, SMT members and/or Head; further action decided.
  5. Your concern is stored with the DSL and you will be informed of any further action that may be taken
  6. Continue to monitor

If at any stage, if you are worried about the child suffering or being likely to suffer significant harm or you feel the situation needs escalating you should talk to the DSL or seek guidance from external agencies. KCSIE 2020 makes clear any member of staff can make a referral to any of the external agencies if they feel this is necessary and the DSL or DDSL cannot be contacted.

**If a child discloses abuse to you, please follow the following guidance:**

If a child (or adult) tells a member of staff about possible abuse:

* Listen carefully and stay calm.
* Do not interview the child, but question normally and without pressure, in order to be sure that you understand what the child is telling you.
* Do not put words into the child’s mouth.
* Reassure the child that by telling them that they have done the right thing.
* Inform the child that you must pass the information on, but that only those that need to know about it will be told. Inform them of whom you will report the matter. You should report this to the DSL or DDSL without delay (under 24hrs and immediately if possible)
* Note the main points carefully. Record what is said - in the child’s own words and make a note of any physical injury (Body Map Appendix 7)
* Make a detailed note of the date, time, place, what the child said, did and your questions, etc.
* If the student is at immediate risk of significant harm, use the Incident Report Form, if possible (copy at the end of this policy)
* Find out what the child or adult at risk would like to happen, but make them aware that you may have to act against their wishes (e.g. they may ask you not to disclose to anyone else)
* Adult learners have the right to make their own choices where they are capable of doing so.

Staff must not investigate concerns or allegations themselves. Report disclosures concerning significant harm immediately to the DSL or DDSL. If no member of staff is available, it is possible to discuss it with the MASH or in cases of emergency the Police.

**11. Managing allegations against an adult or member of staff**

If anyone alleges that any member of staff (including any volunteer or Governor) may have:

* + Committed an offence against a child
  + Placed a child at risk of significant harm
  + Behaved in a way that calls into question their suitability to work with children,

the allegation will be dealt with in accordance with national guidance and agreements, as implemented locally by Herefordshire safeguarding procedures The Head, or DSL will handle such allegations, unless the allegation is against the Head, when the Chair of Governors will handle the school’s response. The Head (or Chair of Governors) will gather information about the allegation, and report these without delay to the Local Authority.

If you are worried about the conduct of a member of staff or adult you should report it to the Head or nominated safeguarding governor.

The school recognises its duty in monitoring the behaviour of all adults and if still concerned this should be reported to the Herefordshire Designated Officer.

Records should be factual; professional opinion can be given but needs to be supported by stating the facts and observations upon which the opinions are based. It is important to remember that what is recorded can be shared with all appropriate agencies and potentially the child’s parents/carers (except where, if doing so, it would place a child at risk of significant harm in the case of parents (see DES circular 17/89)).

No attempt should be made by staff to investigate cases of suspected abuse. Children’s Social Care Services and the Police are responsible for undertaking investigations. It is expected that staff will co-operate with those investigating the case. The DSL will follow the procedures set out by Herefordshire.

**12. Managing Allegations of Abuse Made Against Other Children – (Peer-on-peer Abuse) \* see separate policy**

The School recognises that children are capable of abusing their peers and have procedures in place for identifying and managing safeguarding issues arising between pupils and recognises that, in such circumstances, all the pupils involved, whether perpetrator or victim, are likely to be considered at risk.

All staff are aware that they have a duty to report any allegations of suspected abuse by one or more pupils against other pupils to the DSL. If there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm, then a referral will be made to the Herefordshire MASH.

**Practice Reminder**: Refer safeguarding concerns in relation to peer-on-peer abuse to the relevant Form Tutor or Head of School, who will liaise with the DSL to ensure the most appropriate action is taken without delay. If a member of staff is unsure who to refer to, they should always share their concerns with the DSL, in the first instance. If physical abuse is suspected, a Body Map (see Appendix 7) can be used to record the site and extent of any injury that has been noted.

## 13. Reporting and Dealing with Allegations of Abuse Against Members of Staff

These procedures apply to all staff, whether teaching, administrative, management or support, as well as to volunteers. The word “staff” is used for ease of description.

### Introduction

In rare instances, staff of education institutions have been found responsible for child abuse and because of their frequent contact with children and young people, staff may have allegations of child abuse made against them. Lucton School recognises that an allegation of child abuse made against a member of staff may be made for a variety of reasons and that the facts of the allegation may or may not be true. It is imperative that those dealing with an allegation maintain an open mind and that investigations are thorough and timely.

Lucton School recognises that the Children Act 1989 states that the welfare of the child is the paramount concern. It is also recognised that hasty or ill-informed decisions in connection with a member of staff can irreparably damage an individual’s reputation, confidence and career. Therefore, those dealing with such allegations within Lucton School will do so with sensitivity and will act in a careful, measured way.

### Receiving an Allegation from a Child

A member of staff who receives an allegation about another member of staff from a child should follow the guidelines in this document for dealing with disclosure.

The allegation should be reported immediately to the DSL or the Head Teacher’s without delay. -

* Record information about times, dates, locations and names of potential witnesses

### Initial Assessment by Designated Senior Safeguarding Person (DSSP)

The DSSP should make an initial assessment of the allegation, consulting with the Head Teacher, the Designated Governor, the Designated Officer (DO), Multi Agency Safeguarding Hub (MASH). **Where the allegation is considered to be either a potential criminal act or indicates that the child or adult at risk has suffered, is suffering or is likely to suffer significant harm, the matter should be reported immediately to the DO and Police.**

It is important that the DSSP does not investigate the allegation. The initial assessment made by the designated senior safeguarding person should be on the basis of the information she has received. She should only decide on whether or not the allegation warrants further investigation.

Other potential outcomes are:

The allegation represents inappropriate behaviour or poor practice by the member of staff and is neither potentially a crime nor a cause of significant harm to the child. The matter should be addressed in accordance with the Lucton School disciplinary procedures.

The allegation will be treated as per chapter 4 of KCSIE 2020.

### Enquiries and Investigations

Child protection enquiries by social care, the police or the MASH team are not to be confused with internal, disciplinary enquiries. Lucton School may be able to use the outcome of external agency enquiries as part of its own procedures. The child protection agencies, including the police, have no power to direct the Lucton School to act in a specific way, however, Lucton School should assist the agencies with their enquiries.

Lucton School should consider whether internal enquiries should be held in abeyance while the formal police or social care investigations proceed. This should be discussed with the police or social services to ensure that any action taken by Lucton School does not prejudice their investigations. Any internal enquiries shall conform with the existing staff disciplinary procedures.

If there is an investigation by an external agency, such as, the police, the DSSP should normally be involved in, and contribute to, the inter-agency strategy discussions. The DSSP is responsible for ensuring that Lucton School gives every assistance to the agency’s enquiries. She will ensure that appropriate confidentiality is maintained in connection with the enquiries, in the interests of the child or member of staff about whom the allegation is made.

The DSL shall advise the member of staff that he/she should consult with a representative, for example, a trade union.

Subject to objections from the police or other investigating agency, the DSSP shall:

* + - Inform the child/children or parent/carer alleging that the investigation is taking place and what the likely process will involve
    - Ensure that the parents/carers of the child making the allegation have been informed that the allegation has been made and what the likely process will involve
    - Inform the member of staff against whom the allegation was made of the fact that the investigation is taking place and what the likely process will involve
    - Inform the Chair of Governors and/or the designated governor of the allegation and the investigation

The DSSP shall keep a written record of the action taken in connection with the allegation.

### Suspension of Staff

Suspension should not be automatic. In respect of staff other than the Head Teacher suspension can only be carried out by the Head Teacher. In respect of the Head Teacher and Senior Post Holders, suspension can only be carried out by the Chair of Governors (or in their absence, the deputy chair).

Suspension may be considered at any stage of the investigation. It is a neutral, not a disciplinary, act and shall be on full pay. Consideration should be given to alternatives, for example, paid leave of absence; agreement to refrain from attending work; change of, or withdrawal from, specified duties.

Suspension should only occur for a good reason. For example:

* + - Where a child is at risk
    - Where the allegations are potentially sufficiently serious to justify dismissal on the grounds of gross misconduct
    - Where necessary for the good and efficient conduct of the investigation

If suspension is being considered, the member of staff should be encouraged to seek advice, for example, from a trade union.

Prior to making the decision to suspend, the Head Teacher’s (or Chair of Governors) should interview the member of staff. This should occur with the approval of the DO and/or appropriate agency. In particular, if the police are engaged in an investigation the officer in charge of the case should be consulted.

The member of staff should be advised to seek the advice and/or assistance of his/her trade union and should be informed that they have the right to be accompanied. The member of staff should be informed that an allegation has been made and that consideration is being given to suspension. It should be made clear that the interview is not a formal disciplinary hearing, but solely for raising a serious matter which may lead to suspension and further investigation.

During the interview, the member of staff should be given as much information as possible, in particular the reasons for any proposed suspension, provided that doing so would not interfere with the investigation into the allegation. The interview is not intended to establish the member of staff’s innocence or guilt, but give the opportunity for the member of staff to make representations about possible suspension. The member of staff should be given the opportunity to consider any information given to him/her at the meeting and prepare a response, although that adjournment may be brief.

If the Head Teacher (or Chair of Governors) considers that suspension is necessary, the member of staff shall be informed that he/she is suspended from duty. Written confirmation of the suspension, with reasons, shall be despatched as soon as possible, and ideally within one working day.

Where a member of staff is suspended, the Head Teacher (or Chair of Governors) should address the following issues:

* The Chair of Governors should be informed of the suspension.
* The Governing Body should receive a report that a member of staff has been suspended pending investigation, the detail given to the governing body should be minimal.
* Where the Head Teacher has been suspended, the Chair or Vice Chair of Governors will need to act to address the management of the School
* The parents/carers of the child making the allegation should be informed of the suspension. They should be told to treat the information as confidential. Consideration should be given to informing the child making the allegation of the suspension
* Senior staff who need to know of the reason for the suspension should be informed
* Depending on the nature of the allegation, the Head Teacher should consider with the designated Governor whether a statement to the students of Lucton School and/or parents/carers should be made, taking due regard of the need to avoid unwelcome publicity

The Head Teacher shall consider carefully and review the decisions as to who is informed of the suspension and investigation. The DO and external investigating authorities should be consulted.

The suspended member of staff should be given appropriate support during the period of suspension. He/she should also be provided with information on progress and developments in the case at regular intervals.

The suspension should remain under review in accordance with the Lucton School disciplinary procedures.

### The Disciplinary Investigation

The disciplinary investigation should be conducted in accordance with the existing staff disciplinary procedures.

The member of staff should be informed of:

* + - The disciplinary charge against him/her.
    - His/her entitlement to be accompanied or represented by a trade union representative or colleague.

Where the member of staff has been suspended and no disciplinary action is to be taken, the suspension should be lifted immediately, and arrangements made for the member of staff to return to work. It may be appropriate to offer counselling.

The child or children making the allegation, and/or their parents should be informed of the outcome of the investigation and proceedings. This should occur prior to the return to Lucton School of the member of staff (if suspended).

The Head Teacher’s (or DSL should consider what information should be made available to Lucton School staff and students.

**Allegations without foundation**

False allegations may be indicative of problems of abuse elsewhere. A record should be kept and consideration given to a referral to the DO in order that other agencies may act upon the information.

In consultation with the DSL and/or the designated Governor, the Head Teachers shall:

* + - Inform the member of staff against whom the allegation is made orally and in writing that no further disciplinary or child protection action will be taken. Consideration should be given to offering counselling/support.
    - Inform the parents/carers of the alleged victim that the allegation has been made and of the outcome.
    - Where the allegation was made by a child other than the alleged victim, consideration to be given to informing the parents/carers of that child.
    - Prepare a report outlining the allegation and giving reasons for the conclusion that it had no foundation and confirming that the above action had been taken.

Records

It is important that documents relating to an investigation are retained in a secure place, ideally within the office of the DSL, together with a written record of the outcome and, if disciplinary action is taken, details retained on the member of staff’s personal and confidential file.

If a member of staff is dismissed or resigns before the disciplinary process is completed, he/she should be informed about the College’s statutory duty to inform the Disclosure and Barring Service (DBS).

### Monitoring Effectiveness

Where an allegation has been made against a member of staff, the designated Governor, together with the DSL should, at the conclusion of the investigation and any disciplinary procedures, consider whether there are any matters arising from it that could lead to the improvement of Lucton School’s procedures and/or policies and whether they should be drawn to the attention of the Herefordshire partners. Consideration should also be given to the training needs of staff.

## 13.Recruitment and Selection Procedures

Recruitment and selection procedures will be reviewed on a regular basis in order to ensure that they reflect safer recruitment procedures. Safer Recruitment training is provided to senior and middle management. At least one member of an interview panel will be safer recruitment trained.

Procedures will take account of the following:

* They apply to staff and volunteers who may work with children;
* The post or role should be clearly defined; including the status with regard to regulated activity
* The key selection criteria for the post or role should be identified;
* Vacancies should be advertised widely in order to ensure a diversity of applicants;
* Require documentary evidence of academic/vocational qualifications;
* Obtain professional and character references;
* Verify previous employment history and any gaps;
* DBS regulations are adhered to together with related checks. All employees are required to have a satisfactory DBS in place. This is a condition of employment. However, if appropriate, staff can start work with Lucton School with a risk assessment in place prior to their DBS being received. Authority for an employee to commence work without a DBS in place must be obtained from the HR lead.
* Use a variety of selection techniques (e.g. qualifications, previous experience, interview, reference checks)
* Teaching staff will be subject to Teacher Prohibition Checks as per legal requirements.
* Any management role will be subject to a section 128 check.
* Those managing 0 – 8 year olds will be subject to checks in line with the amended Childcare Act – Disqualification by Association 2018.

## Confidentiality and Information Sharing

Any issues regarding children or adults at risk must remain confidential. If staff are aware of on-going investigations these must not be discussed with any other member of Lucton School staff or any external person other than the authorities dealing with the investigation itself.

Full advice and guidance can be found in Guidance for Safer Working Practice for Adults who work with children and young people. This guidance can be located in the safeguarding folders or on the staff shared areas.

Staff should be particularly aware of the professional risks associated with the use of electronic communication (e-mails; mobile phones; social network sites) and should familiarise themselves with advice and professional expectations outlined in the above guidance.

Staff are reminded that whilst the Data Protection Act GDPR 2018 is relevant in schools. It should not prevent any member of staff sharing information where they believe the child is at risk for safeguarding purposes.

## 15.The use of Lucton School premises by other Organisations

Where services or activities are provided separately by external individuals, other agencies or companies, appropriate safeguarding arrangements should be in place. These could include a DBS check, supervision and/or risk assessment. Individual’s details may also need to be recorded on Lucton School’s single central record. Employees should seek advice from the SMT before engaging the services of external individuals, groups or organisations.

Any individual assessed in regulated activity will be subject to the normal safeguarding training and regulations.

## Security

All staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light.

Appropriate checks will be undertaken in respect of external individuals as necessary. Visitors are expected to sign in and out via reception areas and to display a visitor’s badge whilst on the Lucton School site. Any individual who is not known or identifiable should be challenged for clarification and reassurance.

Lucton School will not accept the behaviour of any individual that threatens Lucton School security or leads others to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the school site.

1. **What to do if you are concerned about the safeguarding practices within the school.**

All staff and volunteers are encouraged to raise concerns about poor or unsafe practices. Please refer to the whistleblowing policy for guidance on what to do. General guidance can be found at Advice on Whistleblowing and the NSPCC whistleblowing helpline is available to discuss any concerns. Staff can call 0800 028 0285 8am to 8pm or email [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

If you are worried that your concerns are not being taken seriously or if other agencies fail to address the needs of a child. It is important you understand you can escalate the matter through the Herefordshire escalation process.



**Part 3. APPENDICES**

**Appendix 1: SAFEGUARDING AND CHILD PROTECTION CONTACTS**

|  |  |
| --- | --- |
| School | **Lucton School** |
| Headteachers | Elmien Niblett and John Goode  Head@luctonschool.org |
| DSL (Designated safeguarding lead) | Sharron Goode [S.Goode@luctonschool.org](mailto:S.Goode@luctonschool.org) 01568 782005 mobile 07976950083 |
| Deputy DSL (DDSL)  LAC | Irona Powell [I.powell@luctonschool.org](mailto:I.powell@luctonschool.org)  David Bicker-Caarten [D.Bicker-Caarten@luctonschool.org](mailto:D.Bicker-Caarten@luctonschool.org)  Elmien Niblett [E.Niblett@luctonschool.org](mailto:E.Niblett@luctonschool.org) |
| Matron | Lulu Parker (Matron) [L.parker@luctonschool.org](mailto:L.parker@luctonschool.org) |
| SENDCo | Miranda Taxis |
| Governor responsible for safeguarding | Dr Tony Paterson (Chair of Governors) [chairof](mailto:fig.roll@btinternet.com)governors@luctonschool.org |
| education support officer MASH | Anne-Marie Kemp(MASH Education Officer) Anne- [Marie.Kemp@herefordshire.gov.uk](mailto:Marie.Kemp@herefordshire.gov.uk)  01432 26000 |
| Local authority designated officer | [LADO@herefordshire.gov.uk](mailto:LADO@herefordshire.gov.uk) |
| NSPCC professional helpline | NSPCC - trained helpline counsellors for 24/7 help, advice and support. [help@nspcc.org.uk](mailto:help@nspcc.org.uk) Text: 88858 0808 800 5000. |
| Prevent/Anti-Terrorism Advice. | For concerns about an individual potentially being radicalized please ring 101 quoting channel or the Anti-Terrorism Hotline on 0800 789 321. If it is an emergency please ring 999.  Dedicated DfE Prevent Help Line 0207340 7264 or [counter.terrorism@education.gsi.gov.uk.](mailto:counter.terrorism@education.gsi.gov.uk) Our local Prevent Co- ordinator is Neville Meredith: 01432 383628 or email [nmeredith@herefordshire.gov.uk](mailto:nmeredith@herefordshire.gov.uk) |
| Forced Marriage Unit | Helpline and advice for making a referral on 0207 008 0151 or  e[mail fmu@fco.gov.uk.](mailto:fmu@fco.gov.uk) |

**Appendix 2: INCIDENT REPORT FORM or put on Schoolbase directly**

Please complete this form if you have any concerns about a pupil

**INCIDENT REPORT FORM**

Date: Time:

Pupils/Persons involved - initials only (with form groups where appropriate):

Brief account of incident/conversation

Also complete sections on 2nd page.

Action taken/referral made:

Suggested further action:

Have you identified a Safeguarding Issue?\* YES/NO

*(If this is a confidential safeguarding issue, only copy in the DSL)*

Have you identified a Health and Safety Issue? YES/NO

Has a parent raised a concern or complaint? YES/NO Copies passed to the School Office AND (circle as appropriate):

Form Tutor(s) Head of Nursery Head of Prep School Head of Middle School Head of Senior School Head of Sixth Form Boarding House Matron Operations Manager

Designated Safeguarding Lead Headteacher

Signed: Date:

Further action taken:

Referral to DSL YES/NO

Referral to Health and Safety Committee YES/NO

Parent Complaint Recorded YES/NO

**Appendix 3: LUCTON SCHOOL SAFEGUARDING INDUCTION CHECKLIST**

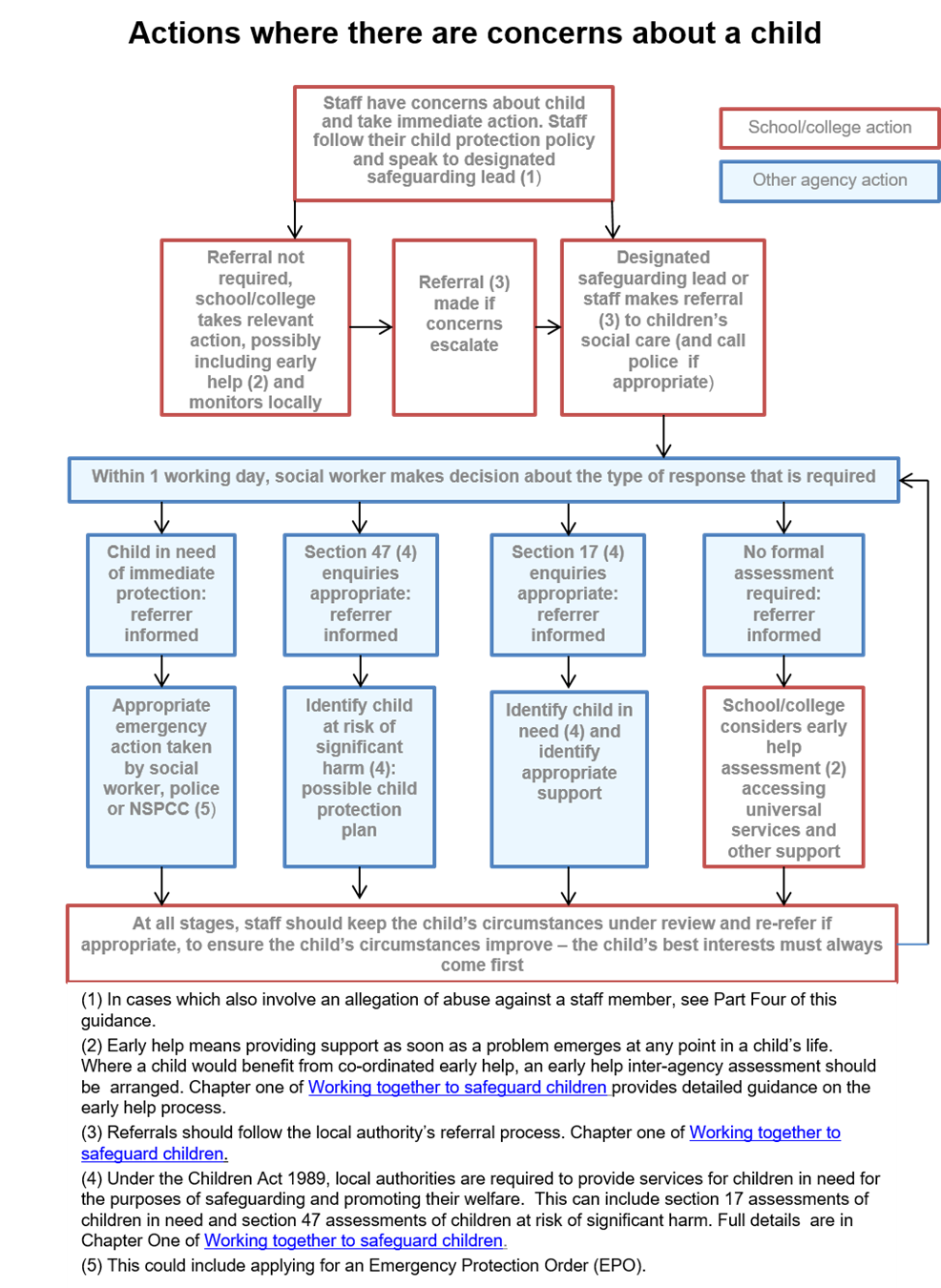
**Name: Date:**

|  |  |  |
| --- | --- | --- |
| **Information to be covered** | **Comments** | **Signature** |
| Employment checks complete and the reasons for them explained |  |  |
| Keeping children safe in education Part 1 (2020|) issued and explained. Including Annex A if deemed necessary |  |  |
| School ethos explained – the culture of vigilance |  |  |
| Individual’s role in safeguarding in school explained |  |  |
| Who the Designated Safeguarding Lead is and how to contact them |  |  |
| Alternatives to reporting in school in an emergency |  |  |
| Signs of abuse  KCSIE 2020 Part 1 to include types and signs. (Where relevant Annex A)  SMART LOG completed. |  |  |
| Prevent strategy explained |  |  |
| What to do regarding a disclosure by a pupil |  |  |
| Where the school safeguarding policy can be found and read |  |  |
| What to do if you are concerned about a member of staff’s behaviour |  |  |
| Role of the governing body |  |  |
| Whistleblowing policy |  |  |
| Staff code of conduct  Nursery and Boarding House |  |  |
| Confidentiality |  |  |
| Other policies to be read e.g. Behaviour Policy and CME |  |  |
| Mental health and well being scheme |  |  |
| Any other role specific training delivered. |  |  |
|  |  |  |

**Induction carried out on:**

**Signed employee:**

*Updated September 2020, Sharron Goode DSL*

**Appendix 4: **

**LEGAL AND STATUTORY FRAMEWORK DOCUMENTS INFORMING LUCTON SCHOOL’S SAFEGUARDING AND CHILD PROTECTION POLICY**

The Children’s Acts (1989) and the additions to the Act (2004)

The Education Act (2002)

The Equality Act (2010)

Herefordshire multiagency procedures

Working Together to Safeguard Children (2018)

What to do if you are worried a child is being abused (2015) Safeguarding practitioners information sharing advice (2018) Information sharing (2018)

The Prevent Duty (2015)

Keeping Children Safe in Education (2020)

**Appendix 6: VISITORS HANDBOOK**



Visitor and Safeguarding Information Welcome to Lucton School

Please take a few moments to read this leaflet. We are committed to safeguarding and promoting the welfare of our young people and this requires all staff and visitors to demonstrably share this commitment.

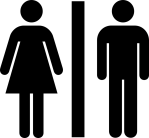
Contained in this leaflet is information about our child protection procedures and guidance on what you should do if you have any concerns.

Please sign in on arrival and collect your visitor’s badge. Please wear the badge at all times to avoid being challenged by staff or students. You must be accompanied at all times unless we confirm that we have had prior DBS clearance.

Please note the site is constantly monitored with CCTV cameras which record at all times.



|  |
| --- |
| **Safeguarding**  Mrs Sharron Goode is the Designated Safeguarding Lead  at Lucton School. If she is not available please contact the School Office for an alternative.  Any Child Protection issues MUST be reported immediately. |
| **Security**  All visitors must report to reception to sign in. Staff have the right to ask for identification from any person on site. You must not enter any area of the school unaccompanied. |
| **Emergency Procedures**  In the event of a fire alarm the bell will ring continuously.  If the alarm sounds please proceed to the designated  assembly point (grass area by tennis courts for Senior and Middle School), (Prep School playground for Prep and Nursery) immediately. All visitors must report to the School Secretary, who will be holding the visitors signing in book. No attempt should be made to leave the site until advised to do so.  DO NOT re-enter the building until directed to do so. |
| **Mobile Phones**  **Please do not** use your mobile phone during your visit. You may  hand your phone into reception if you wish, if not please keep it out of sight and switched off at all times. |



|  |
| --- |
| **E Safety**  To ensure e-safety at Lucton School we monitor use of the internet by all staff, pupils and visitors. Please ask to see our e-safety policy if you require more details. If you have any concerns about e-safety during your visit please report these to reception immediately. |
| **No Smoking**  Lucton School is a no smoking area. Smoking is not permitted in any area of the building or grounds. |
| **Health and Safety**  Lucton School has a duty of care to all persons on site. This includes visitors as well as employees and pupils. All injuries/incidents that occur on school premises must be reported to reception. |
| **Visitor Toilets**  Please ask at reception. If you require a disabled toilet please ask at reception. |
| **First Aid**  If you require first aid during your visit please ask at reception. |
| **Equality and Diversity**  All visitors and contractors are expected to comply with the School’s Equality and Diversity Policies. Consideration, tolerance and respect should be shown to all staff and pupils regardless of age, ethnicity, gender, disability or religion.  *This guidance may be subject to change due to COVID 19* |

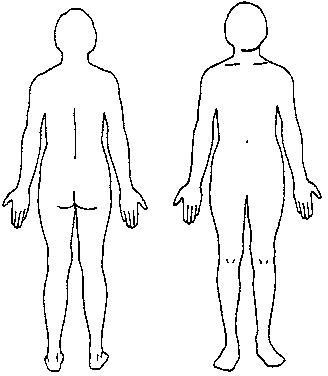


Lucton School Lucton Herefordshire HR6 9PN

Telephone: 01568 782000

E Mail: [enquiries@luctonschool.org](mailto:enquiries@luctonschool.org) Website: [www.luctonschool.org](http://www.luctonschool.org/)

**Appendix 7: BODY MAP**



**Appendix 8 : ADDITIONAL SUPPORTING INFORMATION FOR STAFF**

|  |  |
| --- | --- |
| 1. | Useful Definitions |
| 2. | Early help |
| 3. | Working with Parents and Carers |
| 4. | Identifying Forms of Abuse |
| 5. | Specific Safeguarding Concerns |
| 5a. | Mental Health |
| 5b. | Self Harm (full policy available) |
| 5c. | Substance Misuse (full policy available) |
| 5d. | Peer Abuse (also in antibullying policy) |
| 5e. | Domestic Violence or Abuse |
| 5f. | Honour Based Violence |
| 5g. | Children Missing from Education |
| 5h. | Private Fostering |
| 5i. | Radicalisation and Extremism |
| 6. | Record Keeping |
| 7a | Teaching Pupils About Safeguarding |
| 7b. | Staff Training |
| 7c. | Restraint (full policy available) |
| 7d. | Safer Recruitment (full policy available) |

7e. Staff code of conduct (full policy available)

1. Serious Case Reviews
2. Reporting to the Governing Body
3. The School Premises
4. Arrangements for Reviewing the School’s Safeguarding and Child Protection Policy and Procedures
5. **Useful Definitions**

Safeguarding is an ‘umbrella term’ encompassing the whole well-being of a young person and recognises the importance of the preventative agenda. It is the action we take to promote the welfare of all children and protect them from harm. Child Protection is an important component of safeguarding.

Child Protection is related to protecting individual children identified as either suffering, or likely to suffer, significant harm as a result of abuse or neglect. It involves measures and structures designed to prevent and respond to abuse and neglect.

‘Early Help’ is intervening as soon as possible to tackle problems emerging for children, young people and their families. Effective intervention may occur at any point in a child or young person’s life.

Extremism is defined as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. It also covers calls for the death of members of our Armed Forces.

Radicalisation is defined as the act or process of encouraging extremist views or actions in others, including forms of extremism leading to terrorism.

1. **Early Help**

‘Early Help’ means both early in life, offering support to young children, and early after the emergence of a particular need. It includes both universal interventions and targeted

interventions to prevent needs from escalating. ‘Early Help’ allows for support to be put in place at the right time to meet children and families’ needs prior to issues reaching crisis point. It promotes self-reliance.

Staff at Lucton should, in particular, be alert to the potential need for ‘Early Help’ for a child who: is disabled and has specific additional needs; has special educational needs; is a young carer; is showing signs of engaging in anti-social or criminal behaviour; is in a family circumstance presenting challenges for the child, such as adult mental health issues, domestic violence and/or substance abuse;

1. **Working with Parents and Carers**

Although these procedures primarily use the terms family/parents/carers, Lucton School recognises children may be in a range of circumstances where they are cared for by different people.

In general, the DSL will discuss any child protection concerns with parents/carers before approaching other agencies, and will seek their consent or inform them that they are making a referral e.g. to the Herefordshire MASH. The exception to this principle is when the concern is of either a physical or sexual nature and implicates a family member, or if doing so would place the child at risk of significant harm.

Parents/carers will be informed about the School’s Safeguarding and Child Protection Policy and Procedures through its website and other appropriate channels.

1. **Identifying Forms of Abuse**

All professionals working in educational establishments have a responsibility to identify the symptoms and triggers of abuse and neglect, to share that information and work together to provide children and young people with the help and support they need.

**Some of the following signs might be indicators of abuse or neglect**: Children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed; children with clothes which are regularly ill-fitting and/or dirty; children with consistently poor hygiene; children who make strong efforts to avoid specific family members or friends, without an obvious reason; children who don’t want to change clothes in front of others or participate in physical activities; children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and/or hungry; children who talk about being left home alone, with inappropriate carers or with strangers; children who reach developmental milestones, such as learning to speak or walk, late, with no medical reason; children who are regularly missing from school; children who are reluctant to go home after school; children with poor school attendance and punctuality, or who are consistently late being picked up; (also see EYFS policy on late collection); Parents who are dismissive and non-responsive to teachers’ concerns; parents who appear to collect their children from school drunk, or under the influence of drugs; children who are concerned for younger siblings without explaining why; children who talk about running away; children who shy away from being touched, freeze or flinch at sudden movements.

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

**Physical Abuse** is 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.

**Some of the following signs may be indicators of physical abuse**: children with frequent injuries; children with unexplained or unusual fractures or broken bones; and children with unexplained: bruises or cuts; burns or scalds; or bite marks.

**Emotional Abuse** is the persistent emotional maltreatment of a child so 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.

**Some of the following signs may be indicators of emotional abuse**: children who are excessively withdrawn, fearful, or anxious about doing something wrong; parents or carers who withdraw their attention from their child, giving the child the ‘cold shoulder’; parents or carers blaming their problems on their child; and parents or carers who humiliate their child, for example, by name-calling or making negative comparisons.

**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 looking at, or in the production or, 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.

**Some of the following signs may be indicators of sexual abuse:** children who display knowledge or interest in sexual acts inappropriate to their age; children who use sexual

language or have sexual knowledge that you wouldn’t expect them to have; children who ask

others to behave sexually or play sexual games; and children with physical sexual health problems, including soreness in the genital and anal areas, sexually transmitted infections or underage pregnancy.

**Child sexual exploitation** is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation doesn’t always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. 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.

**Some of the following signs may be indicators of sexual exploitation**: children who appear with unexplained gifts or new possessions; children who associate with other young people involved in exploitation; children who have older boyfriends or girlfriends; children who suffer from sexually transmitted infections or become pregnant; children who suffer from changes in emotional well-being; children who misuse drugs and alcohol; children who go missing for periods of time or regularly come home late; and children who regularly miss school or education or don’t take part in education. It is important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

**Children and young people are considered to be more vulnerable to abuse through sexual exploitation if they have experience of:** Violence/domestic abuse; problems experienced in their original family home, so that they are now being ‘Looked After’; being a refugee/asylum seeker; a pattern of homelessness; substance misuse by parent/carer/child; learning disabilities, special needs or mental health issues; homophobia/transphobia; being estranged from family; death or illness of a significant person in the child’s life; being financially unsupported; and/or being emotionally neglected. Staff should be aware that many children and young people who are victims of sexual exploitation do not recognise themselves as such. In assessing whether a child or young person is a victim of sexual exploitation, or at risk of becoming a victim, careful consideration should be given to the issue of consent.

**It is important to bear in mind that**: a child under the age of 13 is not legally capable of consenting to sex (it is statutory rape) or any other type of sexual touching; sexual activity with a child under 16 is also an offence; it is an offence for a person to have a sexual relationship with a 16 or 17 year old if they hold a position of trust or authority in relation to them; non-consensual sex is rape whatever the age of the victim; if the victim is incapacitated through drink or drugs, or the victim or his or her family has been subject to violence or the threat of it, they cannot be considered to have given true consent and therefore, offences may have been committed. The School is shortly planning to introduce CEOP (Child Exploitation & Online Protection) materials as part of the universal education offered to pupils to raise awareness of the issues. Any concerns about pupils in terms of this agenda will be referred to the DSL. Where concerns are raised, immediate advice will be sought from the Safeguarding Team. This may lead to a sexual exploitation meeting being held or School being required to make a Child Protection referral through MASH.

Neglect is the persistent failure to meet a child’s basic 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.

**Some of the following signs may be indicators of neglect:** children who are living in a home that is indisputably dirty or unsafe; children who are left hungry or dirty; children who are left without adequate clothing, e.g. not having a winter coat; children who are found to be living in dangerous conditions, i.e. around drugs, alcohol or violence; children who are often angry, aggressive or self-harm; (see self-harm policy); children who fail to receive basic health care; and parents who fail to seek medical treatment when their children are ill or are injured.

**What children need:**

Staff need to show vigilance: so adults notice when things are troubling them; understanding and action: to understand what is happening; to be heard and understood; and to have that understanding acted upon; stability: to be able to develop an ongoing stable relationship of trust with those helping them; respect: to be treated with the expectation that they are competent rather than not; information and engagement: to be informed about and involved in procedures, decisions, concerns and plans; explanation: to be informed of the outcome of assessments and decisions and reasons for these; support: to be provided in their own right as well as a member of their family; advocacy: to be provided to assist them in putting forward their views.

**5.Specific Safeguarding Concerns**

Some specific safeguarding concerns are detailed below. This list is not exhaustive, and staff should refer to KCSIE 2020 and Annexe A in particular.

**5a. Mental Health Issues ( see Mental Health Policy)**

Some children experience a range of emotional and behavioural problems that are outside the normal range for their age or gender. These children and young people could be described as experiencing mental health problems or disorders.

Mental health professionals have defined these as: emotional disorders e.g. phobias, anxiety states and depression; conduct disorders e.g. stealing, defiance, fire-setting, aggression and anti-social behaviour; hyperkinetic disorders e.g. delay disturbance of activity and attention; developmental disorders e.g. delay in acquiring certain skills such as speech, social ability or bladder control, primarily affecting children with autism and those with pervasive developmental disorders; attachment disorders e.g. children who are markedly distressed or socially impaired as a result of an extremely abnormal pattern of attachment to parents or major care givers; and other mental health problems including eating disorders, habit disorders, post-traumatic stress syndromes; somatic disorders; and psychotic disorders e.g. schizophrenia and manic depressive disorder. The School has a separate Mental Health Policy as a result of the national increase in mental health issues in young people. This Policy is written with reference to the Mental Health and Behaviour in Schools; Departmental Advice for Schools (March 2018) and will outline the procedures that should be followed to support young people suffering with mental health issues. Any member of staff who is worried about the mental health of a pupil should refer their concerns to the attention of the safeguarding team so that the most appropriate support can be provided.

There are eight Mental Health First Aiders in School.

The school is accrediting under the National Children’s Bureau – Wellbeing Award School.

**5b. Self-Harm** (see Self-Harm policy)

Common examples of deliberate self-harm include ‘overdosing’ (self-poisoning), hitting, cutting or burning oneself, pulling hair or picking skin, or self-strangulation. The clinical definition includes attempted suicide, though some argue that self-harm only includes actions which are not intended to be fatal. It can also include taking illegal drugs and excessive amounts of alcohol. It can be a coping mechanism, a way of inflicting punishment on oneself and a way of validating the self or influencing others. Any member of staff who is aware that a pupil is self-harming must share the information with the DSL immediately, so that the most appropriate action can be taken in line with our Policy on Self Harm.

**5c. Substance Misuse** (see substance misuse policy)

Pupils affected by their own or other’s drug misuse will have early access to support through the School’s ‘Early Help’ offering and through referral to local drug and alcohol services.

As part of the statutory duty on schools to promote pupils’ well-being, schools have a clear role to play in preventing drug misuse as part of their pastoral responsibilities. Lucton School has a key role to play in identifying pupils at risk of drug or alcohol misuse. The process of identifying needs aims to distinguish between pupils who require general information and education, those who could benefit from targeted intervention, and those who require a detailed needs assessment and more intensive support.

**5d. Peer Abuse ( see separate policy)**

Staff should recognise that children are capable of abusing their peers. The School creates an ethos of good behaviour where everyone is valued for who they are; where pupils treat each other with respect because they know that this is the right way to behave. Staff model the way to treat others and reinforce positive behaviour in the everyday life of the School. Pupils are taught and encouraged to ask for help and share any concerns that they have about themselves or others.

**Bullying (see Anti -bullying policy as part of Peer on Peer abuse):** Under the Children Act 1989 a bullying incident should be addressed as a child protection concern, when there is ‘reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm’. Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyberbullying via text messages on the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences

At Lucton School, bullying behaviour will not be tolerated or passed off as ‘banter’ or ‘part of growing up’.

**5e. Sexually Harmful Behaviour**

Involves one or more children engaging in sexual discussions or acts that are inappropriate for their age or stage of development. These can range from using sexually explicit words and phrases to fully penetrative sex with other children or adults.

Incidents of sexually harmful behaviour come to light, either through discovery or disclosure, which may be third party or second-hand information. The details should be recorded on an School Base ( or Incident Report Form) and passed to the DSL. The DSL will assess the level of concern about the behaviour and ascertain whether a referral to Children’s Social Care Services or the Police is appropriate.

**5f. Sexting (YPSI)** – Many professionals consider sexting to be ‘sending or posting sexually suggestive images, including nude or semi-nude photographs via mobile phones or the

internet. Young people are more likely to interpret sexting as ‘writing and sharing explicit

messages with people they know’. Similarly, many parents think of sexting as flirty or sexual text messages rather than images. Lucton School follows recent guidance from UKCCIS based on ‘youth produced sexual imagery’ when responding to incidents because the creating and sharing of sexual photos and videos of under 18s is illegal and is a complex matter.

**For the Safeguarding Team**: The DSL will hold an initial review meeting considering the initial evidence of YPSI and aim to establish whether: there is an immediate risk to a young person or young people; if a referral needs to be made to the police and/or children’s social care; if it is necessary to view the imagery in order to safeguard the young person; what further information is required to decide on the best response; whether the imagery has been shared widely and via what services; whether immediate action needs to be taken to delete or remove images from devices or online services; any relevant facts about the young people involved which may influence the risk assessment; if there is a need to contact another school, college or individual; whether to contact the parents/carers of the pupils involved – in most cases parents should be involved.

**An immediate referral will be made to police and/or children’s social care if:** The incident involves an adult; there is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent; the imagery suggests the content depicts sexual acts which are unusual for the young person’s developmental stage, or are violent; or if we have reason to be believe a pupil or pupils are at immediate risk of harm owing to the sharing of imagery.

If none of the above applies then we may choose to respond to the incident without involving the police or children’s social care. This decision will be made by the DSL, with input from the Head and Head of School if appropriate. The decision will always be made in the best interests of the child.

**Following assessment the actions that the DSL will take may include:**

Informing parents/carers at an early stage unless informing the parent will put the young person at risk of harm. In this instance the decision will be made in conjunction with children’s social care or the police.

Reporting the incident to the police by dialling 101. Once a report is made it will be recorded and the police will conduct an investigation. The School is aware that once a report is made to the police, that they are duty-bound to record and investigate all criminal activity. Any crime reference number will be logged by the School.

The DSL will refer any incident of YPSI involving a child currently involved, or previously involved with children’s social care to them immediately.

Unless there is good or clear reason to do so members of staff will NOT view youth produced sexual imagery. Wherever possible responses to incidents will be based on what DSLs have been told about the content of the imagery.

The decision to view imagery will be based on the professional judgement of the DSL. and will only happen if it is the only way to make a decision about whether to involve other agencies; if it is necessary to report the image to a website, app or suitable reporting agency to take the image down or if it is unavoidable because a pupil has presented the image directly to the staff member or the image has been found on the school device or network.

The DSL will never copy, print or share the images as this is illegal; ensure viewing takes place with another member of staff present in the room, ideally another member of SMT; ensure the viewing wherever possible happens in the DSL’s office; record the viewing of the imagery in the School’s safeguarding records including who was present, why the image was viewed and any subsequent actions. This should be dated and signed. The DSL will follow guidance outlined in ‘Sexting in Schools and Colleges: Responding to incidents and safeguarding young people’ UKCCIS 2018 when deleting images, interviewing and talking to the young people involved and recording incidents.

**5g. Domestic Violence or Abuse.** Domestic Violence is characterised by inter-personal violence and with effect from March 2013, has been defined by the Home Office as follows: Domestic violence and abuse is any incident, or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; emotional.

Controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support. Coercive behaviour is an act or pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.

The definition of domestic abuse includes **Honour Based Violence (HBV), Female Genital Mutilation (FGM**)**Forced Marriage** and **Upskirting. It**  is clear that victims are not confined to one gender or ethnic group. HBV and FGM are dealt with in more detail in the next section.

**5h. Honour Based Violence** So-called ‘honour based’ violence (HBV) encompasses crimes which have been committed to protect the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of HBV are abuse, regardless of the motivation and should be handled and escalated as such. If staff have any concerns in relation to HBV they must speak to the DSL immediately.

**5i. Faith Abuse** is where certain kinds of child abuse are linked to faith or belief. This includes: belief in concepts of witchcraft and spirit possession, demons or the devil acting through children or leading them astray (traditionally seen in some Christian beliefs), the evil eye or djinns (traditionally known in some Islamic faith contexts) and dakini (in the Hindu context); ritual or multi murders where the killing of children is believed to bring supernatural benefits or the use of their body parts is believed to produce potent magical remedies; and use of belief in magic or witchcraft to create fear in children to make them more compliant when they are being trafficked for domestic slavery or sexual exploitation.

Child abuse can also occur in culture or faith contexts in general, this can include female genital mutilation, forced marriage, excessive physical punishment or abuse relating to gender, sexuality, ethnicity, nationality, disability or other differences recognised within social or cultural beliefs. Abuse in any culture or faith context is not acceptable and is child abuse.

**5j. Female Genital Mutilation (FGM**) is the non-medical, partial or total removal of the external female genital organs. This procedure is typically carried out on young girls, although it can happen later. FGM is illegal in the UK and particularly affects girls and women from Africa. Since 1985 it has been a serious criminal offence under the Prohibition of Female Circumcision Act to perform FGM or to assist a girl to perform FGM on herself. The FGM Act 2003 tightened this law to criminalise FGM being carried out on UK citizens overseas.

Female Genital Mutilation occurs mainly in Africa and, to a lesser extent, in the Middle East and Asia. Although it is believed by many to be a religious issue, it is a cultural practice.

There are no health benefits. Communities particularly affected by FGM in the UK include girls from: Somalia, Kenya, Ethiopia, Sierra Leone, Sudan, Egypt, Nigeria, Eritrea, Yemen, Indonesia and Afghanistan. In the UK, FGM tends to occur in areas with larger populations of communities who practise FGM, such as first-generation immigrants, refugees and asylum seekers. FGM can occur anywhere in the UK.

**Key Points**: It is not a religious practice; it occurs mostly to girls aged from 5-8 years old, but up to around 15; it has been a criminal offence in the UK since 1985; it has been an offence since 2003 to take girls abroad; criminal penalties include up to 14 years in prison. The Serious Crime Act 2015 strengthened further the legislation on FGM and now includes: the right to anonymity for victims; the offence of failing to protect a girl aged under 16 from the risk of FGM.

**The provision of FGM Protection Orders (FGMPO).**

There is a duty of professionals including teachers to personally notify the Police when they discover that FGM appears to have been carried out on a girl under 18. NB. For school staff this will occur from a disclosure and NOT from a physical examination. Staff 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. Reasons for this cultural practice include: Cultural identity – an initiation into womanhood; gender identity – moving from girl to woman – enhancing femininity; Sexual control – reduce the woman’s desire for sex; Hygiene/cleanliness – un-mutilated women are regarded as unclean.

**Risk Factors include:** Low level of integration into UK society; mother or sister who has undergone FGM; girls who are withdrawn from PSHE or SRE sessions; a visiting female elder from the country of origin; being taken on a long holiday to the family’s country of origin; talk about a ‘special’ event or procedure to ‘become a woman’.

**High Risk Time**: Lucton School staff will be made aware that this procedure often takes place in the Summer, as the recovery period after FGM can be 6 – 9 weeks. The School will be alert to the possibility of FGM as a reason why a girl in a high-risk group is absent from school or where the family request an ‘authorised absence’ for just before or after the Summer school holidays. Although it is difficult to identify girls before FGM takes place, where girls from these high-risk groups return from a long period of absence with symptoms of FGM, advice will be sought from the Police or Social Services by the DSL.

**Post FGM symptoms include:** Difficulty in walking, sitting or standing; Spending longer than normal in the bathroom or toilet; unusual behaviour after a lengthy absence; reluctance to undergo normal medical examinations; asking for help, but may not be explicit about the problem due to embarrassment or fear. longer term problems include: difficulty in urinating or incontinence; frequent or chronic vaginal, pelvic or urinary infections; menstrual problems; kidney damage and possible failure; cysts and abscesses; pain when having sex; infertility; complications during pregnancy and childbirth; emotional and mental health problems.

**Help is available through the NSPCC FGM Helpline: 0800 028 3550.**

**Forced Marriage**: There is a clear difference between a ‘forced marriage’ and an ‘arranged marriage’. Arranged marriages have worked well in society for many years. An arranged marriage is when families of both spouses take a leading role in arranging the marriage, but the choice whether or not to accept the arrangement remains with the prospective spouses. A forced marriage is when one or both parties do not consent to the marriage, and people are forced into marriage against their will. Forced marriage is an abuse of human rights. Both physical and emotional abuse may be used to coerce people into the marriage. In Law, both parties to a marriage must validly consent to the marriage, the minimum age a person is able to consent to a marriage is 16. A Forced Marriage Protection Order can be obtained from a Family Court in order to protect victims, both adults and children from a potential forced marriage or people who are already in a forced marriage. The Anti-Social Behaviour, Crime and Policing Act (2014) makes it a criminal offence to force someone to marry. This includes:

Taking someone overseas to force them to marry (whether or not the forced marriage takes place); marrying someone who lacks the mental capacity to consent to the marriage (whether they’re pressured to or not). Breaching a Forced Marriage Protection Order is also a criminal offence. Young people, especially girls who are forced to marry, or those who fear they may be forced to marry, are frequently withdrawn from education, restricting their educational and personal development. They may feel unable to go against the wishes of their parents and consequently may suffer emotionally, often leading to depression and self-harm. These factors can contribute to impaired social development, limited career and educational opportunities, financial dependence and lifestyle restrictions. Staff may become aware of a pupil because they appear anxious, depressed and emotionally withdrawn, with low self- esteem. They may have mental health issues and display behaviours such as self-harming, or eating disorders. Sometimes they may come to the attention of the Police, having been discovered shoplifting or taking drugs or alcohol. Often, a pupil’s symptoms can be exacerbated in the periods leading up to the holiday season. Lucton School staff will need to be particularly vigilant in that period. It may be the case that a pupil may present with a sudden decline in their attendance, performance, aspirations or motivation. Some female pupils may feel studying at school is pointless if they are going to be forced to marry and, therefore, be unable to continue with their education.

**The ‘One Chance’ Rule**

Lucton School staff working with suspected or actual victims of forced marriage and honour based violence are aware of the ‘one chance’ rule. That is, they may only have one opportunity to speak to a victim or potential victim and may possibly only have one chance to save a life. If the victim is allowed to leave without the appropriate support and advice being offered, that one chance might be wasted.

Potential warning signs or indicators that a child is at risk of forced marriage (not an exhaustive list) are: absence and persistent absence; request for extended leave of absence and failure to return from visits to country of origin; fear about forthcoming school holidays; surveillance by siblings or cousins at school; decline in behaviour, engagement, performance or punctuality; poor exam results; being withdrawn from school by those with parental responsibility; not allowed to attend co-curricular activities; sudden announcement of engagement to a stranger; prevented from going on to further/higher education.

**What to do if you have concerns:** Forced marriage is a criminal offence and if this is also happening to a child under the age of 18, it is considered to be child abuse. If you suspect that a child may be forced to marry, then you must share your concerns with the DSL who will

make appropriate contact with Children’s Social Care Services or the Police or the The Forced Marriage Unit.

**Children Missing from Education** All children are entitled to a full-time education. A child going missing from education is a potential indicator of abuse or neglect. School and staff members will follow the procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions. This will help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in the future. The Law requires all schools to have an Admission Register and an Attendance Register. All pupils at Lucton School are placed on both registers. The DSL will inform the Local Authority of any pupil who is going to be removed from the Admission Register where the pupil has been taken out of school by their parents and the School has received written notification from the parent that the child is being educated outside the school system e.g. home education; has ceased to attend school and no longer lives within reasonable distance of the School at which they are registered; has been certified by the School Medical Officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the School after ceasing to be of compulsory age; is in custody for a period of more than four months due to a final Court Order and the Headteacher does not reasonably believe they will be returning to the School at the end of that period; has been permanently excluded.

**5h. Private Fostering** A private fostering arrangement is when a child under the age of 16 (18 if they have a disability) goes to live with someone who is not a close relative for 28 days or more. This is a private agreement between a parent and other adult and private foster carers may be from the extended family such as a cousin or great aunt, a friend of the family, the parent of a friend of the child or someone previously unknown to the child’s family. It is not private fostering when a child is living with a close relative such as a parent, grandparent, brother, sister, uncle or aunt (whether blood related or through marriage). Privately fostered children could include: children or young people who are sent to this country for education, health care by their birth parents from overseas; teenagers living with a friend’s family because they do not get on with their own family; children living with a friend’s family because their parents’ study or work involves unsociable hours, which makes it difficult to use ordinary day care or after school care; children staying with another family because their parents have divorced or separated; a child from overseas staying with a host family while attending school or overseas students at boarding school who stay with a host family during the holidays.

Some of these arrangements may be recent; some may have been in existence for some time as the parent and carer may not be aware that it is a private fostering arrangement, and so were not aware of the need to inform the Local Authority.

**5i. Radicalisation and Extremism.** The Prevent Strategy, published by the Government in 2011, is part of a larger counter- terrorism strategy, CONTEST. The aim of the Prevent Strategy is to reduce the threat to the UK from terrorism. While it remains rare for children and young people to become involved in terrorist activity, young people from an early age can be exposed to terrorist and extremist influences or prejudiced views. There have been occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation. As with other forms of safeguarding strategies, early intervention is always preferable.

Staff at Lucton School will uphold and promote the fundamental principles of British Values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Lucton School will fulfil its obligations and statutory duty under The Counter-Terrorism and Security Act (2015) and the statutory Prevent Guidance (2015), to have due regard to the need to prevent people from being drawn into terrorism.

**Signs of Radicalisation and Extremism**: There is no such thing as a ‘typical extremist’, those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors. It is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. Children and young people are susceptible at times of change, crisis or transition. It is vital that staff are able to recognise those vulnerabilities.

**Indicators of vulnerability include:**

**Identity Crisis** – the pupil is distanced from their cultural/religious heritage and experiences discomfort about their place in society; **Personal Crisis** – the pupil may be experiencing family tensions; a sense of isolation and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging; **Personal Circumstances** – migration; local community tensions and events affecting the pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy; **Unmet Aspirations** – the pupil may have perceptions of injustice; a feeling of failure; rejection of civic life; **Experiences of Criminality** – which may include involvement with criminal groups, imprisonment and poor re-settlement/re-integration; **Special Educational Needs** – the pupil may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others; however, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism. Equally, not all targets are ‘vulnerable’ for these reasons.

**Extremists often target individuals who are**: **mentally robust; intelligent open minded – seekers; empathic; altruistic.** More critical indicators could include: **physical or circumstantial indicators**: tattoos, marks, tags, graffiti etc. **change in friendship group**; significant changes to **appearance and/or behaviour**; **change of routine**; accessing violent **extremist websites**, especially those with a **social networking element**; possessing or accessing violent **extremist literature**; experiencing a high level of **social isolation** resulting in issues of identity crisis; e**xcessive phone use** – long periods of listening without interacting; unplanned, **unexplained absenteeism**/truancy; **lie** convincingly; identify as victors not victims; **fixated** on a subject; **closed to new ideas** or conversations; c**hange in language/use of words;** asking inappropriate questions; ‘s**cripted speech’** saying inappropriate things – **racist language**; a **call to action**; **justifying the use of violence** to solve societal issues

**Risk-based approach:** The School is expected to establish and understand the risk of radicalisation and build capabilities and strategies to address the risk. These strategies will be communicated to all staff and reviewed regularly by the DSL who will also keep Governors informed.

As part of protecting our community against radicalization and extremism we need to: value every child for who they are and not just what they achieve; offer outstanding pastoral care which places the Form Tutor at the centre, so every individual is known and feels valued; ensure safeguarding arrangements are in line with the expectations of Herefordshire Safeguarding Children Board; ensure all staff receive training that gives them the knowledge and confidence to identify children at risk; maintain a sophisticated filtering system that keeps children safe from terrorist and extremist material when accessing the internet on the School network. Currently the school uses ‘SOPHOS’ web filtering, ‘DRAYTEK’ Firewall, and uses ‘IMPERO’ software to further protect our school community (Network Manager Training: October 2017). This system reduces the need for ‘over- blocking’ and uses computer software to identify key words and alert the School at an early stage to any risk of pupils being radicalised.

**The Role of the Curriculum**

Lucton School provides a broad and balanced curriculum that promotes British Values, knowledge, skills and understanding to build the resilience of pupils by undermining extremist ideology. Pupils are encouraged to share their views and recognise that they are entitled to have their own beliefs which should not be used to influence others.

This is achieved through: embedding British Values, equality, diversity and inclusion throughout the curriculum and within the general ethos of the School; encouraging active citizenship and Student Voice through channels such as School Council and the Listening Service; the delivery of a discrete integrated programme of wellbeing, permeating the curriculum in addition to a robust PSHE programme which is designed to build resilience, self - esteem and promote universal rights while helping pupils make good choices and stay safe. Lucton School also uses external programmes, groups and individuals to support learning, whilst ensuring that the input supports the values and ethos of Lucton School; embedding the provision across the curriculum, the pastoral programme and through the wider school life underpinning the inclusive nature and ethos of the School. Lucton School provides a safe environment for discussing controversial issues; equipping pupils with the knowledge, skills and ability to think for themselves, to challenge and to debate; to express their own views but also to appreciate the impact their views can have on others.

**Online Safety**

As schools increasingly work online, it is essential that children are safeguarded from potentially harmful and inappropriate material. The breadth of issues can be categorised into three areas of risk: Content: being exposed to illegal, inappropriate or harmful material; Contact: being subjected to harmful online interaction with others; Conduct: personal online behaviour that increases the likelihood of, or causes harm. There is a Whole School approach to online safety, which is delivered through the pastoral curriculum. The School will engage with specialist agencies including CEOP, and the UK Safer Internet Centre to ensure that online safety is integrated as part of the School’s overarching safeguarding approach. All staff, students and parents will read and sign the **ICT Acceptable Use Policy Agreement and Code of Conduct.** All children, in particular new pupils, will be taught about safeguarding, including online safety, through teaching and learning opportunities, as part of providing a broad and balanced curriculum, covering relevant issues through the pastoral curriculum and through the arrangement of specialist speakers for both pupils and parents.

Lucton School encourages the use of external agencies and speakers to enrich the experiences of its pupils. It actively vets those agencies, individuals and speakers to ensure the content and materials are appropriate and balanced. It recognises the importance of encouraging pupils to appreciate opposing views and ideologies, appropriate to their age, understanding and abilities, and to be able to engage with them in informed debate, using external agencies or speakers to facilitate and support this.

The School assesses the suitability and effectiveness of input to ensure that: any messages communicated are consistent with the ethos of the School and do not marginalise any communities, groups or individuals; any messages do not seek to glorify criminal activity or violent extremism or seek to radicalise pupils through extreme or narrow views of faith, religion or culture or other ideologies.

Lucton School uses Impero software to monitor use of the internet on the school site. This is monitored by the DSL.

**Staff Training in Radicalisation and Extremism and the Prevent Duty** is included in the basic safeguarding training that all staff have as part of their induction. In addition, all staff are encouraged to complete the Channel Online Training Course and submit their certificate of completion to the Headteachers . [http://course.ncalt.com/Channel\_General\_Awareness/01/index.html](http://course.ncalt.com/Channel_General_Awareness/01/index.html%20) Through INSET opportunities, the School will ensure that Governors and staff remain fully aware of the Prevent Framework and the threats, risks and vulnerabilities that are linked to radicalisation in School. Staff will be made aware of the process of radicalisation, including how this may be identified early on and what measures are available to prevent pupils from being drawn into terrorism. The safeguarding team including the Governor responsible for safeguarding (including Prevent) will complete WRAP training.

**Referral Procedure.** The School expects its staff to: be vigilant in protecting pupils from the threat of radicalisation; overcome professional disbelief that ‘such issues will not happen here’ and work alongside other professional bodies and agencies, including Local Prevent Co-ordinators, the Police, the Local Authority and other multi-agency forums, use observation and conversation to detect an array of linked behavioural, emotional and intellectual changes which are sudden, sustained and/or out of character. All staff are expected to report any suspicion of radicalisation and/or extremism arising from behaviours, conversations or comments made by others – inside and outside the classroom, to the DSL. The DSL and the Headteacherwill decide what further action to take. This may involve an action plan being put in place to support the pupil and monitor behaviour to watch out for further indicators that the pupil is at risk of radicalisation. The School will also work with parents, who will be informed of any concerns at the earliest opportunity. The DSL will work with safeguarding colleagues, who will determine whether the level of concerns are such that a referral should be made to the Local Authority, who may advise referring the concerns onto the Channel panel to determine what support should be provided.

Any prejudice, discrimination or extremism, including derogatory language, will not be

tolerated and will always be challenged according to the School’s Behaviour and Disciplinary procedures

**6 Record Keeping**

The School recognises that accurate records of issues relating to safeguarding should be kept. All concerns, discussions and decisions made and the reason for those decisions should be recorded in writing.

When a pupil leaves the School, their child protection records will be sent to the receiving school’s DSL, separately from the young person’s other school records. Records will not be sent unless it has been confirmed that the young person has taken up their new place. If this confirmation is not received, Lucton School will retain the file indefinitely. Wherever possible, a handover meeting will be organised to ensure that all relevant information is shared. Lucton School will inform Children’s Social Care Services that the pupil is no longer at the School, similarly for all pupils missing from school with no explanation for ten consecutive days or earlier if there is cause for concern. This is in accordance with KSCIE (2020).

**Teaching Pupils about Safeguarding.** The School’s ethos reinforces its commitment to developing and maintaining high self-esteem and confidence in pupils and enabling them to develop supportive relationships and good lines of communication with a trusted adult as a means to help prevention.

The School will therefore: seek to maintain this ethos where pupils feel secure, are encouraged to talk and are listened to; seek to maintain an ethos where staff feel able to raise a concern and be supported in their safeguarding role; ensure that pupils know that there are and that they can identify those adults in School whom they can approach if they are worried or in difficulty; provide, monitor and revise the curriculum to equip pupils with the skills they need to ensure they have an understanding of safeguarding issues; have regular contact with local agencies to ensure the School is aware of trends and emerging issues which might affect pupils and modify its curriculum or pastoral care as appropriate; ensure that the School’s recruitment policies and arrangements for visitors and contractors on site have due regard for safeguarding and pupils’ welfare. Additionally, the School provides a range of support for students who need help and support;

Trained Form Tutors

Safeguarding Team

Confide (online reporting system)

Impero monitoring of internet usage

Access to Listening Service

Chaplain

Mental Health First aiders

Matron

SEN staff

Access to a trained Counsellor

**Staff Training**

Lucton School has a comprehensive approach to staff training and this includes: Keeping a record of staff training, including the type of training and date, and following up those who did not attend.

Ensuring safeguarding training is part of our induction procedure for all new staff before they start

* Offering training on a regularly updated basis.
* Ensuring our DSL and DDSLs receive specific training for their role every two years.
* Ensuring the provision of training about the duty to detect extremism, radicalisation and the prevention of terrorism.
* Ensuring at least one person in each recruitment process has had ‘Safer Recruitment’ training.

**7c. Restraint (see full policy on Restraint)**

If a pupil or pupils are perceived to be at risk, staff may use their discretion in using reasonable restraint. Staff will be very careful here and only use physical contact as a last resort and in a way that could not be misconstrued as punishment.

A member of staff may use, in relation to any pupil at the School, only such force as is reasonably necessary in the circumstances for the purposes of preventing the following: committing any offence; causing personal injury to, or damage to the property of any person (including the pupil him/herself). The member of staff concerned with the incident will report any use of physical intervention/restraint immediately to the Headteacher or DSL.

**7d. Safer Recruitment**

The School will follow its recruitment and vetting processes as described in its Safer Recruitment Policy, which was produced in accordance with Part 3: Safer Recruitment of KCSIE (2020) In addition any person with management responsibility will be checked for prohibition to manage (Section 128).

**7e. Staff Code of Conduct**

All adults working or volunteering at Lucton School who come into contact with children and young people must comply with the relevant Code of Conduct as part of their contractual and professional obligations and, in order to meet their duty of care, to safeguard and promote the welfare of pupils. The Code of Conduct provides clear advice on appropriate and safe behaviours for all adults working with children in paid or unpaid capacities, in all settings and in all contexts.

8 **The Code of Conduct for Staff** . This aims to: keep children safe by raising awareness of, and clarifying, which behaviours constitute safe practice and which behaviours should be avoided; assist adults working with children to work safely and responsibly and to monitor their own standards and practice; support safer recruitment practice; minimise the risk of misplaced or malicious allegations made against adults who work with children and young people; reduce the incidence of positions of trust being abused or misused. Whilst every attempt has been made to cover a wide range of situations, it is recognised that the Code of Conduct cannot cover all eventualities. there may be times when professional judgements have to be made in situations not covered by this document; however, it is expected that in such circumstances, individuals will always advise their senior colleagues of the justification for any such action already taken or proposed.

The Code of Conduct is also designed to help prevent misplaced or malicious allegations which can be distressing and difficult for all concerned. Equally, it must be recognised that some allegations will be genuine and there are adults who will deliberately seek out, create or exploit opportunities to abuse children. It is therefore essential that all possible steps are taken to safeguard children and young people to ensure that the adults working with them are safe to do so.

**9.Serious Case Reviews**

The School is committed to taking account of any recommendations that are made from local and national Serious Case Reviews and is mindful of current research and recent reviews which have repeatedly shown the dangers of failing to take effective action. Poor practice includes: failing to act on and refer the early signs of abuse and neglect; poor record keeping; failing to listen to the views of the child; failing to re-assess concerns when situations do not improve; sharing information too slowly and a lack of challenge to those who appear not to be taking action.

Lucton School will take the necessary measures to address the points noted above, including: provision of Safeguarding training for the extended safeguarding team; building and maintaining a close working relationship with the Local Authority; building confidence and experience to always act in the best interests of the child. The School is aware that it may become involved in a Serious Case Review and is committed to supporting the process. As such, Lucton School will ensure that the files and records that pertain to a pupil involved in an incident that may lead to a Serious Case Review are preserved in School and that it will co-operate with the representatives from the Local Children Safeguarding Board who are undertaking such a review.

10.**Reporting to the Governing Body**

The DSL meets at least termly with the Safeguarding Governor and gives an overview of the issues that have arisen each term and explains how these have been dealt with, highlighting any causes for concern and trends emerging.

Should there be any serious safeguarding concern, the DSL or Headteacher will inform the Safeguarding Governor . The Governing Body oversees the Headteacher’s sound maintenance of all safeguarding procedures in line with the School’s Safeguarding and Child Protection Policy and Procedures with the support of the Deputies and the Board.

The Governing Body does not discuss the detail of any individual case and never requests to see identifiable individual pupil records, but they will ask the DSL to explain the effectiveness of the procedures. The DSL and the Governor responsible for safeguarding will complete a full Safeguarding Audit annually and the findings will be discussed with the Board.

Safeguarding is a standing item on each Board’s agendas and an update will be provided at each meeting.

**11.The School Premises**

In order to safeguard pupils, measures have been taken to make walking around the site safer. Main buildings, including the boarding houses are now all operated by finger print entry; however, all staff should continue to be vigilant as to the areas of the site which have the potential to make pupils less safe, such as on the fields. In addition, the School will constantly monitor the accessibility of the site and take necessary steps to minimise risk to pupils. Staff should challenge any unauthorised visitors on school premises (as stipulated in our visitors guide) and pupils will be asked to alert staff to any such visitors.

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**Appendix 9: COUNSELLING SERVICES AT LUCTON**

Lucton School offers a counselling service for all pupils aged between 3 and 18 years. It is usual practice that parents are informed when counselling is recommended for pupils. In circumstances where a pupil asks a member of staff if they can attend counselling, then this can be arranged – but usually only with the pupil’s agreement that their parents are made aware of this.

Who is the counsellor?

A visiting counsellor is available to us one day a week. The counsellor is a well-qualified Counsellor and has considerable experience of working with children and teenagers.

How does it work?

After a referral has been agreed a special rate (per session) will be added to the School Bill. Pupils are able to stop counselling at any stage and, of course, parents will only be charged for the sessions attended. Pupils who fail to attend an appointment without prior notification will be charged.

**In all circumstances counselling will only begin with the child’s unforced consent.** Counselling at school is considered to be a short to medium term strategy; it may be that longer-term, additional specialist support is required in certain cases.

Further information can be found on a leaflet which can be obtained from the School Office.

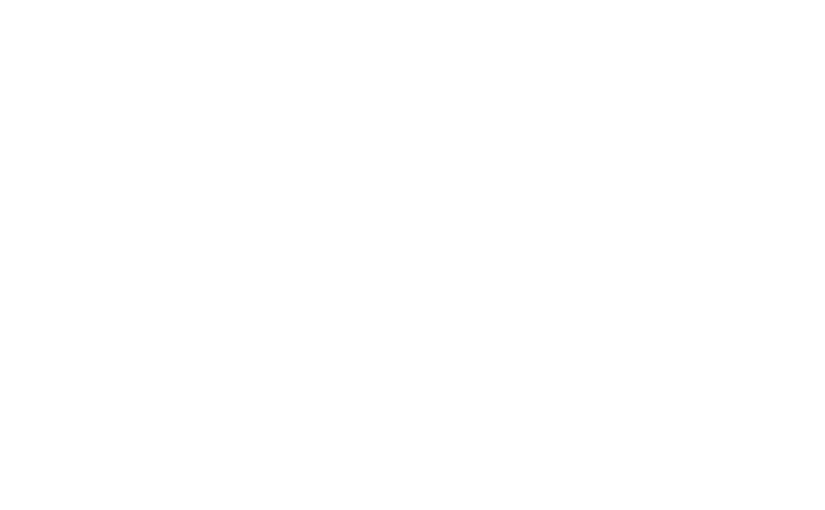
**Should you wish your son/daughter to receive counselling, then please complete the relevant form and return it to the Designated Safeguarding Lead or Pastoral Deputy Head. Please note that unfortunately we are unable to arrange an appointment until the consent form has been returned to us.**

COMPASSION • COURAGE • INITIATIVE • INTEGRITY • RESPONSIBILITY • RESPECT

COMPASSION • COURAGE • INITIATIVE • INTEGRITY • RESPONSIBILITY • RESPECT

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**Lucton School Counselling Service**



**Counselling service – Lucton School**

**Why counselling?**

Sometimes we all have problems that are worrying. Think of a confusing jigsaw when all the pieces are difficult to match together. Talking about a problem in counselling is like sorting out all the pieces so that we can begin to build a picture that makes more sense to us. Sometimes it is difficult to talk to parents, friends or teachers about things that are worrying us. A counsellor is someone you can talk to in a different way – someone who will listen to you very carefully, and who will not judge you or tell you what to do.

Counselling is about helping you to work things out for yourself, making decisions and choices and helping you to look at things differently. It can help you to feel better about yourself. Issues that may prompt a pupil to seek counselling include bullying, academic pressure, parental divorce or separation, peer pressure, drugs and/or alcohol, sexual health, arrival of a new sibling, low mood, anxiety, examination stress, bereavement, worry about the future and difficulties making decisions.

**Who, when and where**

We have a visiting school counsellor who is available on a certain day for appointments. The counsellor spends a day at Lucton School and is available for appointments between 9.15am and 3.45pm. You will be told of your appointment, you will be charged if you do not turn up to your appointment. If you have a problem with your appointment, please see Mrs Sharron Goode or Mrs Elmien Niblett as soon as possible.

Counselling at school is considered to be a short to medium term strategy; it may be that long-term specialist support is required in certain cases.

**How do I make an appointment to see the counsellor?**

Referrals for counselling may come in the following ways:

Self-referral by the pupil: Pupils can also liaise with their Head of School, Listening Service, Matron, Boarding Parents.

Referral by parents: parents may contact the DSL, the Form Tutor or the Matron to request this service. Our strong preference is that the parent(s) encourage their child to self-refer, rather than making arrangements on their behalf. Counselling can form part of a support package, discussed and agreed with a pupil and his/her parents as an aid through difficult times (for example, a situation involving behavioural or attitudinal problems); however, in all circumstances counselling will only begin on a voluntary basis and with the child’s full and unforced consent.

**Confidentiality**

All young people are entitled to confidentiality within the confines of counselling. This means that the information they bring to the session will be held between themselves and the counsellor. Information will not be shared unless the young person has agreed to it; however, the counsellor may need to break confidentiality should they deem the young person is at significant risk to themselves or others. At this point information may need to be shared with another party, either within school, or with an appropriate referral to an outside agency. The pupil will be informed of this and included in the discussion as much as is possible.

Counsellors are strictly bound by Safeguarding and Child Protection procedures adhered to at Lucton School and are aware of the Designated Safeguarding Leads and the appropriate procedures should they need to be followed.

**Informing Parents**

All parents are informed of the arrangements for counselling when their child enters the School. Any parents who do not wish these services to be available to their child during their time at school are requested to inform the Pastoral Deputy Head in writing; however, whilst parental wishes will be taken into account, particularly for pupils lower down the School, the welfare of the pupil is paramount, and each case will be considered individually.

**Record-Keeping**

The counsellor will keep a formal record of pupils seen which may include mention of the types of issues discussed. Pupils are legally entitled to see records relating to themselves. All records are treated as discreet and confidential. Such formal records are in addition to any private case notes that the Counsellor may make confidentially for aide-memoire purposes.

**Will my counsellor discuss my problems with staff at School?**

No. The counsellor will only make contact with staff at School if you request this. In such circumstances you will be asked to agree to this first. The counsellor should not be required or expected to disclose confidential information to senior staff, departing from the rules of confidentiality set out above; however, this does not preclude the Counsellor from being consulted on or involved in discussions about the most appropriate forms of support and response to a pupil’s pastoral or behavioural difficulties. The Counsellor will be able to contribute valuably to these processes without disclosing confidential information.

**Contact Information**

If you would like to know more please contact one of the below staff;

Mrs Lulu Parker – Matron

Mrs T Webb-Rogers – Head of Boarding

Mrs S Goode – Head of Listening Service and DSL

Mrs E Niblett – Head Teacher



**Tel:01568 782000** [**enquiries@luctonschool.org**](mailto:enquiries@luctonschool.org)[**www.luctonschool.org**](http://www.luctonschool.org/) **Lucton Pierrepont School Educational Trust is a Registered**

**Charity No. 518076. Company No. 2059659.**

**Registered Office: Lucton School, Leominster, Herefordshire HR6 9PN**

**Appendix 10 : LUCTON SCHOOL SAFEGUARDING ‘POCKET GUIDE’**

At Lucton School there is nothing more important to us than the physical, emotional and spiritual welfare of our pupils. Lucton School therefore has a significant contribution to make to ensuring that children are safe and protected from harm whilst also promoting their well-being. People working in schools are uniquely placed to notice signs of change and symptoms of abuse, and support children subject to abuse or living in abusive situations.

Please remember your duty to report any concerns and information regarding female genital mutilation or radical or extreme views.

Your designated safeguarding lead (DSL) is Mrs Goode.

Mrs Niblett, Mr Bicker-Caarten and Mrs Powell (DSL in EYFS) act as Deputy Designated Safeguarding Leads.

At Lucton School you should:

* 1. Treat everyone with respect
  2. Provide an example for everyone to follow
  3. Respect the right to privacy
  4. Recognise the range of needs of all children and allow for them
  5. Point out any attitudes or behaviour that are not acceptable
  6. Remember your actions could be misinterpreted so think carefully about them
  7. Avoid physical contact unless a child agrees and be careful about its appropriateness.
  8. Respect the cultural, religious and ethnic backgrounds of those you work with.

You should not:

× Permit abusive behaviour (bullying, harassment, abusive language)

× Have any inappropriate physical, verbal or online/social media contact with children or their parents

× Jump to conclusions without checking facts

× Show favouritism

× Make suggestive remarks or gestures

× Rely on past reputation or believe it could not happen in the school

× Interview children on your own.

**What happens if you suspect abuse or are concerned?**

1. Inform your Designated Safeguarding Lead immediately

Mrs Sharron Goode [s.goode@luctonschool.org](mailto:s.goode@luctonschool.org) 01568 782005 ( 07976950083)

1. [safeguarding@luctonschool.org](mailto:safeguarding@luctonschool.org) 01568 782005
2. Record and date any facts which support your suspicions using the School Base or if unavailable, the school’s incident report form and report it without delay.

**If a child discloses that they are being abused:**

1. **Allow the child to speak without interruption and accept what is said**
2. **Alleviate feelings of guilt or isolation without passing judgement**
3. **Advise the child that there will be support but you must pass on the information**
4. **Inform the Designated Member of Staff**
5. **Record any dates or facts as soon as you can, but do not do this with the child.**

**Do not investigate yourself or ask any leading questions**

**If you receive an allegation about a member of staff or yourself:**

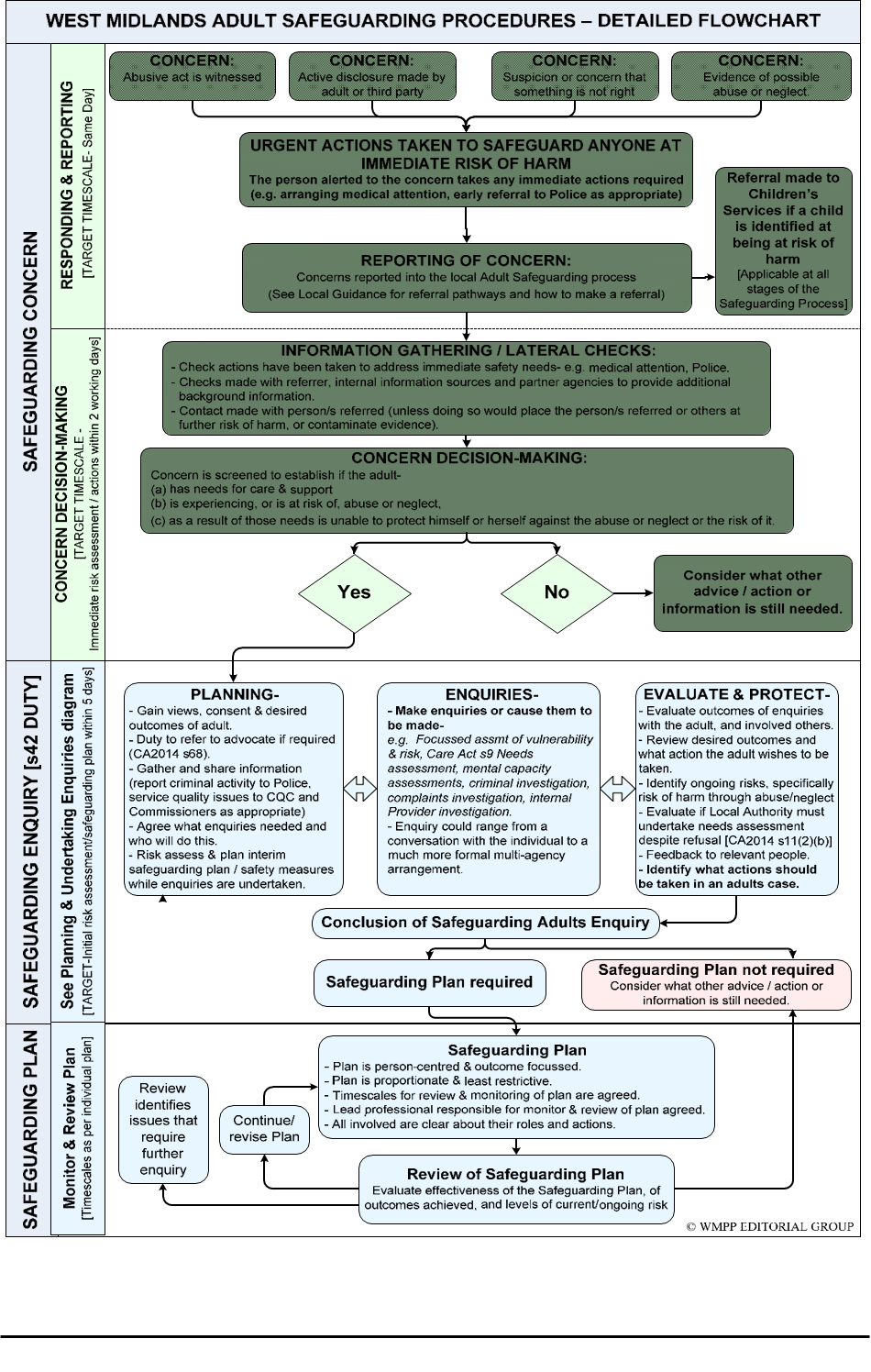
1. Inform the Designated Safeguarding Lead or Headteacher immediately
2. Record and date all the facts
3. Ensure you or others are not placed in a position that could cause further compromise.

## APPENDIX 11 Additional External useful Telephone Numbers

### i. External Numbers

|  |  |
| --- | --- |
| **Name/Department/Organisation** | **Contact Details** |
| **MASH (Multi agency Safeguarding Hub)** | **Herefordshire - 01432 260800** [**www.herefordshire.gov.uk/MASH**](http://www.herefordshire.gov.uk/MASH)[**www.herefordshire.gov.uk/levelsofneeds**](http://www.herefordshire.gov.uk/levelsofneeds)  **Shropshire - 0300 500 80 90**  [**mash.safeguarding@nottscc.gcsx.gov.uk**](mailto:mash.safeguarding@nottscc.gcsx.gov.uk) **3** |
| **Family Assessment and**  **Safeguarding Team** | **01432 261 628**  **01905 768 020 (Out of Hours)** |
| **Herefordshire Designated Officer (DO) (previously LADO)** | **Hereford - 01432 261708**  [**lado@herefordshire.gcsx.gov.uk**](mailto:lado@herefordshire.gcsx.gov.uk)  **Shropshire - 01743 254402** |
| **Herefordshire Safeguarding Shropshire Safeguarding** | **01432 260 100**  [**www.herefordshire.gov.uk/hscb**](http://www.herefordshire.gov.uk/hscb) **01743 254259 / 254246**  **www.safeguardingshropshireschildr en.org.uk/scb** |
| **Herefordshire Council Switchboard**  **Shropshire Council Switchboard** | **01432 260 000**  **0345 678 9000** |
| **West Mercia Women’s Aid** | [**http://westmerciaconsortium.proced**](http://westmerciaconsortium.proceduresonline.com/index.htm)  [**uresonline.com/index.htm**](http://westmerciaconsortium.proceduresonline.com/index.htm) |
| **E-Safety**  **(see West Mercia Consortium for more information)** | **Initial Contact Team -** 0345 6789021  **West Mercia Police -** 0300 333 3000  **SITSS -** 01743 254230  **Child Exploitation Online Protection Centre**  [www.ceop.police.uk](http://www.ceop.police.uk/)  **Internet Watch Foundation -**  [www.iwf.org.uk](http://www.iwf.org.uk/) |
| **West Mercia Police** | **Emergency – 999**  **Switchboard - 0300 333 3000**  **Non – Emergency - 101** |
| **Prevent team, Warwickshire and West Mercia Police** | **DS Phil Colley 01386 591835**  **07736 084701**  [**philip.colley@westmercia.pnn.police**](mailto:philip.colley@westmercia.pnn.police)**.uk** |

Appendix 12. West Midlands Adults safeguarding concern flow chart



**Report a concern about adult abuse**

If you are concerned that someone is being abused or harmed, please use these contacts.

Our staff will discuss your concerns, give you advice and take referrals.

**To report a concern:**

[Safeguarding Adult Concern Form (AP1)](https://herefordshiresafeguardingboards.org.uk/media/2095/revised-ap1-november-2016.doc)

[Safeguarding Adult Concern Form Guidance Notes](https://herefordshiresafeguardingboards.org.uk/media/2096/hsab-concern-form-guidance.doc)

**If you need to speak to the team ring:**

* 01432 260715 (weekdays 9am-5pm)
* 0330 123 9309 (after 5pm, weekends and public holidays)\*\*
* Email: [safeguarding@herefordshire.gcsx.gov.uk](mailto:safeguarding@herefordshire.gcsx.gov.uk) Please note the email will only be secure if sent from another GCSX account.
* Write to us at: Safeguarding Team, Herefordshire Council, Elgar House, Holmer Road, Hereford HR4 9BD
* If your concern is about a child or young person, please contact the Multi-agency Safeguarding Hub (MASH) on 01432 260800. For more information go to the [MASH webpage](https://www.herefordshire.gov.uk/health-and-social-care/children-and-family-care/multi-agency-safeguarding-hub).

**Emergencies**

If someone is injured or in immediate danger:

* Telephone: 999 - police, fire, ambulance

If there is no emergency but you think a crime may have been committed:

* Telephone: West Mercia Police 101\*\*\*

\*\* Calls cost no more than calls to geographic (01 and 02) numbers.

\*\*\*Calls to 101 (from both landlines and mobile networks) cost 15 pence per call, no matter what time of day you call, or how long you are on the phone. The 15p cost of the call goes to the telephony providers to cover the cost of carrying the calls. The police and government receive no money from calls to 101.

Job Description: Role of the Designated Safeguarding Lead

The Governing body should ensure an appropriate **senior member** of staff, from the school **leadership team**, is appointed to the role of designated safeguarding lead. The Designated Safeguarding Lead should take **lead responsibility** for safeguarding and child protection (including online safety). This should be explicit in the role holder’s job description. This person should have the appropriate status and authority within the school to carry out the duties of the post. They should be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings, and/or to support other staff to do so, and to contribute to the assessment of children.

Deputy Designated Safeguarding Lead

It is a matter for individual schools as to whether they choose to have one or more Deputy Designated Safeguarding Leads. Any deputies should be trained to the same standard as the Designated Safeguarding Lead and the role should be explicit in their job description. Whilst the activities of the Designated Safeguarding Lead can be delegated to appropriately trained deputies, the ultimate **lead responsibility** for child protection, as set out above, remains with the designated safeguarding lead, this **lead responsibility** should not be delegated.

Manage Referrals

The Designated Safeguarding Lead is expected to:

* Refer cases of suspected abuse to the local authority children’s social care as required;
* Support staff who make referrals to local authority children’s social care;
* Refer cases to the Channel programme where there is a radicalisation concern as required
* Support staff who make referrals to the Channel programme;
* Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
* Refer cases where a crime may have been committed to the Police as required.

Work with others

The Designated Safeguarding Lead is expected to:

* Act as a point of contact with the three safeguarding partners;
* Liaise with the Headteacher to inform her of issues – especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
* As required, liaise with the “case manager” (as per Part four) and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member;
* Liaise with staff (especially pastoral support staff, school nurses, IT Technicians, and SENCOs or the named person with oversight for SEN in a college) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies; and
* Act as a source of support, advice and expertise for all staff.

Training

The Designated Safeguarding Lead (and any Deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The Designated Safeguarding Lead should undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other Designated Safeguarding Leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

* Understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children’s social care referral arrangements.
* Have working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
* Ensure each member of staff has access to, and understands the school’s child protection policy and procedures, especially new and part time staff;
* Are alert to the specific needs to children in need, those with special educational needs and young carers;
* Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulations.
* Understand the importance of information sharing, both within the school and college, and with the three safeguarding partners, other agencies, organisations and practitioners.
* Are able to keep detailed, accurate, secure written records of concerns and referrals;
* Understand and support the school or college with regards to the requirement of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
* Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school;
* Can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
* Obtain access to resources and attend any relevant or refresher training courses; and
* Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

Raise Awareness

The Designated Safeguarding Lead should:

* Ensure the school’s child protection policies are known, understood and used appropriately;
* Ensure the school’s child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updates and reviewed regularly, and work with the governing body regarding this;
* Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this: and
* Link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangement.

Child Protection File

Where children leave the school or college the Designated Safeguarding Leads should ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required.

In addition to the child protection file the Designated Safeguarding Lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

Availability

During term time the Designated Safeguarding Lead (or a Deputy) should always be available (during school hours) for staff in the school to discuss any safeguarding concerns. Whilst generally speaking the Designated Safeguarding Lead (or Deputy) would be expected to be available in person, it is a matter for individual schools, working with the Designated Safeguarding Lead, to define what “available” means and whether in exceptional circumstance availability via phone and or Skype or other such media is acceptable.

It is a matter for individual school and colleges and the Designated Safeguarding Lead to arrange adequate and appropriate cover arrangement for any out of hours/out of term activities.