**Roselyn House School and The RHISE Service**

**Whole School Policy for Safeguarding and Child Protection**

The purpose of this safeguarding policy is to ensure every child/ young person who is a student at Roselyn House School and The RHISE Service is safe and protected from harm. The Department for Education (DfE) ‘Keeping Children Safe in Education’ (September 2023), states safeguarding and promoting the welfare of children is defined for the purposes of this guidance as :

* Protecting children and young people at our school from maltreatment;
* Preventing impairment of our children’s and young people’s mental and physical health or development;
* Ensuring that children and young people at our school grow up in circumstances consistent with the provision of safe and effective care; and
* Taking action to enable children/ young people at our school to have the best outcomes.

This policy will give clear direction to all stakeholders about expectations and our legal responsibility to safeguard and promote the welfare of all children/ young people at our school.

Roselyn House School and The RHISE Service fully recognises the contribution it can make to protect children/ young people from harm and to support and promote the welfare of all children/ young people who are registered students at our school. This policy applies to all stakeholders; students, staff, parents/ carers, Directors of KS Education Limited, volunteers and visitors.

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

The Children Act 1989 and 2004, states a child is anyone who has not yet reached their 18th birthday. The commitment to safeguarding and promoting the welfare of children however will extend to all children who are known to our school along with our students.

It is essential that everybody working in a school or college understands their safeguarding responsibilities. Everyone who comes into contact with children and families has a role to play ensuring children and young people are safe from abuse, neglect exploitation and harm. Our school is committed to safeguarding children and aims to create a culture of vigilance. All staff should make sure that any decisions made are in the best interests of the child.

Our students’ welfare is our paramount concern. KS Education Limited will ensure that our school will safeguard and promote the welfare of students and work together with agencies to ensure that our school has adequate arrangements to identify, assess and support those children who are suffering or where significant harm is suggested.

Our school is a community and all those directly connected, staff members, governors, parents, families and students, have an essential role to play in making it safe and secure for all.

This procedure document provides the basis for good practice within the school for Safeguarding work. It should be read in conjunction with further Policies outlined in this Policy, plus the safeguarding appendix document. These are in keeping with relevant national procedures and reflect what we consider to be safe and professional practice in this context.

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| **KEY AREA** |  | |
| **Definitions** | The terms **“children”** and **“child”** refer to anyone under the age of 18.    The purpose of this safeguarding policy is to ensure every student at Roselyn House School and The RHISE Service is safe and protected from harm. The Department for Education (DfE) ‘Keeping Children Safe in Education’ (September 2023), states safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:   * Protecting children from maltreatment; * Preventing impairment of children’s mental and physical health or development; * Ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and * Taking action to enable all children to have the best outcomes.   Children can abuse other children. This is generally referred to as **child-on-child abuse** and can take many forms. This can include (but is not limited to) bullying (including cyberbullying, prejudice-based and discriminatory bullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; upskirting; initiating/hazing type violence and rituals; abuse in intimate personal relationships between children; consensual or non-consensual sharing of nudes or semi-nude images or videos, or causing someone to engage in sexual activity without consent.  For the purposes of this policy, **“sexual violence”** refers to the following offences as defined under the Sexual Offences Act 2003:   * **Rape:** A person (A) commits an offence of rape if they intentionally penetrate the vagina, anus or mouth of another person (B) with their penis, B does not consent to the penetration, and A does not reasonably believe that B consents. * **Assault by penetration:** A person (A) commits an offence if they intentionally penetrate the vagina or anus of another person (B) with a part of their body or anything else, the penetration is sexual, B does not consent to the penetration, and A does not reasonably believe that B consents. * **Sexual assault:** A person (A) commits an offence of sexual assault if they intentionally touch another person (B), the touching is sexual, B does not consent to the touching, and A does not reasonably believe that B consents. * **Causing someone to engage in sexual activity without consent:** A person (A) commits an offence if they intentionally cause another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.   For the purposes of this policy, **“sexual harassment”** refers to unwanted conduct of a sexual nature that occurs online or offline, inside or outside of school. Sexual harassment is likely to violate a student’s dignity, make them feel intimidated, degraded or humiliated, and create a hostile, offensive, or sexualised environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence. Sexual harassment can include, but is not limited to:   * Sexual comments, such as sexual stories, lewd comments, sexual remarks about clothes and appearance, and sexualised name-calling. * Sexual “jokes” and taunting. * Physical behaviour, such as deliberately brushing against someone, interfering with someone’s clothes, and displaying images of a sexual nature. * Online sexual harassment, which may be standalone or part of a wider pattern of sexual harassment and/or sexual violence. This includes:   + The consensual and non-consensual sharing of nude and semi-nude images and/or videos.   + Sharing unwanted explicit content.   + Upskirting.   + Sexualised online bullying.   + Unwanted sexual comments and messages, including on social media.   + Sexual exploitation, coercion, and threats.   **Upskirting** refers to the act, as identified the Voyeurism (Offences) Act 2019, of taking a picture or video under another person’s clothing, without their knowledge or consent, with the intention of viewing that person’s genitals or buttocks, with or without clothing, to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Upskirting is a criminal offence. Anyone, including students and staff, of any gender can be a victim of upskirting.  **Consensual and non-consensual sharing of nude and semi-nude images and/or videos**, colloquially known as **“sexting” and "youth produced imagery"**, is defined as the sharing between students of sexually explicit content, including indecent imagery. **Indecent imagery** is defined as an image which meets one or more of the following criteria:   * Nude or semi-nude sexual posing * A child touching themselves in a sexual way * Any sexual activity involving a child * Someone hurting a child sexually * Sexual activity that involves animals   **Consent** is defined as having the freedom and capacity to choose to engage in sexual activity. Consent may be given to one sort of sexual activity but not another and can be withdrawn at any time during sexual activity and each time activity occurs. A person only consents to a sexual activity if they agree by choice to that activity and has the freedom and capacity to make that choice. Children under the age of 13 can never consent to any sexual activity. The age of consent is 16. | |
| **Statutory Guidance** | * [**Education Act 2002**:](http://www.legislation.gov.uk/ukpga/2002/32/contents) Section 175 of the Education Act 2002 requires local education authorities and the governors of maintained schools and further education (FE) colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. * Section 157 of the same act and the Education (Independent Schools Standards) (England) Regulations 2003 require proprietors of independent schools (including academies and city technology colleges) to have arrangements to safeguard and promote the welfare of children who are students at the school. * [**Working Together to Safeguard Children 2018**](https://www.gov.uk/government/publications/working-together-to-safeguard-children--2) sets out organisational responsibilities for schools and colleges and this applies to maintained, independent, academies, free schools and alternative non provision academies * **Keeping Children Safe In Education 2023:** Statutory guidance for schools and colleges 2021 was issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) Regulations 2014 and the Education (Non-Maintained Special Schools) (England) Regulations 2011. This contains information on what schools and colleges **should** do and sets out the legal duties with which schools **must** comply * **[Guidance for Safer Working Practice 2022](https://www.saferrecruitmentconsortium.org/GSWP%20COVID%20addendum%20April%202020%20final-1.pdf)** * [**The Children Act 1989**](http://www.legislation.gov.uk/ukpga/1989/41/contents) **& 2004** * **The Prevent Duty –** The Prevent duty is **the duty in the Counter-Terrorism and Security Act 2015**  that’s sets out guidance for the LA and its partners to have due regard to the need to prevent people from being drawn into terrorism. * **Female Genital Mutilation Act 2003**  as inserted by the Serious Crime Act 2015 * **Sexual Offences Act 2003** * **Equality Act 2010** * **Counter-Terrorism and Security Act 2015** * **Domestic Abuse Act 2021** * **Disqualification under the Childcare Act 2006**   **Relevant Non-statutory guidance**   * DfE (2015) ‘What to do if you’re worried a child is being abused’ * DfE (2018) ‘Information sharing’ * DfE (2017) ‘Child sexual exploitation’ * DfE (2022) ‘Recruit teachers from overseas’ * UKCIS (2020) ‘Sharing nudes and semi-nudes: advice for education settings working with children and young people’ * Lancashire School Safeguarding DSL Handbook 2023-2024 * Lancashire School Safeguarding Record-keeping, CPOMS, including electronic systems, file retention guidance and UK GDPR for Lancashire School Settings 2023-2024   This policy operates in conjunction with the following school policies:   * Anti-Bullying Policy * Online Safety Policy * Data Protection Policy * Whistleblowing Policy * Allegations of Abuse Against Staff Policy * Staff Code of Conduct / Staff handbook * Behaviour Policy * Sexual Violence and Sexual Harassment Policy | |
| **Ethos** | **Roselyn House School recognises that high self-esteem, confidence, peer support and clear lines of communication with trusted adults helps all children, especially those at risk of, or suffering abuse. We therefore ensure that:**   * ALL staff, volunteers and the Directors of KS Education Limited contribute to an ethos where children feel secure and safe * ALL children have opportunities to communicate and know that they are listened to * ALL children's wishes, feelings and views will be taken into account when decisions are being made about how to keep them safe * ALL children know that they can communicate with any adult in school if they are worried or in difficulty * ALL staff, volunteers and Directors of KS Education Limited will contribute to providing a curriculum which will equip children with the skills they need to stay safe and be able to communicate when they do not feel safe. * ALL staff, volunteers and Directors of KS Education Limited will contribute to providing a curriculum which will help children develop an attitude which will enable them to enter adulthood successfully and reach their full potential. * ALL staff, volunteers and Directors of KS Education Limited will establish effective, supportive and positive relationships with parents, carers, students and professionals. | |
| **Roles & Responsibilities** | **The school’s Designated Safeguarding Lead (DSL) with overall designated responsibility for safeguarding is Jack Birkenhead. We have a deputy designated safeguarding lead, Tracy Higgins. Rachel Smith and Sharon Damerall are Strategic Safeguarding Leads and Backups. This ensures there is appropriate cover for this role at all times.**  The Designated Safeguarding Lead and Deputy are on our school’s leadership team and their role of Designated Safeguarding Lead (and the deputy) will be explicit in their job description. These people have the appropriate authority and are given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and Safeguarding 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. The designated safeguarding lead (and deputy) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.(KCSIE September 2023.).  The Headteacher and Proprietor, Sharon Damerall, is a **Strategic Safeguarding Lead** responsible for safeguarding to champion good practice and preparing this and other safeguarding related policies. She will ensure that the policies and procedures adopted by the school are fully implemented and sufficient resources and time are allocated to enable staff members to discharge their safeguarding responsibilities. In addition, she Monitors Online Safety and IT Monitoring and Filtering as part of the SLT designated team.  The School Business Manager, Rachel Smith, is a **Strategic Safeguarding Lead** with specific responsibility for Staff Training and Induction in Safeguarding and Child Protection, Disclosure and Barring, Record Keeping/ Holding Information and Sharing and GDPR.  **Both The Headteacher and Business Manager provide Supervision/ Support and overall advice and monitoring for the DSL and Deputy as they have performed these roles.**  They also are Backups when required and have completed Advanced DSL Training and Safer Recruitment.  All staff and other adults are clear about procedures where they are concerned about the safety of a child, including if children go missing from school.  Our Attendance Officer Karen Brunskill is also trained as a DSL.  All DSLs are collectively responsible for ensuring that safeguarding arrangements are fully embedded within the school’s ethos and reflected in the school’s day-to-day practice.  The case manager for dealing with allegations of abuse made against school staff members is the Headteacher.  **The case manager for dealing with allegations against the Headteacher is the LCC LADO, Tim Booth**.  All staff members, proprietors, volunteers and external providers know how to recognise signs and symptoms of abuse, how to respond to students who disclose abuse and what to do if they are concerned about a young person. They are aware that behaviours and physical signs linked to behaviours that put children in danger. All staff should know what to do if a young person tells them they are being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and children’s social care. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child. Safeguarding issues can manifest themselves via child on child abuse. This may include, but not limited to: bullying (including cyber bullying), gender based violence/sexual harassment, sexual violence and assaults, harmful sexual behaviour and sexting. Staff should recognise that children are capable of abusing their peers.  Staff must challenge any form of derogatory and sexualised language or behaviour. Staff should be vigilant to sexualised/aggressive touching/grabbing DfE guidance situates sexual violence, sexual harassment and harmful sexual behaviour in the context of developing a whole-school safeguarding culture, where sexual misconduct is seen as unacceptable, and not 'banter' or an inevitable part of growing up. Advice about tackling and reporting sexual harassment in schools and colleges from Sept 2021 is here:  <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/999239/SVSH_2021.pdf>)  **We have a specific Sexual Violence and Sexual Harassment Policy.**  It should be recognised that these issues are likely to occur, and so schools should have procedures in place to deal with them. Groups at particular risk include girls, students who identify as Lesbian, Gay, Bisexual, Transgender+ (LGBT+), or are perceived by peers to be LGBT+, and students with SEND. Students are protected from ‘upskirting’, bullying, homophobic, biphobic and transphobic behaviour, racism, sexism, and other forms of discrimination  Any discriminatory behaviours are challenged, and students are supported to understand how to treat others with respect. We also have a statutory duty to report and record any of the above incidents.  The appropriate safeguarding lead person should be familiar with the full guidance from the UK Council for Internet Safety (UKCIS), Sharing nudes and semi-nudes: advice for education settings working with children and young people  <https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>  It is important that schools record incidents across the whole spectrum of sexual violence, sexual harassment, and harmful sexualised behaviours so that they can understand the scale of the problem in their own schools and make appropriate plans to reduce it. For more guidance go to:  [Keeping children safe in education 2023 (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1161273/Keeping_children_safe_in_education_2023_-_statutory_guidance_for_schools_and_colleges.pdf)  It covers what sexual violence and harassment is, schools’ and colleges’ legal responsibilities, a whole school or college approach to safeguarding and child protection and how to respond to reports of sexual violence and sexual harassment  All such incidents should be immediately reported to the Designated Safeguarding Lead (DSL) or equivalent and managed in line with Roselyn House School and The RHISE Service policies.  A bespoke helpline for children and young people who’ve experienced abuse at school, and for worried adults and professionals that need support and guidance. If you are concerned about something, you can contact the NSPCC helpline Report Abuse in Education on 0800 136 663 or email help@nspcc.org.uk.  **We have a specific Online Safety Policy.**  **There is a policy for remote learning that demonstrates an understanding of how to follow safeguarding procedures when planning remote education strategies and teaching remotely.**  There is also information at:   * Remote education good practice - GOV.UK (www.gov.uk) * Safeguarding and remote education during coronavirus (COVID-19) - GOV.UK (www.gov.uk) * Review your remote education provision - GOV.UK (www.gov.uk)   Roselyn House School and The RHISE Service are committed to providing the relevant personnel with clear and explicit roles and responsibilities to ensure accountability when safeguarding children. We therefore ensure that:  All adults, including volunteers, working in or on behalf of the school have a responsibility to :   * Consider, at all times, what is in the best interests of the student with a **child-centred approach** * Contribute to, and maintain a **high safeguarding ethos** within the setting, with safeguarding students at the forefront of practice at all times * Ensure ALL children have opportunities to communicate and know that they are **listened to** * Contribute to **providing a curriculum** which will equip children with the skills to keep themselves safe and develop an attitude which will enable them to enter adulthood successfully and reach their full potential * Establish effective, supportive, and **positive relationships** with parents, carers, students and other professionals * Maintain an attitude of **‘it could happen here’** where safeguarding is concerned * Be proactive to provide a **safe and secure environment** in which students can learn * Be prepared to **identify** students or families who may benefit from **early help** * Be aware of the **school’s individual procedures** that support safeguarding, including all policies, internal reporting procedures, information and engage with training provided * Be aware of the role and **identity of the DSL** and deputy DSL and seek them for advice if required * Undertake **safeguarding training**, including online safety training, during induction and subsequently on a regular basis (at least annually), including receiving bulletins, emails and briefings. Staff should undertake **Prevent awareness training** at least bi-annually * Be aware of the **local early help process** and understand their role in it. * Be aware of, and understand, the process for making referrals to Children's Social Care, understanding that **anyone can make a referral** * Understand how to make a referral to CSC and/or the police immediately, if at any point there is **a risk of immediate serious harm to a child** * Be aware of and **understand the procedure to follow** in the event that a child confides they are being abused, exploited or neglected, in a timely manner * Maintain appropriate **levels of confidentiality** when dealing with individual cases * **Reassure victims** that they are being taken seriously, that they will be supported, and that they will be kept safe. * Be aware of **safeguarding issues** that can put students at risk of harm. * **Be aware of behaviours linked to issues** such as drug-taking, alcohol misuse, deliberately missing education, sharing indecent images, extremist behaviours and other signs that students may be at risk of harm * Be fully aware of the importance of **mental health in relation to safeguarding** and that all staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. * Be aware that **a student may not feel ready** or know how to tell someone that they are being abused, exploited or neglected, and/or may not recognise their experiences as harmful.   **Teachers, including the Headteacher, have a responsibility to:**   * Safeguard students’ wellbeing and maintain public trust in the teaching profession as part of their professional duties, as outlined in the ‘**Teachers’ Standards’**.   [Teachers’ Standards guidance (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1040274/Teachers__Standards_Dec_2021.pdf)  **Teaching Assistants, have a responsibility to:**   * Have regard for the need to safeguard students’ well-being by following relevant statutory guidance along with school policies and practice, as outlined in **‘Teaching Assistant Standards’.**   [Professional standards for teaching assistants (skillsforschools.org.uk)](https://www.skillsforschools.org.uk/resources-research/professional-standards-for-school-roles/professional-standards-for-teaching-assistants/)  **The Directors of KS Education Limited have a responsibility to:**   * Ensure that the policies, procedures and training in Roselyn House School and The RHISE Service are effective and comply with the law at all times; continuing to update where necessary in line with Government guidelines * Ensure that safeguarding policies and procedures are followed by all staff and send updates to staff when applied. * Ensure specific Policies around Sexual violence and sexual harassment and Internet Safety are in place and updated accordingly. * Put in place safeguarding responses in cases where children go missing from education * Appoint DSLs and back-ups and ensure that they are provided with appropriate support, funding, resources and time to carry out their role. * Ensure the school and sixth form contributes to inter-agency working in line with statutory guidance Working together to safeguard children 2018 * Ensure that safeguarding procedures take into account local guidance including Risk Management Toolkit and Lancashire Continuum of Need and Thresholds Guidance * Ensure that staff members undergo safeguarding training at induction. This will continue to be accessible online * Ensure that DSLs and all staff, volunteers and Directors are trained and updated regarding safeguarding regularly in compliance with Keeping Children Safe In Education (KCSIE currently 2022 but adapting to the changes which will be implemented in the KCSIE document September 2023). All staff will be familiar with Part One. * Ensure that children are safe online by ensuring that appropriate filters and monitoring systems are in place * Ensure that safeguarding is embedded within the curriculum and is at the heart of the ethos of the school * Prevent people who pose a risk of harm from working with children * Ensure there are procedures in place to manage allegations against teachers, headteachers, principals, volunteers and other staff including supply staff * Ensure staff in school are aware of, and policies reflect, an understanding of specific issues such as child on child abuse and safeguarding children with disabilities and special educational needs. It is important to remind ourselves that even when students aren’t in school, child on child abuse can take place. * Ensure that all practice and procedures operate with the best interests of the child at their heart * Ensure that all staff are aware of safeguarding issues and vulnerabilities associated with CLA * Both Directors Sharon Damerall and Kirsty Willacy have DSL Training   **The DSL role:**  The Proprietors/ Directors have ensured an appropriate **senior member** of staff, from the school **leadership team**, has been appointed to the role of designated safeguarding lead, Jack Birkenhead. The designated safeguarding lead takes **lead responsibility** for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place. This is further supported by the Headteacher). This is explicit in the role holder’s job description.    The designated safeguarding lead should have the appropriate status and authority within the school to carry out the duties of the post. The role of the designated safeguarding lead carries a significant level of responsibility, and they should be given the additional time, funding, training, resources and support they need to carry out the role effectively. Their additional responsibilities include providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and inter-agency meetings, and/or supporting other staff to do so, and contributing to the assessment of children.    **Deputy designated safeguarding leads**    Our deputy DSL, Tracy Higgins is trained to the same standard as the designated safeguarding lead and the role is explicit in her 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.    **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, this could also include via telephone or email in exceptional circumstances. The Headteacher/ Business Manager and the designated safeguarding lead will arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.    **Manage referrals**    The designated safeguarding lead is expected to refer cases:     * of suspected abuse and neglect to the local authority children’s social care as required and support staff who make referrals to local authority children’s social care * to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme * where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required. (This would be supported by the Headteacher and Business Manager), and * where a crime may have been committed to the Police as required[. NPCC - When to call the police](https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf) should help understand when to consider calling the police and what to expect when working with the police.     **Working with others**    The designated safeguarding lead is expected to:     * act as a source of support, advice, and expertise for all staff * act as a point of contact with the 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. This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - [PACE Code C 2019.](https://www.gov.uk/government/publications/pace-code-c-2019/pace-code-c-2019-accessible) * as required, liaise with the “case manager” (as per Part four) and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member * liaise with staff (especially teachers, pastoral support staff, school nurses, IT technicians, senior mental health leads and special educational needs co-ordinators (SENCO’s), or the named person with oversight for SEND in a college and senior mental health leads) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children’s needs are considered holistically * liaise with the senior mental health lead/ therapist and, where available, the mental health support team, where safeguarding concerns are linked to mental health * promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances * work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children’s attendance, engagement and achievement at school or college. This includes:      * ensuring that the school knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort, and      * supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children’s educational outcomes.       **Information sharing and managing the child protection file**    The designated safeguarding lead is responsible for ensuring that child protection files are kept up to date. Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child. Records should include:     * a clear and comprehensive summary of the concern * details of how the concern was followed up and resolved * a note of any action taken, decisions reached and the outcome. It is imperative that actions are clearly recorded and this is a current area of scrutiny in external Inspections.     They should ensure the file is only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing advice. This will be monitored and overseen by Rachel Smith, Business Manager.    Where children leave the school (including in year transfers) the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This should be transferred separately from the main student 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 special educational needs co-ordinators (SENCO’s) or the named person with oversight for SEND in colleges, are aware as required.    Lack of information about their circumstances can impact on the child’s safety, welfare, and educational outcomes. In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any additional information with the new school or college in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the school or college. For example, information that would allow the new school or college to continue supporting children who have had a social worker and been victims of abuse and have that support in place for when the child arrives.    **Raising Awareness**    The designated safeguarding lead should:     * ensure each member of staff has access to, and understands, the school’s child protection policy and procedures, especially new and part-time staff * ensure the school’s child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this * ensure the child protection policy is available publicly and parents know that referrals about suspected abuse or neglect may be made and the role of the school in this * link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements, and * help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school leadership staff.     **Training, knowledge, and skills**    The designated safeguarding lead (and deputy) 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 (and deputy) should undertake Prevent awareness training. Training should provide designated safeguarding leads with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly local authority children’s social care, 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 [Requesting support from Children's Services - Lancashire County Council](https://www.lancashire.gov.uk/practitioners/supporting-children-and-families/safeguarding-children/requesting-support-from-childrens-services/) * have a 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 * understand the importance of the role the designated safeguarding lead has in providing information and support to local authority children social care in order to safeguard and promote the welfare of children * understand the lasting impact that adversity and trauma can have, including on children’s behaviour, mental health, and wellbeing, and what is needed in responding to this in promoting educational outcomes * are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers * understand the importance of information sharing, both within the school and college, and with the safeguarding partners, other agencies, organisations, and practitioners * understand and support the school with regards to the requirements 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 or college * can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from bullying, grooming and radicalisation and are confident they have the capability to support children with SEND 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 or college may put in place to protect them.     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.  This will be supported by the two Strategic Safeguarding Leads.    **Providing support to staff**    Training should support the designated safeguarding lead in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to:     * ensure that staff are supported during the referrals processes, and * support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.     **Understanding the views of children**    It is important that all children feel heard and understood. Therefore, designated safeguarding leads (and deputy) should be supported in developing knowledge and skills to:     * encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school or college may put in place to protect them, and, * understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.     **Holding and sharing information**    The critical importance of recording, holding, using, and sharing information effectively is set out in Parts one, two and five of Lancashire School Safegurding DSL Handbook 2023-2024 and Record Keeping, CPOMS, including electronic systems, file retention guidance and UK GDPR for Lancashire School Settings 2023-2024, and therefore the designated safeguarding lead should be equipped to:     * understand the importance of information sharing, both within the school, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations, and practitioners * understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR), and * be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping   This will be monitored by Rachel Smith in her role as Strategic Safeguarding Lead.  **The designated teacher** has a responsibility for promoting the educational achievement of CLA and previously CLA (PLAC), and for children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales. In our setting, this is Jack Birkenhead and Tracy Higgins. | |
| **Induction, Training & Updates** | **Roselyn House School and The RHISE Service is committed to providing staff and volunteers with the skills and knowledge needed to safeguard children. We therefore ensure that:**   * ALL staff and volunteers will receive Safeguarding Training on induction using **Roselyn House School’s Induction Pack** which includes **Keeping Children Safe in Education 2023 (Part One) Guidance for Safer Working Practice, Code of Conduct** and **Whistleblowing Policy**. * All new members of staff, including newly-qualified teachers and teaching assistants, will be given induction that includes basic safeguarding training on how to recognise signs of abuse, how to respond to any concerns, e-safety and familiarisation with the Safeguarding policy, Behaviour Policy, Sexual Violence and Sexual Harassment Policy ,Online Safety Policy and Staff Code of Conduct, Keeping Children Safe in Education 2023: Statutory Guidance for Schools and Colleges, Part One, and other related policies. They will be inducted in the safeguarding response to young people who have **unexplained absences or go missing from education, Child-On- Child abuse procedures and how to record concerns through CPoms.** * There are mechanisms in place, such as safeguarding updates, to assist staff to understand and discharge their role and responsibilities as set out in Part one of Keeping Children Safe in Education. Staff should also read, “Working Together to Safeguard Children.” July 2018 * ALL staff and volunteers will receive Safeguarding Training annually * the DSLs will provide ALL staff, volunteers and Directors with regular safeguarding updates * ALL staff, volunteers and Directors will read and show an understanding of any updates that are provided. This Policy with updated Guidance will be shared with all staff and Directors * DSLs will attend DSL training every 2 years * DSLs will update their knowledge, skills and understanding of relevant safeguarding issues on a regular basis * The DSLs will undertake Prevent awareness training * At least one member of staff and one Director will attend Safer Recruitment Training. * ALL staff, volunteers and Directors will undertake any additional training on matters such as Child Sexual Exploitation, Prevent, Child on child abuse, Online Safety, FGM etc as is deemed necessary by the SLT/DSL and that is particularly relevant to the context and needs of the setting * any staff member will discuss any specific training requirements or gaps in knowledge or understanding with the DSLs * An understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring of the Internet will be included in Safeguarding and child protection training at induction for all staff. This will include Online Safety and Cyber Safety. * Detailed records will be held of staff safeguarding training. | |
| **Child Protection**  **Multi-Agency Working** | **Roselyn House School is committed to PREVENTING abuse, PROTECTING children from abuse and SUPPORTING those involved in cases of abuse. We therefore ensure that:**   * ALL staff and volunteers understand the importance of teaching children how to keep themselves safe from all types of abuse * ALL staff and volunteers seek out opportunities that are relevant to their role, to teach children the skills to keep themselves safe * ALL staff and volunteers make and maintain positive and supportive relationships with children which enable children to feel safe and valued * Safeguarding has a high status throughout school by being on the agenda at staff meetings/briefings, information being readily available on notice boards, regular updates * ALL staff feel confident in approaching DSLs to raise concerns * ALL staff and volunteers have an understanding of the four categories of abuse; NEGLECT, EMOTIONAL ABUSE, SEXUAL ABUSE, PHYSICAL ABUSE * We will use Lancashire’s Neglect Strategy 2019 and accompanying toolkit to identify and assess children whose developmental needs are being insufficiently met at an early stage, placing them at risk of achieving poor educational, emotional and social outcomes * ALL staff and volunteers understand that there are other ways in which children can be abused such as; Online, Child Sexual Exploitation, Female Genital Mutilation, Honour Based Violence, Radicalisation, Trafficking, Slavery, Peer Abuse, Forced Marriage and others * ALL staff and volunteers have the knowledge, skills and expertise to recognise the signs and symptoms of all types of abuse * All staff, if they have concerns, these should be acted on immediately: early information sharing being vital in keeping children safe. In exceptional circumstances staff should consider speaking to a member of SLT or Children's Social Care to discuss safeguarding concerns if the DSL is not immediately available * DSLs keep up to date with emerging and specific safeguarding issues and update training and the School's Safeguarding Portfolio accordingly * DSLs update staff and volunteers knowledge and understanding of such issues in order for them to be able to identify children who are at risk of such specific safeguarding issues * ALL staff and volunteers will maintain and demonstrate an attitude of "it can happen here" * ALL staff and volunteers are child-centred in their practice and act in the best interests of the child at all times * ALL staff recognise and understand that behaviour can be a child's way of communicating distress and changes to behaviour may be an indicator of abuse * ALL staff and volunteers have the skills to respond appropriately and sensitively to disclosures or allegations of abuse * ALL staff and volunteers report cases of suspected abuse to the DSL. This will be done as soon as possible using the school's agreed format on CPoms * Where a child is at risk of immediate harm, ALL staff understand that they must refer to the Police or Children's Social Care * ALL staff and visitors know how to refer to Children's Social Care * DSLs will make a Section 47 referral to Children's Social Care where a child is in need of protection, has been significantly harmed or is at risk of significant harm, using [**Lancashire Continuum of Need and Thresholds Guidance**](http://www.lancashirechildrenstrust.org.uk/resources/?siteid=6274&pageid=45144)and **Risk Management Toolkit** to determine whether this threshold has been met * This referral will be done by telephone and followed with a[**CSC Referral Form**](http://www.lancashiresafeguarding.org.uk/resources/assessment-and-referral.aspx)as soon as possible * Consent from parents/carers and child (if age appropriate) will be sought prior to this referral, except where this will cause delay or place anyone at risk * Where consent is not given, parents and carers are informed that a referral will still be made, except where this will cause delay or place anyone at risk * DSLs adhere to policy, procedures and guidance from Lancashire Children’s Safeguarding Assurance Partnership (Formally Lancashire Safeguarding Children’s Board) with regard to sharing information * DSLs contribute to Strategy Discussions, Strategy Meetings, Initial and Review Child Protection Conferences, Core Group Meetings and other CP meetings. * DSLs or a member of SLT, will attend CP meetings, produce and present reports, liaise with staff, work with parents/carers, work with other agencies and ensure the voice of the child is evidenced throughout these processes * DSLs meet regularly to ensure that decisions made about children who are subjects of CP Plans are agreed and a clear rationale for the decision is documented * A copy of the child's CP Plan is included in the child's individual safeguarding file. * ALL staff and volunteers will support victims of abuse in a capacity that is relevant to their role. This will be determined by the DSL * DSLs will determine what information staff members need to know in order to safeguard and support children. This may be different information for different staff * Staff are offered appropriate support and/or supervision that is relevant to their role or involvement in particular cases * Communication and work with parents and carers will always be undertaken in a supportive manner and in the best interests of the child. This will follow guidance and social distancing. Most likely via telephone and email * ALL staff understand that children who perpetrate abuse or display harmful behaviour should be treated as victims first and foremost and supported in the same way a victim of abuse would be supported * Specific programmes of work and support are offered to children and families who are vulnerable * Risk Assessments will be undertaken where a child's behaviour poses a risk to others, themselves or the environment   **Supporting our Young People**  We recognise that children who are abused or witness violence (Domestic Abuse) are likely to have low self-esteem and may find it difficult to develop a sense of self-worth.  <https://www.gov.uk/guidance/domestic-abuse-how-to-get-help>  They may feel helpless, humiliated and some sense of blame. Our school may be the only stable, secure and predictable element in their lives.  We accept that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn. See Behaviour Policy  At Roselyn House School and The RHISE Service, we will support our students by:   * ensuring the content of the curriculum includes social and emotional aspects of learning; Through PSHE and other curriculum contexts, students are encouraged to talk about feelings and deal assertively with pressures, are listened to, and know to whom they can turn to for help and advice. See Personal Social Health Education, Culture, Citizenship and Community and Enterprise &Employability Curriculum Policy, Pathway to Adulthood Curriculum Policy and Procedures and SEAL Curriculum incorporating Mindfulness and Wellbeing Policy * providing students with a range of appropriate adults to approach if they are in difficulties; and ensuring that students are taught about safeguarding so that they ‘recognise when they are at risk and how to get help when they need it’ * supporting the young person’s development in ways that will foster security, confidence and independence and encourage the development of self-esteem and self-assertiveness while not condoning aggression or bullying. See Anti-Bullying Policy * ensuring a comprehensive curriculum response to online safety, enabling children and parents to learn about the risks of new technologies and social media and to use these responsibly; plus Relationship and Sexual Health Education (RSHE) requirements. See Online Safety Policy, E Safety Policy, Remote Learning Policy, Personal Social Health Education, Culture, Citizenship and Community and Enterprise &Employability Curriculum Policy and Sexual Violence and Sexual Harassment Policy * liaising and working together with other support services and those agencies involved in safeguarding children; including domestic abuse   <https://www.gov.uk/government/consultations/domestic-abuse-act-statutory-guidance>   * ensuring that the curriculum will help children stay safe, recognise when they do not feel safe and identify who they might or can talk to and will support young people to become more resilient to inappropriate behaviours towards them, risk taking behaviours and behaviours that children may be coerced into including, sexual harassment, peep-on-peer abuse, ‘sexting’ and the displaying of ‘Harmful Sexualised Behaviour’   <https://www.csacentre.org.uk/resources/key-messages/harmful-sexual-behaviour/>   * having a behaviour policy that is aimed at supporting vulnerable students in the school. The school will ensure that each student knows that some behaviour is unacceptable but that they are valued and not to be blamed for any abuse which has occurred. See Behaviour Policy * The behaviour policy outlines measures to prevent bullying, including cyber-bullying, prejudice-based and discriminatory bullying. See also Anti-Bullying Policy. * Clear procedures are in place for addressing and minimising the risk of peer-on-peer abuse, including sexual violence and sexual harassment - these procedures are easily understood and easily accessible and within a specific Policy * acknowledging the importance of ‘contextual safeguarding’, https://contextualsafeguarding.org.uk/ which considers wider environmental factors in a student’s life that may be a threat to their safety and/or welfare. (Working together to safeguard children July 2018 and KCSIE September 2023). * liaising with a range of Early Help agencies that support the student such as Health Services, Wirral Social Care, Child and Adolescent Mental Health Services, Education Welfare Services, Special Educational Support Services, Youth Services and the Educational Psychology Service. <https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing> * ensuring that, when a student who is the subject of a Child Protection (CP) Plan leaves, their information is transferred to the new school within 5 days and that the child's Social Worker is informed that the child has moved * alert the authority if it is aware of any child being looked after under a Private Fostering arrangement. On admission to school, and at other times, the school will be vigilant in identifying any private fostering arrangement * acknowledging that a child that is looked after (CLA) or has been previously looked after by the Local Authority potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep CLA and previously looked after children safe. It is important that all agencies work together and prompt action is taken on concerns to safeguard these children, who are a particularly vulnerable group * the use of physical intervention in response to incidents involving young people, by considering the risks carefully, given the additional vulnerability of the group by following procedures outlined in Roselyn House School and The RHISE Service Behaviour Support and Physical Intervention Policy. This Policy was previously known as Care and Control Policy * recognising that to safeguard a student, it may be necessary to use physical intervention and understand how this is likely to impact on the well-being of the young person. By planning positive and proactive behaviour support, following risk assessments and Behaviour management plans, we can reduce the occurrence of risky behaviour and the need to use restraint. See Behaviour Support and Physical Intervention Policy. DfE guidance is available here:   <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>  The school contributes to multi-agency working as part of its statutory duty. The school is aware of and will follow the local safeguarding arrangements. Further details on [www.safeguardingpartnership.org.uk](http://www.safeguardingpartnership.org.uk)  The school will be fully engaged, involved, and share information with local safeguarding arrangements. Once the school is named as a relevant agency by local safeguarding partners, it will follow its statutory duty to cooperate with the published arrangements in the same way as other relevant agencies.  The school will work with Children & Family Well – Being Team, CSC, the Police, Health services and other relevant partners and agencies for the benefit of families and children ensuring contribution to multi-agency plans to provide additional support.  Where a need for early help is identified, the school will allow access for CSC from the host LA and, where appropriate, a placing LA, for that LA to conduct (or consider whether to conduct) a section 17 or 47 assessment.  Roselyn House School and The RHISE Service also recognises the particular importance of inter-agency working in identifying and preventing CSE and CCE.  **Information sharing**  The school recognises the importance of proactive information sharing between professionals and local agencies in order to effectively meet students’ needs and identify any need for early help.  Considering the above, staff will be aware that whilst the UK GDPR and the Data Protection Act 2018 place a duty on schools to process personal information fairly and lawfully, they also allow for information to be stored and shared for safeguarding purposes – data protection regulations do not act as a barrier to sharing information where failure to do so would result in the student being placed at risk of harm.  **Staff members will ensure that fear of sharing information does not stand in the way of their responsibility to promote the welfare and safety of students.** If staff members are in doubt about sharing information, they will speak to the DSL or deputy DSL(s). | |
| **Child in Need** | **Roselyn House School is committed to ensuring the appropriate level of support is offered to a "Child in Need" and their family. We therefore ensure that:**   * DSLs will make a Section 17 referral to Children's Social Care where Early Help has not been successful in reducing risk and meeting unmet needs using [**Lancashire Continuum of Need and Thresholds Guidance**](http://www.lancashirechildrenstrust.org.uk/resources/?siteid=6274&pageid=45144)and [**CSC referral form**](http://www.lancashiresafeguarding.org.uk/resources/assessment-and-referral.aspx) * DSLs will make a Section 17 referral to Children's Social Care where there is evidence that the Level 3 threshold has been met on the Continuum of Need * this will be determined and assessed by the DSL using the [**Lancashire Continuum of Need and Thresholds Guidance**](file:///C:/Users/mnimmo001/AppData/Local/Microsoft/Windows/Temporary%20Internet%20Files/Content.Outlook/NNS96463/Continuum%20of%20Need%20and%20Thresholds%20Guidance)and the **Risk Management Toolkit** * DSLs will obtain parental consent for the referral and for information to be shared, prior to contacting Children's Social Care * when consent is not given, DSLs will continue to offer Early Help with consent, gather evidence of engagement or lack thereof, disguised compliance, impact on the child, increase in risk or level of unmet need, improvements or deteriorations * DSLs will review such cases regularly and assess whether there is evidence that meets Level 4 threshold on the Continuum of Need. In such cases Child Protection Procedures will be followed * DSLs, or other appropriate member of SLT, will contribute to Child in Need Meetings and Reviews via Telephone or Skype. * DSLs, or other appropriate member of SLT, will attend CiN meetings, produce and present reports, liaise with staff, work with parents, work with other agencies and ensure the voice of the child is evidenced throughout these processes * DSLs will meet regularly to ensure that decisions made about children who are subjects of CiN Plans are agreed and a clear rationale for the decision is documented * a copy of the child's CiN Plan is included in the child's individual safeguarding file. This should also be recorded on CPoms. | |
| **Early Help** | **Roselyn House School and The RHISE Service are committed to providing our families with the right help at the right time.**  **Any** child may benefit from early help, but all school and sixth form staff should be particularly alert to the potential need for early help for a child who:   * is disabled, have certain health conditions or have specific additional needs; * has special educational needs (whether or not they have a statutory education, health and care plan); * have mental health needs * is a young carer; * is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups; * is frequently missing/goes missing from care or from home; * is misusing drugs or alcohol themselves; * is at risk of modern slavery, trafficking or exploitation; * is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse; * have family members in prison * has returned home to their family from care; * are at risk of HBA, such as FGM or forced marriage * is showing early signs of abuse and/or neglect; * is at risk of being radicalised or exploited; * is a privately fostered child * are displaying harmful sexual behaviours which may pose a risk to other children and themselves * are persistently absent from education, including persistent absences for part of the school day * show any other early signs of abuse, neglect and any other identified reason not listed above that requires extra support or intervention to improve outcomes for families and children including mental health support   **We therefore ensure that:**   * ALL staff and volunteers can identify the risk factors that indicate a family or student may benefit from Early Help * ALL staff and volunteers will use the school's agreed format for letting the DSL know about Early Help requirements * DSLs will undertake an Early Help Assessment, when appropriate, to identify what Early Help is required * DSLs will signpost and refer to appropriate support agencies * DSLs will lead on TAF meetings where is it appropriate for them to do so * DSLs will refer to CSC where Early Help has not been successful in reducing risk and meeting unmet needs using [**Lancashire Continuum of Need and Thresholds Guidance**](file:///C:/Users/mnimmo001/AppData/Local/Microsoft/Windows/Temporary%20Internet%20Files/Content.Outlook/NNS96463/Continuum%20of%20Need%20and%20Thresholds%20Guidance)and **CSC referral form** * DSLs and other identified staff will identify and work with any organisations that are relevant in meeting the needs of students and their families * DSLs and other identified staff will initiate and maintain positive and supportive relationships with parents and carers of children who may benefit from Early Help * DSLs or appropriately trained school staff will generally be the lead for Early Help cases if this is in the best interests of the family.   **Dealing with a disclosure made by a young person- advice for all members of staff:**  **If a child discloses that they have been abused in some way, the member of staff or volunteer should follow this guidance:**   * **Receive:** Listen actively, open body language, accept, non-judgmental, Use TED (tell, explain, describe) * **Reassure:** ‘You’ve done the right thing by coming to me’, reassure the young person that you have listened and hear what they are saying, don’t promise what cant be delivered * **Respond:** Tell what you are going to do and do it. Ensure young person is ok before leaving * **Report:** as soon as possible via CPoms and share to DSL’s * **Record:** vital- facts, no opinions- When? Where ? Who? What? * **Review:** Take responsibility to follow up any referral with DSL     **In addition:**   * Inform the Designated Safeguarding Lead without delay and follow safeguarding process * Report the Safeguarding incident/welfare concern on CPoms and share to the DSLs. * Dealing with a disclosure from a child and safeguarding issues can be stressful. Consider seeking support for yourself and discuss this with the DSL.   Further information about what to do if you are worried that a child is being abused is available here in advice for practitioners:  <https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>  **Discussing concerns with the family and the young person- advice for the Designated Safeguarding Leads (DSL)**   * In general, you should always discuss any concerns the school may have with the young person’s parents/ carers/ social worker. They need to know that you are worried about their child. However, you should not discuss your concerns if you believe that this would place the child at greater risk or lead to loss of evidence for a police investigation. * If you make a decision not to discuss your concerns with the child’s parents or carers, this must be recorded in the young person’s Safeguarding file on CPoms with a full explanation for your decision. * It is important to record and consider the young person’s wishes and feelings and their own words if possible, as part of planning what action to take in relation to concerns about their welfare. Capturing the lived experience of the young person is paramount to ensure that actions remain child-centred . * When talking to young people, you should take account of their age, understanding and preferred language, which may not be English and the Special Education Needs of our students. See SEN Policy. * How you talk to a young person will also depend on the substance and seriousness of the concerns. You may need to seek advice from Social Care, Police and your other DSL’s. * If concerns have arisen as a result of information given by a young person, it is important to reassure them but not to promise confidentiality. * It is expected that you discuss your concerns with the parents/carers and seek their agreement to making a referral to CSC, unless you consider that this would place the child at increased risk of significant harm. * You do not need the parents’/ carers consent to make a referral if you consider the child is in need of protection, although parents will ultimately be made aware of which organisation made the referral. If parents refuse to give consent to a referral but you decide to continue, you need to make this clear to CSC. * If you decide to refer the young person without the parents’/ carers consent, make sure to record this with a full explanation of your decision. * When you make your referral, you should agree with CSC what the child and parents will be told, by whom and when. | |
| **Specific Safeguarding** | **Roselyn House School and The RHISE Service is committed to keeping our children safe from specific forms of abuse.**  **Abuse and neglect**  Knowing what to look for is vital to the early identification of abuse and neglect.  All staff should be aware of indicators of abuse and neglect, including exploitation, so that they are able to identify cases of children who may be in need of help or protection.  If staff are unsure, they should always speak to the designated safeguarding lead  (or deputy).  **Forms of abuse and neglect**  **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 by other children or adults, in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by one or multiple adults or other children.  All staff should be aware that child sexual and child criminal exploitation are  forms of child abuse.  **Physical abuse:** a form of abuse that may involve hitting, shaking, throwing,  poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical abuse can also be caused when a Parent fabricates the symptoms of, or deliberately induces, illness in a child. Staff are aware of Female Genital Mutilation, a form of physical abuse,  **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 the opportunities to express their views, deliberately silencing them, ‘making fun’ of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children, such as interactions that are beyond their developmental capability, 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 the child to frequently 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 violence, whether or not the child is aware of what is happening. This 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. It 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 can be perpetrated by people of any gender and age.  The sexual abuse of children by other children is a specific safeguarding issue (also  known as child on child abuse) in education and all staff should be aware of it and their school or colleges policy and procedures for dealing with it. (Further details are found later in this policy and in the appendix).  **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 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.  **Safeguarding issues**  All staff should have an awareness of safeguarding issues that can put children/ young people at risk of harm. Behaviours linked to issues such as drug taking, alcohol misuse, deliberately missing education, serious violence (including that linked to county lines), radicalisation and consensual and non-consensual sharing of nude and semi-nude images and/or videos(also known as youth produced sexual imagery) put children in danger.  We will formulate risk management plans where required using the guidance from Lancashire County Council.  We will ensure that:   * **All staff** will be aware of the indicators of abuse and neglect and be vigilant and always raise concerns with the DSL. All staff, especially the DSL and deputy DSL(s), will be aware that safeguarding incidents and/or behaviours can be associated with contextual factors outside the school and/or can occur between children outside of these environments; this includes being aware that students can at risk of abuse or exploitation in situations outside their families (extra-familial harms.) * **All staff** will be aware that technology is a significant component in many safeguarding and wellbeing issues, including online abuse, cyberbullying, radicalisation and the sharing of indecent images. * **ALL staff** understand that children who perpetrate abuse or display harmful behaviour should be treated as victims first and foremost and supported in the same way a victim of abuse would be supported - Risk Assessments will be undertaken where a child's behaviour poses a risk to others, themselves or the environment. * **ALL staff** and volunteers understand that there are specific and emerging ways in which children can be abused and are aware of these specific issues, reporting any concerns, in the appropriate manner to the DSL. Specific issues include (but are not limited to):   **Intra-familial child sexual abuse** refers to child sexual abuse (CSA) that occurs within a family environment. Perpetrators may or may not be related to the child. The key consideration is whether the abuser feels like family from the child’s point of view.  Around two-thirds of all CSA reported to the police is perpetrated by a family member or someone close to the child.  Where research has recorded the gender of perpetrators of intra-familial CSA, the vast majority have been found to be male, although abuse by women does occur. In around a quarter of cases, the perpetrator is under 18.  CSA in the family is rarely an isolated occurrence and may go on for many years.  Much abuse in the family remains undisclosed. Children may fear their abuser, not want their abuser to get into trouble, feel that the abuse was ‘their fault’, and feel responsible for what will happen to their family if they tell. Disabled children and some black, Asian and minority ethnic children face additional barriers.  Abuse by a family member may be particularly traumatic because it involves high levels of betrayal, stigma and secrecy.  CSA in the family is linked to a range of negative outcomes over the whole of the life course, including poorer physical and mental health, lower income, relationship difficulties and further violence and abuse.  However, not all survivors experience long-term impacts. Much depends on the nature and duration of the abuse, the individual’s coping mechanisms, and the support they receive. Supportive responses from non-abusing carers are particularly important.  Effective support is critical to enable disclosure, and during investigation and legal proceedings. Therapeutic support for young people can have a positive impact but the availability of services remains piecemeal.  Both adult survivors and children/young people value services that listen to, believe and respect them; where professionals are trustworthy, authentic, optimistic and encouraging, show care and compassion, facilitate choice, control and safety, and provide advocacy.  It is important to provide support to the whole family, and particularly to non-abusing parents, following abuse.  **What is intra-familial CSA?**  The UK Government’s definition of CSA for England is:  …forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.  ([Working Together to Safeguard Children 2018](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/592101/Working_Together_to_Safeguard_Children_20170213.pdf#page=93)).  There is no single agreed definition of intra-familial CSA. However, it is generally recognised that, in addition to abuse by a relative (such as a parent, sibling or uncle), it may include abuse by someone close to the child in other ways (such as a step-parent, a close family friend or a babysitter). This understanding is in accordance with Crown Prosecution Service guidelines on the Sexual Offences Act 2003, which state:  These offences reflect the modern family unit and take account of situations where someone is living within the same household as a child and assuming a position of trust or authority over that child, as well as relationships defined by blood ties, adoption, fostering, marriage or living together as partners.  In thinking about whether abuse is intra-familial, perhaps the most important question for professionals to consider is: ‘Did this perpetrator feel like family to the child?’  Key messages from research on intra-familial child sexual abuse and further information can be found on the **Centre of expertise on child sexual abuse (CSA Centre)** website at  [www.csacentre.org.uk](http://www.csacentre.org.uk)  **Parental responsibility**  All mothers and most fathers have legal rights and responsibilities as a parent - known as ‘parental responsibility’.  If you have parental responsibility, your most important roles are to:   * provide a home for the child * protect and maintain the child   You’re also responsible for:   * disciplining the child * choosing and providing for the child’s education * agreeing to the child’s medical treatment * naming the child and agreeing to any change of name * looking after the child’s property   Parents have to ensure that their child is supported financially, whether they have parental responsibility or not.  **Same-sex parents**  **Civil partners**  Same-sex partners will both have parental responsibility if they were civil partners at the time of the treatment, eg donor insemination or fertility treatment.  **Non-civil partners**  For same-sex partners who are not civil partners, the 2nd parent can get parental responsibility by either:   * [applying for parental responsibility](https://www.gov.uk/parental-rights-responsibilities/apply-for-parental-responsibility) if a parental agreement was made * becoming a civil partner of the other parent and making a parental responsibility agreement or jointly registering the birth   [www.gov.uk/parental-rights-responsibilities](http://www.gov.uk/parental-rights-responsibilities)  **Looked after Children**  If a child is taken into care because of a care order, the council will share responsibility for making [most of the important decisions](https://www.gov.uk/parental-rights-responsibilities/what-is-parental-responsibility) about the child’s upbringing, including:   * who looks after them * where they live * how they are educated   If a Parent agrees to their child becoming ‘looked after’ and there is no care order, they will continue to have parental responsibility for their child.  In either case, the council is responsible for:   * making sure that an appropriate standard of care is provided * making sure only suitable people are employed to look after the child * providing proper training and support to staff and foster carers * listening to the child’s views and Parent’s views about care arrangements and taking their religion, race, culture and background into account * making sure the child has someone independent to talk to and knows how to complain if necessary   The child may be placed with either:   * another relative * a foster carer * a children’s home   [www.gov.uk/if-your-child-is-taken-into-care/care-proceedings](http://www.gov.uk/if-your-child-is-taken-into-care/care-proceedings)  Family Rights Group helpline  Telephone: 0808 801 0366  **Dealing with separated parents**  Research and experience has shown that separated parents can work well together in the best interests of their children and can together play a role in their children's education.  However, some parents become estranged, and do not work together or in the best interests of their children, especially during the initial stages of their separation. This is very often traumatic for any children concerned where personal family problems can have an impact on the child and on the schools the children attend.  The following websites are for services that parents or carers may find helpful and schools are able to signpost to:  [CAFCASS](https://www.cafcass.gov.uk/grown-ups/parents-and-carers/divorce-and-separation/separated-parents-information-programme/) provides information around the Separated Parents Programme.  [Gingerbread](https://www.gingerbread.org.uk/) is a charity aimed at helping single parent families live secure, happy and fulfilling lives.  It is important that schools are aware that parents may be recognised differently under education law, than under family law.  Section 576 of the Education Act 1996 states that a ‘parent’, in relation to a child or young person, includes any person who is not a parent (from which can be inferred ‘biological parent’) but who has parental responsibility, or who has care of the child.  For the purposes of education law, the department considers a ‘parent’ to include:   * all biological parents, whether they are married or not * any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative * any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person   A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.  For example this may be a foster carer or family and friends carer who does not have parental responsibility but has been delegated the responsibility for taking day-to-day decisions about the child.  In cases where a person is not the biological parent of a child, does not have ‘parental responsibility’ for that child and that child no longer lives with them, it’s unlikely that they will be recognised as a ‘parent’. Any disputes about whether a person is a child’s ‘parent’ within the meaning of section 576 Education Act 1996, are for the courts to decide.  [GOV.UK](https://www.gov.uk/government/publications/dealing-with-issues-relating-to-parental-responsibility/understanding-and-dealing-with-issues-relating-to-parental-responsibility#whoisaparent) have produced a useful guidance page to help schools understand and deal with issues relating to parental responsibility.  **Private Fostering**  Most children spend time staying with friends and relatives at some time during their childhood, however, for some children these arrangements can be longer term.  If a child under 16 years (or 18 if they are disabled) stays with an adult who is not a close relative (close relative is defined as sibling, aunt, uncle, grandparent and step parent) for 28 days or more, this is known as a private fostering arrangement and special rules apply.  Private fostering is the term used to describe an arrangement made privately (that is without the involvement of the local authority) between a child's parents and a carer of their choice.  A child is considered to be in private foster care if they are in the full time care of someone who is not directly related, nor is a legal guardian, for a total of 28 days or longer.  The period of 28 days is expected to last cumulatively for over 28 days, for example the child is from another country and staying with a host family for 28 days or more, or the child is staying with a school friends family. There may be circumstances where the child resides with someone who is not a relative or legal guardian for longer than a 28 days period but returns to parents care at the weekend, this would constitute as a continuous period of care under private fostering arrangement.  However, if a child is cared for by a non-relative or legal guardian but returns to the parents at weekends, then this is a private fostering arrangement.  There are duties to know about and report if a school believes a student is living in a private fostering arrangement. The school has a duty to make a referral into Children's Services, so an assessment can be carried out, to ensure the person looking after that child or young person is promoting their welfare and safety.  **Child abduction and community safety incidents**  Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.  Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.  As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. Many schools provide outdoor-safety lessons run by teachers or by local police staff.  It is important that lessons focus on building children’s confidence and abilities rather than simply warning them about all strangers. Further information is available at:  www.actionagainstabduction.org and [www.clevernevergoes.org](http://www.clevernevergoes.org).  **Children and the court system**  Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds.  The guides explain each step of the process, support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.  Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers. **Students with family members in prison** Students with a family member in prison will be offered pastoral support as necessary. They will receive a copy of ‘[Are you a young person with a family member in prison?](https://www.nicco.org.uk/directory-of-resources)’ from Action for Prisoners’ Families where appropriate and allowed the opportunity to discuss questions and concerns.  **Preventing extremism and radicalisation** refers to the process by which a person comes to support terrorism and forms of extremism, there is no single way of identifying an individual who is likely to be susceptible to an extremist ideology.   * Roselyn House School and The RHISE Service recognises that protection from extremism and radicalisation is a vital element of safeguarding * ALL staff and volunteers will have 'due regard to the need to prevent people from being drawn into terrorism’, known as the ‘Prevent Duty’ * Prevent safeguarding Lead – Jack Birkenhead * Prevent Director Lead – Sharon Damerall * ALL staff and volunteers will have a general understanding of how to identify a child who may be at risk of radicalisation * ALL staff and volunteers will use professional judgement in identifying children who might be at risk of radicalisation and act proportionately * The school [Online](http://www.lancsngfl.ac.uk/onlinesafety/index.php?category_id=13) Safety Policy will ensure the safety of children by ensuring they cannot access terrorist and extremist material when using the internet and that suitable filtering software is in place * DSLs understand when it is appropriate to make a referral to the Channel Panel and are aware of how to do so   Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools’ or colleges’ safeguarding approach.  129 Section 5B(6) of the Female Genital Mutilation Act 2003 states teachers need not report a case to the police if they have reason to believe that another teacher has already reported the case.133 Extremism130 is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and  tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.  Extremism refers to the vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty, and the mutual respect and tolerance of different faiths and beliefs. Extremism also includes calling for the death of members of the armed forces.  Radicalisation refers to the process by which a person comes to support  terrorism and extremist ideologies associated with terrorist groups.  Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.  There is no single way of identifying whether a child is likely to be susceptible to an  extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child’s vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).  However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children’s behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral. The school’s or college’s designated safeguarding lead (and any deputies) should be aware of local procedures for making a Prevent referral.  **The Prevent Duty**  All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism  and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have “due …..As defined in the Government’s Counter Extremism Strategy  <https://www.gov.uk/government/publications/counter-extremism-strategy>.  As defined in the Revised Prevent Duty Guidance for England and Wales.  <https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and>  As defined in the Terrorism Act 2000 (TACT 2000)  <http://www.legislation.gov.uk/ukpga/2000/11/contents>  The Prevent Duty should be seen as part of schools’ and colleges’ wider safeguarding obligations. Designated safeguarding leads and other senior leaders in schools should familiarise themselves with the revised Prevent duty guidance: for England and Wales, especially paragraphs 57-76, which are specifically concerned with schools (and also covers childcare). Designated safeguarding leads and other senior leaders in colleges should familiar themselves with the Prevent duty guidance: for further education institutions in England and Wales. The guidance is set out in terms of four general  themes: risk assessment, working in partnership, staff training, and IT policies.  **Channel**  Channel is a voluntary, confidential support programme which focuses on providing  support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual’s engagement with the programme is entirely voluntary at all  stages.  The designated safeguarding lead should 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 or those who are currently receiving support through the ‘Channel’ programme, and have that support in place for when the child arrives.  guidance.  **Child Sexual Exploitation (CSE)** involves exploitative situations, contexts and relationships where young people may receive something (e.g. food, accommodation, drugs, alcohol, gifts or simply affection) as a result of engaging in sexual activities. The perpetrator will not only groom the victim (possibly over a long period of time) but will always hold some kind of power which increases as the exploitative relationship develops. Sexual exploitation involves a degree of coercion, intimidation or enticement, including unwanted pressures from peers to have sex, sexual bullying including on line bullying (cyberbullying) and grooming. It is important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.   * The school curriculum (whereby sexual relationships/PSHE/SEAL is delivered) will include relevant information around the risks associated with CSE * The school E-Safety Policy will ensure the safety of children by ensuring they cannot access inappropriate material when using the internet and that suitable filtering software is in place   **Child Criminal Exploitation** is defined as a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in criminal activity, for any of the following reasons:   * In exchange for something the victim needs or wants * For the financial advantage or other advantage of the perpetrator or facilitator * Through violence or the threat of violence (this could be online or through technology)   Specific forms of CCE can include:   * Being forced or manipulated into transporting drugs or money through county lines. * Working in cannabis factories. * Shoplifting or pickpocketing. * Committing vehicle crime. * Committing, or threatening to commit, serious violence to others.   The school will recognise that students involved in CCE are victims themselves, regardless of whether they have committed crimes, and even if the criminal activity appears consensual. The school will also recognise that students of any gender are at risk of CCE.  School staff will be aware of the indicators that a student is the victim of CCE, including:   * Associating with other children involved in exploitation * Suffering from changes in emotional wellbeing * Misusing drugs or alcohol * Going missing for periods of time or regularly coming home late * Regularly missing school or education * Appearing with unexplained gifts, money or new possessions.   **County Lines**  The 2018 Home Office Serious Crime Strategy states the NPCC definition of a County Line is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”. They are likely to exploit children and vulnerable adults to move (and store) the drugs and money and they will often use coercion, intimidation, violence (including sexual violence) and weapons.  A common feature in county lines drug supply is the exploitation of young and vulnerable people. The dealers will frequently target children and adults - often with mental health or addiction problems - to act as drug runners or move cash so they can stay under the radar of law enforcement.  In some cases, the dealers will take over a local property, normally belonging to a vulnerable person, and use it to operate their criminal activity from. This is known as cuckooing.  People exploited in this way will quite often be exposed to physical, mental and sexual abuse, and in some instances will be trafficked to areas a long way from home as part of the network's drug dealing business.  As we have seen in child sexual exploitation, children often don't see themselves as victims or realise they have been groomed to get involved in criminality. So it's important that we all play our part to understand county lines and speak out if we have concerns. Further advice is found at:  [www.nationalcrimeagency.gov.uk/what-we-do/crime-threats/drug-trafficking/county-lines](http://www.nationalcrimeagency.gov.uk/what-we-do/crime-threats/drug-trafficking/county-lines)  **Gangs**  Defining a gang is difficult. They tend to fall into three categories: peer groups, street gangs and organised crime groups. It can be common for groups of children and young people to gather together in public places to socialise, and although some peer group gatherings can lead to increased antisocial behaviour and low level youth offending, these activities should not be confused with the serious violence of a street gang.  There is a distinction between organised crime groups and street gangs based on the level of criminality, organisation, planning and control. However, there are significant links between different levels of gangs for example street gangs can be involved in drug dealing on behalf of organised criminal groups Young men and women may be at risk of sexual exploitation in these groups.  Children may be involved in more than one 'gang', with some cross-border movement, and may not stay in a 'gang' for significant periods of time. Children rarely use the term 'gang', instead they used terms such as 'family', 'breddrin', 'crews', 'cuz' (cousins), 'my boys' or simply 'the people I grew up with'.  Safeguarding should focus on both young people who are / vulnerable of making the transition to gang involvement as well as those already involved in gangs. Practitioners should be aware of particular risks to young people involved in gangs from violence and weapons; drugs and sexual exploitation.  The specific risks for males and females may be quite different. There is a higher risk of sexual abuse for females and they are more likely to have been coerced into involvement with a gang through peer pressure than their male counterparts.  There is evidence of a high incidence of rape of girls who are involved with gangs. Some senior gang members pass their girlfriends around to lower ranking members and sometimes to the whole group at the same time. Very few rapes by gang members are reported.  Gang members often groom girls at school using drugs and alcohol, which act as disinhibitors and also create dependency, and encourage / coerce them to recruit other girls through school / social networks.  **‘So called’ Honour Based Abuse (HBA)** is a collection of practices used to control behaviour within families in order to protect perceived cultural and religious beliefs and/or honour. Violence or abuse can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code.  **Forced marriage** is defined as a marriage that is entered into without the full and free consent of one or both parties, and where violence, threats or any other form of coercion is used to cause a person to enter into the marriage. Threats can be physical, emotional, or psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent, e.g. due to some forms of SEND. Forced marriage is a crime in the UK and a form of HBA.  Staff who have any concerns regarding a student who may have undergone, is currently undergoing, or is at risk of forced marriage will speak to the DSL and local safeguarding procedures will be followed – this could include referral to CSC, the police or the Forced Marriage Unit. It will be made clear to staff members that they should not approach the student’s family or those with influence in the community, without the express consent of the student, as this will alert them to the concerns and may place the student in further danger.  **Female Genital Mutilation (FGM)** is defined as all procedures involving the partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences.  All staff will be alert to the possibility of a student being at risk of FGM, or already having suffered FGM. If staff are worried about someone who is at risk of FGM or who has been a victim of FGM, they are required to share this information with CSC and/or the police. The school’s procedures relating to managing cases of FGM and protecting students will reflect multi-agency working arrangements.  As outlined in Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015), teachers are legally required to report to the police any discovery, whether through disclosure by the victim or visual evidence, of FGM on a student under the age of 18. Teachers failing to report such cases may face disciplinary action. Teachers will not examine students, and so it is rare that they will see any visual evidence, but they must personally report to the police where an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also consider and discuss any such case with the DSL and involve CSC as appropriate. NB: This does not apply to any suspected or at-risk cases, nor if the individual is over the age of 18. In such cases, local safeguarding procedures will be followed.  All staff will be aware of the indicators that students may be at risk of FGM. While some individual indicators they may not indicate risk, the presence of two or more indicators could signal a risk to the student. It is important to note that the student may not yet be aware of the practice or that it may be conducted on them, so staff will be sensitive when broaching the subject.  Indicators that a student may be at heightened risk of undergoing FGM include:   * The socio-economic position of the family and their level of integration into UK society * The student coming from a community known to adopt FGM * Any girl with a mother or sister who has been subjected to FGM * Any girl withdrawn from PSHE * Travel abroad or a long holiday with relatives to a country known to practise FGM.   FGM is included in the definition of honour-based’ abuse (HBA) which involves crimes that have been committed to defend the honour of the family and/or community. All forms of HBA are forms of abuse and will be treated and escalated as such. Staff will be alert to the signs of HBA, including concerns that a child is at risk of HBA, or has already suffered from HBA, and will consult with the DSL who will activate local safeguarding procedures if concerns arise.  **Breast ironing (also called breast flattening)** is when young girls' breasts are damaged over time to flatten them and delay their development/ stop them from growing. This can include the use of an elastic belt, or binder, pressed with a hot object, massaged, pounded or flattened.  This is different from choosing to bind your breasts with regard to gender identity.  Breast ironing usually starts with the first signs of puberty and is most often done by female relatives. In most cases, the abuser incorrectly thinks they're behaving in the best interests of the child. They believe flattening the breasts will make the child less 'womanly'. They hope this will protect the girl from harassment, rape, abduction and early forced marriage, and help them stay in education.  Although there's no specific law within the UK around breast ironing, it's a form of child abuse.  Staff should make theirselves aware of what the signs of this abuse are.  There is help and advice found at [www.childline.org.uk/info-advice/bullying-abuse-safety/abuse-safety/breast-flattening/](http://www.childline.org.uk/info-advice/bullying-abuse-safety/abuse-safety/breast-flattening/) and [Breast Flattening – National FGM Centre](http://nationalfgmcentre.org.uk/breast-flattening/)  **Modern Slavery/ Trafficking** The Modern Slavery Act 2015 places a new statutory duty on public authorities, including schools, to notify the National Crime Agency (NCA) (section 52 of the Act) on observing signs or receiving intelligence relating to modern slavery. The public authority (including schools) bears this obligation where it has ‘reasonable grounds to believe that a person may be a victim of slavery or human trafficking’.   * Staff must be aware of the above and contact the DSL should they suspect or receive information that either parents or their children may be victims of modern slavery. The DSL should then contact the NCA and follow their normal safeguarding procedures   Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either ‘cyber-enabled’ (crimes that can happen off-line but are enabled at scale and at speed on-line) or ‘cyber dependent’ (crimes that can be committed only by using a computer). Cyber-dependent crimes include;   * unauthorised access to computers (illegal ‘hacking’), for example accessing a school’s computer network to look for test paper answers or change grades awarded * denial of Service (Dos or DDoS) attacks or ‘booting’. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources; and, * making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.   Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.  If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), should consider referring into the Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests. Note that Cyber Choices does not currently cover ‘cyber-enabled’ crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety.  Additional advice can be found at: Cyber Choices, ‘NPCC- When to call the Police’ and  National Cyber Security Centre - NCSC.GOV.UK  **Child on child Abuse including sexualised abuse**    **Child-on-Child abuse is defined as abuse between children under 18 years of age.**  **Roselyn House School and The RHISE Service has a zero-tolerance approach to abuse, including child-on-child abuse.**  We refer to the specific guidance in Keeping Children Safe in Education Part five: Child on Child Sexual Violence and Sexual Harassment and Lancashire Procedures. [5.31 Peer Abuse (proceduresonline.com)](https://panlancashirescb.proceduresonline.com/chapters/p_peer_abuse.html)  All staff will be aware that child-on-child abuse can occur between students of any age and gender, both inside and outside of school, as well as online. All staff will be aware of the indicators of child-on-child abuse, how to identify it, and how to respond to reports. All staff will also recognise that even if no cases have been reported, this is not an indicator that child-on-child abuse is not occurring. All staff will speak to the DSL if they have any concerns about child-on-child abuse.  All staff will understand the importance of challenge inappropriate behaviour between peers and will not tolerate abuse as “banter” or “part of growing up”.  Child-on-child abuse can be manifested in many different ways, including:   * Bullying, including cyberbullying and prejudice-based or discriminatory bullying. * Abuse in intimate personal relationships between peers. * Physical abuse – this may include an online element which facilitates, threatens and/or encourages physical abuse. * Sexual violence – this may include an online element which facilitates, threatens and/or encourages sexual violence. * Sexual harassment, including online sexual harassment, which may be standalone or part of a broader pattern of abuse. * Causing someone to engage in sexual activity without consent. * The consensual and non-consensual sharing of nude and semi-nude images and/or videos. * Upskirting. * Initiation and hazing-type violence and rituals, which can include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group, and may also include an online element.   All staff will be clear as to the school’s policy and procedures regarding child-on-child abuse and the role they have to play in preventing it and responding where they believe a child may be at risk from it.  All staff will be made aware of the heightened vulnerability of students with SEND, who evidence suggests are more likely to be abused than their peers. Staff will not assume that possible indicators of abuse relate to the student’s SEND and will always explore indicators further.  All staff will be made aware of the heightened vulnerability of LGBTQ+ students, who evidence suggests are also more likely to be targeted by their peers. In some cases, students who are perceived to be LGBTQ+, regardless of whether they are LGBTQ+, can be just as vulnerable to abuse as LGBTQ+ students. The school’s response to sexual violence and sexual harassment between students of the same sex will be equally as robust as it is for incidents between children of the opposite sex.  Students will be made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or peers. Students will also be reassured that they will be taken seriously, be supported, and kept safe. This process will be continually reviewed by the DSL / SLT.  The school’s procedures for managing allegations of child-on-child abuse are outlined in the School Behaviour Policy. Staff will follow these procedures, as well as the procedures outlined in the school’s Anti-Bullying Policy and Exclusion Policy, where relevant.  The DSL will consider:   * the wishes of the victim in terms of how they want to proceed * the nature of the alleged incident * the ages of the children involved * the development stages of the children involved * any power imbalance between the children * is the incident a one-off or a sustained pattern of abuse * are there ongoing risks to the victim, other children, school or college staff * contextual safeguarding issues   Following a report of sexual violence, the designated safeguarding lead (or deputy) will make an immediate risk and needs assessment, considering:  • the victim  • the alleged perpetrator  • all other children (and if appropriate adult students and staff).  Risk assessments will be recorded and kept under review as a minimum termly.  Further detailed guidance on Child on Child Sexual Violence and Sexual harassment is found in Keeping Children Safe in Education 2022, Part 5.) (KCSIE currently 2022 but adapting to the changes which will be implemented in the KCSIE document September 2023)  **Sexual violence and sexual harassment between children in schools and colleges**  **Context**  Sexual violence and sexual harassment can occur between two children of any age and gender from primary to secondary stage and into colleges. It can also occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.  Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable.  It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.  Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with special educational needs and disabilities (SEND) and LGBT+ children are at greater risk.  Staff should be aware of the importance of:   * challenging inappropriate behaviours * making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up * not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and * challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.   **What is sexual violence and sexual harassment?**  **Sexual violence**  It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way and that it can happen both inside and outside of school/college. When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003 as described below:  **Rape:** A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.  **Assault by Penetration:** A person (A) commits an offence if: s/he intentionally  penetrates the vagina or anus of another person (B) with a part of her/his body or  anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.  **Sexual Assault:** A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. (Schools should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent, or touching someone’s bottom/breasts/genitalia without consent, can still constitute sexual assault.)  **Causing someone to engage in sexual activity without consent:** A person (A)  commits an offence if: s/he intentionally causes another person (B) to engage in an  activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.)  **What is consent?**  **Consent is about having the freedom and capacity to choose.**  Consent to sexual activity may be given to one sort of sexual activity but not another, e.g.to vaginal but not anal sex or penetration with conditions, such as wearing a condom.    Consent can be withdrawn at any time during sexual activity and each time activity  occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.  **Sexual consent**  • a child under the age of 13 can never consent to any sexual activity;  It is important school and college staff (and especially designated safeguarding leads and their deputies) understand consent. This will be especially important if a child is reporting they have been raped or sexually assaulted in any way.  PSHE Teaching about consent from the PSHE association provides advice and lesson plans to teach consent at Key stage 3 and 4.   * the age of consent is 16 * sexual intercourse without consent is rape.   **Sexual harassment**  When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline and both inside and outside of school/college. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.  Whilst not intended to be an exhaustive list, sexual harassment can include:   * sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names sexual “jokes” or taunting physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include: * consensual and non-consensual sharing of nude and semi-nude images and/or videos.   As set out in UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people (which provides detailed advice for schools and colleges) taking and sharing nude photographs of  U18s is a criminal offence;  It is important to differentiate between consensual sexual activity between children of a similar age and that which involves any power imbalance, coercion or exploitation. Due to their additional training, the designated safeguarding lead (or deputy) should be involved and generally speaking leading the school or college response. If in any doubt, they should seek expert advice.  Project deSHAME from Childnet provides useful research, advice and resources regarding online sexual  harassment.  Consensual image sharing, especially between older children of the same age, may require a different response. It might not be abusive – but children still need to know it is illegal- whilst non-consensual is illegal and abusive.   * sharing of unwanted explicit content * upskirting (is a criminal offence) * sexualised online bullying * unwanted sexual comments and messages, including, on social media; * sexual exploitation; coercion and threats.   **Sharing of nude and semi- nude images (Sexting)** is set out in UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people is defined as the production and/or sharing of sexual photos and videos of and by young people who are under the age of 18. It includes nude or nearly nude images and/or sexual acts. It is also referred to as ‘youth produced sexual imagery’. **Sharing of nude or semi- nude images does not include the sharing of sexual photos and videos of under-18 year olds with or by adults. This is a form of child sexual abuse and must be referred to the police.**   * School staff are aware of how to manage incidents where images have been shared and must pass on any incidents or concerns to the DSL * School staff are aware that they should never view, download or share the imagery, or ask a child to share or download – this is illegal * If staff have already viewed the imagery by accident (e.g. if a young person has showed it to them before they could ask them not to), report this to the DSL * Staff will not delete the imagery or ask the young person to delete it. * Staff will not ask the young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL * Staff will keep details of the incident confidential, reporting this to the DSL * Staff are mindful not to do anything to blame or shame any young people involved * The incident will be followed up by the DSL or Deputies and follow appropriate guidelines * If the DSL/ SLT must view the images, this should be discussed and done so in a private space and the reasoning behind this must be logged on the incident report.   **Upskirting**  The Voyeurism (Offences) Act 2019, which is commonly known as the Upskirting Act, came into force on 12 April 2019. ‘Upskirting’ is where someone takes a picture under a persons clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any sex, can be a victim.  **The response to a report of sexual violence or sexual harassment**  The initial response to a report from a child is incredibly important. How the school or college responds to a report can encourage or undermine the confidence of future victims of sexual violence and sexual harassment to report or come forward. Schools and colleges not recognising, acknowledging or understanding the scale of harassment and abuse and/or downplaying of some behaviours can actually lead to a culture of unacceptable behaviour. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.  If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out from paragraph 55 in Part One of this guidance. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy)  **Domestic abuse** is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 and over who are, or have been, intimate partners or family members regardless of gender of sexuality. The abuse can encompass, but is not limited to:   * Psychological * Physical * Sexual * Financial * Emotional   Exposure to domestic abuse and/ or violence can have a serious, long lasting emotional and psychological impact on children. In some case, a child may blame themselves for the abuse or may have had to leave the family home as a result.   * ALL staff and volunteers understand what domestic abuse is and the potential impact upon children and how this might be displayed.   The DSLs will: -   * Ensure that the school has suitably trained Key Adult/s in order to fulfil its * obligations under Operation Encompass * Ensure that the school’s commitment to Operation Encompass is known throughout the school community via the means of staff training, parental letters, posters and the school website * School will provide an overview of Operation Encompass with the names of the Op Encompass leads and a link to the Op Encompass website   (<https://www.operationencompass.org/>)  **Operation Encompass**  Operation Encompass operates in all police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child’s circumstances and can enable immediate support to be put in place, according to the child’s needs.  Operation Encompass does not replace statutory safeguarding procedures. Where appropriate, the police and/or schools should make a referral to Children’s Social Care if they are concerned about a child’s welfare.  National Domestic Abuse Helpline  Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved  ones. It also has a form through which a safe time from the team for a call can be  booked.  Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at:  • NSPCC- UK domestic-abuse Signs Symptoms Effects  • Refuge what is domestic violence/effects of domestic violence on children  • Safelives: young people and domestic abuse.  • Domestic abuse: specialist sources of support - GOV.UK (www.gov.uk) (includes  information for adult victims, young people facing abuse in their own relationships  and parents experiencing child to parent violence/abuse)  • Home : Operation Encompass (includes information for schools on the impact of  domestic abuse on children)  **Homelessness**  Being homeless or being at risk of becoming homeless presents a real risk to a child’s welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children’s social care where a child has been harmed or is at risk of harm.  The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: Homeless Reduction Act Factsheets. The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness  crisis.  In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children’s Social Care will be the lead agency for these children and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child’s circumstances. The Department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/or require accommodation.  **Children absent/ missing from education** Staff will be aware a child being absent from school is a potential indicator of abuse or neglect and, as such, these students are particularly at risk of being victims of harm, sexual and criminal exploitation, forced marriage, female genital mutilation or radicalisation. Staff will monitor students that are absent from school, particularly on repeat occasions, and report them to the DSL following normal safeguarding procedures, and in accordance with the School Attendance Procedures. The school will inform the LA of any student who fails to attend regularly or has been absent without the school’s permission for a continuous period of 10 school days or more, in accordance with LA protocol.  Where reasonably possible we hold more than one emergency contact number for their students and students.   * ALL staff and volunteers follow school procedures when a child misses education particularly on repeat occasions to help identify the risk of abuse and neglect * The school Attendance Procedure is up to date, reviewed annually and includes reference to CME and procedures followed in the case of children missing or who have attendance concerns * There is an admissions policy and an attendance register * The Local Authority is informed of any student who fails to attend school regularly, or has been absent without the schools permission for a continuous period of 10 school days or more * Where reasonably possible Roselyn House School and The RHISE Service should hold more than one emergency contact number for our students * All staff will be aware that children going missing from education can be a warning sign of safeguarding considerations and act on these in line with the policy   **Children attending an approved educational activity**  An approved educational activity is where a student is attending another school at which they are registered or taking part in off-site activity such as field trips, educational visits, work experience or unregistered alternative provision.  Students can only be recorded as attending an off-site activity if it is approved by the school, of an educational nature and supervised by someone authorised by the school. Ultimately, school are responsible for the safeguarding and welfare of students taking part in an off-site educational activity so it would be reasonable to expect that the school would only authorise someone who was answerable to the school to supervise an activity. Such activities include:   * Dual registered at another school * Participating in a supervised sporting activity * Educational visit or trip * Work experience. * Vocational placements   (See Educational Visits Policy)  **Contextual safeguarding**  Safeguarding incidents and/or behaviours can be associated with factors outside the school or sixth form and/or can occur between children outside the school or sixth form. All staff, but especially the designated safeguarding lead (and deputies) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child’s life that are a threat to their safety and/or welfare. Children’s social care assessments should consider such factors so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.  The Covid-19 Pandemic has increased issues surrounding Mental Health and students and families are finding it difficult to follow Government guidance. Families are struggling that they are unable to access support from outside agencies. Families are struggling financially due to the cost of living crisis with specific increase in fuel and food.  All staff will have read Part 1 of Keeping Children Safe in Education September 2022 (KCSIE currently 2022 but adapting to the changes which will be implemented in the KCSIE document September 2023 and be aware of specific forms of abuse and safeguarding issues and vulnerable groups of children.  **Other vulnerable categories and further detailed information contained in Annex 1 are:**   * Abduction * Alcohol misusing Parents/ Carers * Breast ironing/ flattening * Bullying * Children from abroad including unaccompanied and separated children and the international tracing and messaging services * Children living away from home including temporary accommodation * Children in Foster Care * Children Placed In Residential Settings * Children of families living in temporary accommodation * Complex (organised or multiple) abuse * Concealed or denied pregnancy * Dangerous or out of control pets * Disabilities and Learning Difficulties * Diversity (Institutional Racism) * Domestic Violence and abuse * Drug misusing Parents/ Carers * Pregnancy and Neo-Natal Care * Fabricated Induced Illness * Female Genital Mutilation (FGM) * Forced Marriage * Gambling * Gang, Group activity and criminal exploitation affecting children/ county lines * Historical abuse allegations * Honour based abuse * Hospital stays for children where there are welfare concerns * International cross- border child protection cases under the 1996 Hague Convention * Intra- familial child sexual abuse * Learning Difficulties and disabilities of Parent/ Carer * Licensed Premises * Mental Illness of a Parent/ Carer * Missing Children and Families * Modern Slavery/ Trafficking * Online Safeguarding * Parental responsibility including same sex parents and Looked after Children * Peer Abuse * Private Fostering * Radicalisation * Religious Beliefs and Linked Abuse * Safeguarding Children and young people in the youth justice system * Self-harm or suicidal ideation * Sexually active young people under the age of 18 * Transfer across local authority boundaries * Uncooperative families * Visiting prisons   For all specific safeguarding issues, DSLs will seek advice from LCC Schools Safeguarding Officer or MASH Education Officers and follow national and local guidance that can be accessed in the School's Safeguarding Portfolio:   * [Multi Agency Statutory Guidance on FGM](https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation) * <http://panlancashirescb.proceduresonline.com/chapters/p_female_mutilation.html> * [Prevent Duty](https://www.gov.uk/government/publications/prevent-duty-guidance) * <http://panlancashirescb.proceduresonline.com/chapters/p_violent_extremism.html> * <http://panlancashirescb.proceduresonline.com/chapters/p_forced_marriage.html> * [What to do if you suspect a child is being sexually exploited](https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2) * <http://panlancashirescb.proceduresonline.com/chapters/p_child_sex_exp.html> * [Sexting in Schools Guidance](https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis) * Sexting in schools and colleges: responding to incidents and safeguarding young people * [ACPO CPAI Lead’s Position on Young People Who Post Self-Taken Indecent Images](http://sytech-consultants.com/useful-articles/acpo-cpai-leads-position-on-young-people-who-post-self-taken-indecent-images/) * Criminal Exploitation of children and vulnerable adults: County Lines guidance. * Criminal Exploitation of children and vulnerable adults: County Lines guidance. * Making Sense of Keeping Safe In Education- A Practical Guide   (Please see Annex 2 for Adult Safeguarding.) | |
| **Online Safety** | **Roselyn House School and The RHISE Service is committed to keeping students safe online. We therefore ensure that:**   * ALL staff and volunteers understand that children can be harmed online via hurtful and abusive messages, enticing children to engage in age inappropriate conversations, sharing and production of indecent images or encouraging risk taking behaviour * The school’s Online Safety Policy details how we keep students safe when using the internet and mobile technology * Online bullying by students, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our [Anti-bullying and Behaviour Policy](https://www.gov.uk/bullying-at-school) * There is a clear Online Safety Policy which is shared with Parents/ Carers, staff and students * The PSHE Curriculum teaches students about online safety. See Personal Social Health Education, Culture, Citizenship and Community and Enterprise &Employability Curriculum Policy * There is a clear and explicit procedure for dealing with mobile phones that are brought into school by children * DfE advice; [Searching, Screening and Confiscation](https://www.gov.uk/government/publications/searching-screening-and-confiscation) is followed where there is a need to search a student for a mobile device. This currently does not apply and we should not search. * When school become aware of an online safety issue that has occurred outside of school, it is managed in accordance with the school Online Safety Policy * The school has appropriate filters and monitoring systems in place regarding use of internet (3G and 4G) in school. **(See Electronic Communication and Information Policy).** * There is a **Cyber Security Audit** completed annually against the Cyber Security Standards and is managed by Mr Somers, IT Co-ordinator and Mrs Smith Business Manager. * All DSLs have responsibility for understanding the filtering and monitoring systems and processes in place as part of their remit. * Understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring is included in safeguarding and child protection training at induction for all staff and is updated annually. * This policy includes how appropriate filtering and monitoring technology on school devices and school networks form part of the work for Safeguarding and Child Protection.   **Web Filtering and monitoring of technology**  **(See Online Safety Policy, Electronic Information and Communication Policy, Filtering and Monitoring Audit and Cyber Security Audit).**   * Blocking strategies prevent access to a list of unsuitable sites or newsgroups. * Maintenance of the blocking list is a major task as new sites appear every day. * A walled-garden or allow list provides access only to a list of approved sites. An allow list will inevitably restrict students' access to a narrow range of information. * Dynamic filtering examines the content of Web pages or e-mail for unsuitable words. Filtering of outgoing information such as Web searches is also required. * Rating systems give each Web page a rating for sexual, profane, violent or other unacceptable content. Web browsers can be set to reject these pages. * Monitoring records Internet sites visited by individual user. Access to a site forbidden by the filtering policy will result in a report. It is also possible to remove access automatically after a set number of policy violations. * Roselyn House School / The RHISE Service will work in partnership with parents/ carers, the LEA, DFE and the Internet Service Provider to ensure systems to protect students are reviewed and improved. * If staff or students discover unsuitable sites, the URL (address) and content must be reported to the Internet Service Provider via the ICT Co-ordinator * Senior staff and the ICT Co-ordinator will ensure that regular checks are made to ensure that the filtering methods selected are appropriate, effective and reasonable. * Any material that Roselyn House School / The RHISE Service believes is illegal must be referred to the Internet Watch Foundation (please see references given later). * Filtering strategies will be selected by Roselyn House School / The RHISE Service, in discussion with the filtering provider. The filtering strategy will be selected to suit the age and curriculum requirements of the student.   Roselyn House School and The RHISE Service utilises an internet filtering facility provided by Rawstream Ltd. The web filtering service provides the ICT Manager with a web interface with which they can control and monitor internet usage in both of our school sites.   Rawstream’s GUI (Graphical User Interface) allows easy monitoring of web traffic and allows the blocking of unsuitable websites either by category or by direct URL (Uniform Resource Locator) blocking. The web interface is accessed at least once a week by the ICT Manager to ensure no unsuitable URL’s are being accessed or any access has been attempted and appropriate action taken to prevent any further breaches. The software allows for blocking categories such as Social Media, Adult content, Chat Rooms, Drug use, amongst many others. The software also provides blocking for Virtual Private Networks (VPN’s) which users can utilise to access otherwise blocked websites via a third party URL or a web browser add on extension. It also provides a search engine filter which ensures that any non age appropriate content is allowed on the schools networks .YouTube access is also filtered so it only shows age appropriate content.  The webfilter is active on both the Wired Local Area Network and over the WiFi access points.  Roselyn House School and The RHISE Service follows and complies with the **Filtering and Monitoring Standards** which are audited annually:   * identify and assign roles and responsibilities to manage filtering and monitoring systems. * review filtering and monitoring provision at least annually. * block harmful and inappropriate content without unreasonably impacting teaching and learning. * have effective monitoring strategies in place that meet their safeguarding needs   **Inappropriate use of equipment and systems**  Access is granted to the web, telephones and to other electronic systems, for legitimate work purposes only.  Misuse or abuse of our telephone or e-mail system or inappropriate use of the internet in breach of this policy will be dealt with in accordance with the School’s Disciplinary Policy and Procedure.  Changes to all staff understanding the web filtering and to recognise if it is working properly has come about due to work done by Judy and Andy Thomas who lost their child to suicide when they were able to access self- harm and suicide content videos at school. The school was unaware that the systems weren’t working properly. These are regularly checked by the IT Co-ordinator at Roselyn House School and The RHISE Service and supported by DSL’s who may check in the interim or deputise on authority from the Headteacher. | |
| **Mental Health** | **All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.**  Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff at Roselyn House School and The RHISE Service, however, are well placed to observe our young people day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.  **Where young people have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood**. It is key that staff are aware of how these children’s experiences, can impact on their mental health, behaviour, and education. **(See Behaviour Policy, SEND Policy and Curriculum Policy)**  At Roselyn House School and the RHISE service we work with CAMHS and have our own therapists onsite from Essere.  More information can be found in the mental health and behaviour in schools guidance.  Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among children. See **Rise Above** for links to all materials and lesson plans.  If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, by recording on CPoms, and speaking to the designated safeguarding lead or a deputy.  We provide a wellbeing service for staff with drop ins from our Wellbeing and Mental Health Champions as we recognise the day to day affects working with students and specific Safeguarding and Child Protection issues can have. For our DSL’s, they meet weekly to discuss vulnerable student cases and this time is made available for supervision. Each DSL supports each other across the whole school. | |
| **Record Keeping** | **Roselyn House School is committed to recording all matters relating to the welfare of children in a relevant format. We therefore ensure that:**   * DSLs will create and maintain accurate safeguarding records * there is an agreed format for reporting all matters relating to child wellbeing, from an early help requirement to a disclosure of abuse in line with LCC Policy * ALL staff use the agreed format for passing on concerns * concerns should be factual and evidence based * concerns should be entered onto CPoms with the correct headings to alert the DSLs * concerns should be passed directly to the DSL * ALL concern logs will be kept either in whole school safeguarding files or in an individual student safeguarding file or on CPoms * a student will have an individual safeguarding file when there has been a number of concerns, an offer of Early Help or the family is, or has been at Level 2 or above on the Continuum of Need * DSLs will record all discussions, decisions and rationale behind decisions and sharing of information in the child's records on CPoms * DSLs will record evidence of child's wishes, professional challenge, offers of early help and multi-agency working on CPoms * The DSL will regularly audit CPOMS * when individual students are discussed during staff meetings, such as supervision, staff updates or risk assessments etc. student information should be anonymised or stored in a secure manner * all safeguarding records will be stored securely in a locked room in a locked cabinet * only DSLs and other named staff will have access to safeguarding records * a student's safeguarding file will be transferred, in its entirety, to the educational establishment where the child moves to, unless there is ongoing legal action.. * the safeguarding file will be hand delivered to the DSL at the receiving school. If this is not possible, the safeguarding file will be sent by recorded delivery. * a receipt will be obtained at time of transfer and the responsibility for the safeguarding records will pass to the receiving school. * We recognise that all matters relating to Safeguarding are confidential. * The head teacher or the Designated Safeguarding Lead will disclose any information about a student to other members of staff on a need-to-know basis only * All staff members must be aware that they cannot promise a child to keep key information a secret or to themselves which might compromise the child’s safety or well-being. * All staff members have a professional responsibility to share information with other agencies in order to safeguard children. * All staff members who come into contact with children will be given appropriate training to understand the purpose of information sharing in order to safeguard and promote children’s welfare. * We will ensure that staff members are confident about what they can and should do under the law, including how to obtain consent to share information and when information can be shared without consent. * Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers supports staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information and considerations with regard to the Data Protection Act 2018 and General Data Protection Regulation (GDPR). If in any doubt about sharing information, staff should speak to the designated safeguarding lead or a deputy. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety of children. (KCSIE 2023) * DSLs will inform staff of Lancashire School Safeguarding Record-keeping, CPOMS, including electronic systems, file retention guidance and UK GDPR for Lancashire School Settings 2023-2024.   **Information Sharing**  Schools should not provide students' education data where the serious harm test under the GDPR and Data Protection Act 2018 legislation is met. This means that schools should withhold education data under the GDPR where the serious harm test is satisfied. An example of which may be where a child is in a refuge.  This exemption is specific to subject access requests - the change does not impact the need to share safeguarding information with other agencies, eg Children's Services.   * the educational establishment where the student attends at statutory school leaving age (18) will securely retain the safeguarding records until the child's 25th birthday. Safeguarding records will then be destroyed securely * advice will be sought from legal services and/or Schools Safeguarding Officer if any staff are unclear about any aspects of safeguarding record keeping   **Record Keeping**   * All concerns, discussions and decisions made and the reasons for those decisions must be recorded on CPoms and attempt to capture the child’s voice and their daily lived experience. * We will continue to support any student leaving the school about whom there have been concerns by ensuring that all appropriate information, including Safeguarding and welfare concerns, is forwarded under confidential cover to the student’s new school as a matter of priority. * Schools should have at least two emergency contacts for every child in the school in case of emergencies, and in case there are welfare concerns at the home in order to reduce the risk of not making contact with family members where welfare and/or safeguarding concerns are identified. Keeping Children Safe in Education September 2023. | |
| **Safer Recruitment** | **Roselyn House School and The RHISE Service is committed to keeping students safe by ensuring that adults who work or volunteer in school are safe to do so. We therefore ensure that:**   * [Human Resources guidance](http://www3.lancashire.gov.uk/corporate/web/?siteid=5047&pageid=26076) supported by Penninsula Business Services is adhered to, to ensure that there is a strong reference and commitment to safeguarding during advertisement, selection and recruitment of new staff * at least one Director and one staff member have attended Safer Recruitment Training * there are at least 2 people on each selection panel and at least one person on every selection panel has attended Safer Recruitment Training * ALL staff will monitor the conduct of all adults who come into contact with children at school and report any concerns to the DSL, Headteacher or Directors as appropriate * relevant, proportionate and lawful checks are undertaken on all adults who regularly work at, or visit the school * a Single Central Record is kept of checks that are undertaken on all adults who regularly work at, or visit the school * The Headteacher evidences regular (at least Termly) oversight/ scrutiny of the SCR * The Single Central Record is stored securely, and is kept in electronic format and on paper, and only accessed by the School Business Manager and Directors * evidence of staff members identity, required qualifications and the right to work in the UK will be kept in individual personnel files * covering (umbrella) letters will be obtained from agencies and other employers that provide staff to work in school to confirm that appropriate checks have been undertaken. Agencies will be requested to complete checklist * individual identity checks will be undertaken on those staff detailed above to ensure they are employees of the named agency/employer * a transfer of control agreement will be used where other agencies/organisations use school premises and are not operating under school's safeguarding policies and procedures * online searches of shortlisted candidates, who will be informed, will be carried out prior to interview and recorded on the SCR * Schools and colleges do not have to keep copies of DBS certificates in order to fulfil the duty of keeping the SCR (From September 2023) | |
| **Managing allegations against staff** | **There are clear policies in line with those from the CSAP (Childrens Safeguarding Assurance Partnership) for dealing with allegations against people who work with children.**  Such policies make a clear distinction between an allegation, a concern about the quality of care or practice or a complaint. An allegation may relate to a person who works with children who has:   * Behaved in a way that has harmed a child, or may have harmed a child; * Possibly committed a criminal offence against or related to a child; or. * Behaved towards a child or children in a way that indicates they may pose a risk of harm to children * behaved or may have behaved in a way that indicates they may not be suitable to work with children.   Further information is available in Safeguarding Portfolio with LADO information and flow chart for how allegations are managed.   * We will prevent people who pose risks to children from working in our school by ensuring that all individuals working in any capacity at our school have been subjected to safeguarding checks in line with Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, 2022 (and new changes have been reflected in this policy for September 2023) . In addition to obtaining the DBS certificate described, anyone who is appointed to carry out teaching work will require an additional check to ensure they are not prohibited from teaching.   A check of any prohibition can be carried out using the Teacher Services’ system that may be found here:  https://teacherservices.education.gov.uk/ (January 2018)  Prohibition orders are described in the National College for Teaching and Leadership’s (NCTL) publication Teacher misconduct: the prohibition of teachers. It can be found here:  <https://www.gov.uk/government/publications/teacher-misconduct-the-prohibition-of-teachers--3>   * We will ensure that agencies and third parties supplying staff provide us evidence that they have made the appropriate level of safeguarding checks on individuals working in our school. The single central record must cover the following people: all staff, including teacher trainees on salaried routes, agency and third-party and supply staff who work at the school. The Single Central Record is located and kept by Mrs Smith, Business Manager. * Every job description and person specification, and job advertisement will have a clear statement about the safeguarding responsibilities of the post holder. The school website will echo this within our ‘work for us’ section. * We will ensure that at least one member of every interview panel has completed safer recruitment training. * We have a procedure in place to manage allegations against members of staff, supply staff and volunteers (and to respond to low level concerns). We will communicate with Local Authority Designated Officer (LADO), through consultations and referrals when needed * Supply teachers – we will consider all allegations against an individual not directly employed by, where disciplinary procedures do not fully apply, (for example, supply teachers provided by an employment agency) and ensure allegations are dealt with properly and communication with supply agency and Local Authority Designated Officer (LADO) is continued throughout the investigation. * There is an agreed staff behaviour policy (sometimes called the code of conduct) which is compliant with ‘Safer Working Practices’, and includes - acceptable use of technologies, staff/student relationships and communications including the use of social media. Staff receive this on induction and receive updates. * For agency and third-party supply staff, schools and colleges must also include whether written confirmation has been received that the employment business supplying the member of supply staff has carried out the relevant checks and obtained the appropriate certificates, and the date that confirmation was received and whether any enhanced DBS certificate check has been provided in respect of the member of staff.   **Any allegations made against an outside organisation or individual using the school premises should be dealt with as any other safeguarding allegations and the policies and procedures followed by informing the LADO.**  **All staff at Roselyn House School and The RHISE Service are aware of these procedures and aware of the following expectations and protocol:-**   * ALL staff and volunteers are aware that they must refer allegations or concerns around staff (including supply staff) conduct to the Headteacher * ALL staff and volunteers are aware of the requirement to, and process of referring allegations or concerns around the Headteacher to the nominated Governor * The Headteacher and/or The Business Manager will discuss the allegation with the Local Authority Designated Officer (LADO) * CSAP procedures for dealing with allegations against staff will be followed   <http://panlancashirescb.proceduresonline.com/chapters/p_allegations.html>   * ALL staff and volunteers remember that the welfare of the child is paramount and that they have a duty to inform DSL / Headteacher if any adult's conduct gives cause for Concern * All concerns of poor practice or possible child abuse by staff and volunteers should be reported to the DSL/ Headteacher * ALL staff are aware of the school’s Whistle Blowing Policy which enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place * Staff are fully aware of Guidance for Safer Working Practice and Staff Code of conduct and are aware of professional expectations of their own behaviour and conduct.   **Whistle-blowing and complaints**   * We recognise that our students cannot be expected to raise concerns in an environment where staff members fail to do so. At Roselyn House School and The RHISE Service, the Whistle Blowing policy is available in the staff handbook and at induction   Whistleblowing: guidance and code of practice for employers is located:  [Whistleblowing: Guidance for Employers and Code of Practice (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/415175/bis-15-200-whistleblowing-guidance-for-employers-and-code-of-practice.pdf)  - Email help@nspcc.org.uk   * We will ensure that all staff members are aware of their duty to raise concerns, where they exist, about the management of Safeguarding, which does include the attitude or actions of colleagues. If necessary, they will speak with the Headteacher, the chair of the governing body or with the Local Authority Designated Officer (LADO). * We have a clear reporting procedure for young people, parents and other people to report concerns or complaints, including abusive or poor practice. (**See Complaints and Representations Policy)** * We will actively seek the views of students, parents and carers and staff members on our Safeguarding arrangements through surveys, questionnaires and other means. | |
| **Visitors** | **Roselyn House School and The RHISE Service is committed to keeping students safe by ensuring that visitors to school do not pose a risk to children at our school. We therefore ensure that:**   * visitors to school sign in and wear identification, visitor’s badge to indicate they have done so * ALL staff and children, where appropriate, will challenge visitors to school who are not wearing correct identification * visitors sign out and remove/hand in their identification when they leave the school * visitors are aware of who to speak to if they are worried about a child during their visit * visitors are accompanied during their visit, when children are present, unless they have undergone relevant checks and these are accepted and verified by DSL or Headteacher / Business Manager * visitors will behave in a way that is compliant with the school's **Code of Conduct** * visitors will not use mobile phones or other similar electronic devices during their visit unless agreed by the headteacher or DSL * visitors will not initiate contact or conversations with students unless this is relevant and appropriate to the reason for their visit * when there are several visitors to the school at the same time (such as for an assembly etc) there will be adequate staff supervision of children and visitors. A risk assessment will be undertaken if deemed necessary or appropriate * when visitors are undertaking activities with children, content of the activity will be agreed with the headteacher or DSL, prior to the visit   **Contractors, Service, Alternative Providers, Activity Providers and Work Placement Providers**   * We will ensure that contractors and providers are aware of our school’s safeguarding policy and procedures. We will require that employees and volunteers provided by these organisations use our procedure to report concerns. * We will seek assurance that employees and volunteers provided by these organisations and working with our children have been subjected to the appropriate level of safeguarding checks in line with Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, 2021. If assurance is not obtained, permission to work with our children or use our school premises may be refused. * When we commission services from other organisations, we will ensure that compliance with our policy and procedures is a contractual requirement.   **Site Security**   * All staff members have a responsibility to ensure our buildings and grounds are secure and for reporting concerns that may come to light. * We check the identity of all visitors and volunteers coming into school. Visitors are expected to sign in and out in the office visitors’ log and to display a visitor’s badge while on the school site. Any individual who is not known or identifiable will be challenged for clarification and reassurance. * **Roselyn House School and The RHISE Service will not accept the behaviour of any individual, parent or anyone else, that threatens school security or leads others, child or adult, to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse the person access to the school site.** | |
| **Cameras, Mobile Phones and Devices** | **Roselyn House School and The RHISE Service is committed to keeping students safe by ensuring that electronic devices such as cameras, phones and tablets are used in an appropriate manner. School will therefore ensure that:**   * parental consent is obtained to take and use photographs and/or videos of children * parental consent is obtained for photographs to be taken by the media for use in relation to promoting or publishing the school * separate parental consent is obtained if any other agency requests to take photographs of any child * parental consent will be valid for 5 years but may be sought more regularly at the discretion of the headteacher * images will be uploaded to, and stored in a secure place for a relevant amount of time, this may be for longer than the child is at school if appropriate * photographs and videos of children are only taken to provide evidence of their achievements for developmental records or for other school related purposes * Any photos should be taken using the school’s iPads or cameras and uploaded to the designated area on SharePoint and the IT Manager/ Headteacher informed * the school's digital camera/s or memory cards must not leave the school setting unless this is agreed by the headteacher for official school business * photos are printed/uploaded in the setting by staff and once done images are immediately removed from the cameras memory * parents are reminded frequently of the risks associated with posting images of children to social media * parents are reminded frequently that they are not permitted to distribute or post images that contain children other than their own * staff, volunteers and visitors will not use mobile phones in toilet or changing areas * **The Headteacher** will outline when and where staff, volunteers and visitors can use their mobile phones. Staff have access to CPOMS via their mobile phones. * ALL staff, volunteers and visitors will adhere to the above policies and failure to do so will be addressed appropriately by the headteacher and/or the Governing Body * Students' use of mobile phones and other devices will be managed under the school's **Reasonable Use Policy within the Online Safety Policy** * DFE Advice; [**Searching, Screening and Confiscation**](https://www.gov.uk/government/publications/searching-screening-and-confiscation)is followed where there is a need to search a student for a mobile device.   The use of personal electronic devices, including mobile phones and cameras, by staff and students is closely monitored by the school, in accordance with the Behaviour Policy.  Where photographs and videos will involve students who are CLA, adopted students, or students for whom there are security concerns, the headteacher will liaise with the DSL to determine the steps involved. The DSL will, in known cases of students who are CLA or who have been adopted, liaise with the students’ social workers, carers or adoptive parents to assess the needs and risks associated with the students. | |
| Toolkits | <https://ask-ava.org.uk/>  <https://learning.nspcc.org.uk/safeguarding-self-assessment-tool>  <https://learning.nspcc.org.uk/research-resources/2019/let-children-know-you-re-listening/>  <https://learning.nspcc.org.uk/research-resources/2019/harmful-sexual-behaviour-framework>  <https://www.farrer.co.uk/News/Briefings/PEER-ON-PEER-ABUSE-TOOLKIT/>  <https://www.csnetwork.org.uk/en/beyond-referrals-levers-for-addressing-harmful-sexual-behaviour-in-schools>  <https://www.childnet.com/resources/star-send-toolkit>  <https://www.childnet.com/resources/just-a-joke/>  <https://www.childnet.com/resources/step-up-speak-up>  <https://learning.nspcc.org.uk/research-resources/2019/harmful-sexual-behaviour-framework>  <https://www.csnetwork.org.uk/en/beyond-referrals-levers-for-addressing-harmful-sexual-behaviour-in-schools>  **Sharing nudes and semi nudes**  <https://sexting.lgfl.net/>  <https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>  **Support for Parents/ Carers**  <http://www.ceopeducation.co.uk/parents>  <http://www.ceopeducation.co.uk/parents/ask-the-awkward> | |
| Additional advice and support | **Abuse:**  <https://gbr01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.csacentre.org.uk%2Fknowledge-in-practice%2Fpractice-improvement%2Fsupporting-practice-in-tackling-child-sexual-abuse%2F&data=05%7C01%7CJenny.Shaw%40homeoffice.gov.uk%7Cb317ae677e1447b462cd08da2cf677bb%7Cf24d93ecb2914192a08af182245945c2%7C0%7C0%7C637871734317133168%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=ejskOaETdABtpPlT%2FnhOBY9ceu%2Bdbp6GbB%2BB1fqhHXg%3D&reserved=0>  <https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>  <https://www.gov.uk/domestic-violence-and-abuse>  <https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief>  <https://www.gov.uk/government/publications/forced-marriage-resource-pack>  <https://www.gov.uk/government/collections/disrespect-nobody-campaign>  <https://www.gov.uk/government/publications/tackling-child-sexual-abuse-strategy>  <https://stopabusetogether.campaign.gov.uk/>  **Bullying:**  <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>  **Children missing from education, home and care:**  <https://www.gov.uk/government/publications/children-missing-education>  <https://www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care>  <https://www.gov.uk/government/publications/missing-children-and-adults-strategy>  **Children with family members in prison:**  <https://www.nicco.org.uk/>  **Child exploitation:**  <https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance>  <https://www.gov.uk/government/publications/care-of-unaccompanied-and-trafficked-children>  <https://www.gov.uk/government/publications/care-of-unaccompanied-and-trafficked-children>  <https://www.gov.uk/government/publications/child-exploitation-disruption-toolkit>  <https://www.childrenssociety.org.uk/information/professionals/resources/county-lines-toolkit>  <https://tce.researchinpractice.org.uk/>  **Confidentiality:**  <https://www.nspcc.org.uk/preventing-abuse/child-protection-system/legal-definition-child-rights-law/gillick-competency-fraser-guidelines/>  **Drugs:**  <https://www.gov.uk/government/publications/from-harm-to-hope-a-10-year-drugs-plan-to-cut-crime-and-save-lives/from-harm-to-hope-a-10-year-drugs-plan-to-cut-crime-and-save-lives>  <http://www.talktofrank.com/>  <https://www.pshe-association.org.uk/curriculum-and-resources/resources/drug-and-alcohol-education-%E2%80%94-teacher-guidance>  **Honour Based Abuse and FGM:**  <https://www.gov.uk/government/collections/female-genital-mutilation>  <https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>  <https://www.gov.uk/guidance/forced-marriage>  <https://www.gov.uk/government/publications/the-right-to-choose-government-guidance-on-forced-marriage>  <https://www.gov.uk/government/publications/female-genital-mutilation-resource-pack>  **Health and wellbeing:**  <https://www.pshe-association.org.uk/curriculum-and-resources/resources/rise-above-schools-teaching-resources>  [https://www.gov.uk/government/publications/supporting-students-at-school-with-medical-conditions--3](https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3)  <https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>  <https://www.nhs.uk/mental-health/conditions/fabricated-or-induced-illness/overview/>  **Homelessness:**  <https://www.gov.uk/guidance/homelessness-code-of-guidance-for-local-authorities>  **Information sharing:**  <https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>  <https://ico.org.uk/for-organisations/data-sharing-information-hub/>  **Online safety advice:**  <https://www.childnet.com/resources/cyberbullying-guidance-for-schools>  <http://www.educateagainsthate.com/>  <https://digisafe.lgfl.net/>  <https://learning.nspcc.org.uk/research-resources/schools/e-safety-for-schools>  <https://www.saferrecruitmentconsortium.org/>  <http://www.gov.uk/government/publications/searching-screening-and-confiscation>  <http://www.swgfl.org.uk/>  <https://www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation>  <https://www.gov.uk/government/publications/ukcis-online-safety-audit-tool>  <https://www.gov.uk/government/collections/online-safety-guidance-if-you-own-or-manage-an-online-platform>  <https://www.gov.uk/government/collections/a-business-guide-for-protecting-children-on-your-online-platform>  <https://www.gov.uk/government/collections/a-business-guide-for-protecting-children-on-your-online-platform>  **Online safety- Remote education, virtual lessons and live streaming:**  <https://www.gov.uk/guidance/get-help-with-remote-education>  <https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>  <https://remotesafe.lgfl.net/>  <https://remotesafe.lgfl.net/>  <https://swgfl.org.uk/resources/safe-remote-learning/>  **Online Safety- Support for children:**  <https://www.childline.org.uk/?utm_source=google&utm_medium=cpc&utm_campaign=UK_GO_S_B_BND_Grant_Childline_Information&utm_term=role_of_childline&gclsrc=aw.ds&&gclid=EAIaIQobChMIlfLRh-ez6AIVRrDtCh1N9QR2EAAYASAAEgLc-vD_BwE&gclsrc=aw.ds>  <https://reportharmfulcontent.com/>  <https://www.ceop.police.uk/safety-centre/>  **Online safety- Parental support:**  <https://www.childnet.com/parents-and-carers/parent-and-carer-toolkit>  <http://www.commonsensemedia.org/>  <https://www.gov.uk/government/publications/coronavirus-covid-19-keeping-children-safe-online/coronavirus-covid-19-support-for-parents-and-carers-to-keep-children-safe-online>  <https://www.internetmatters.org/?gclid=EAIaIQobChMIktuA5LWK2wIVRYXVCh2afg2aEAAYASAAEgIJ5vD_BwE>  <https://www.mariecollinsfoundation.org.uk/assets/news_entry_featured_image/NWG-MCF-Parents-Leaflet.pdf>  <https://www.ltai.info/staying-safe-online/>  <https://parentsafe.lgfl.net/>  <https://www.stopitnow.org.uk/>  <https://www.lucyfaithfull.org.uk/>  <http://www.thinkuknow.co.uk/>  <https://parentzone.org.uk/>  <https://www.childrenscommissioner.gov.uk/report/talking-to-your-child-about-online-sexual-harassment-a-guide-for-parents/>  P**rivate fostering:**  <https://www.gov.uk/government/publications/children-act-1989-private-fostering>  **Radicalistion:**  <https://www.gov.uk/government/publications/prevent-duty-guidance>  <https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>  <http://educateagainsthate.com/>  <http://preventforfeandtraining.org.uk/>  <https://prevent.lgfl.net/>  <https://www.gov.uk/government/publications/the-prevent-duty-safeguarding-learners-vulnerable-to-radicalisation/managing-risk-of-radicalisation-in-your-education-setting>  **Serious violence:**  <https://www.gov.uk/government/publications/serious-violence-strategy>  <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/819840/analysis-of-indicators-of-serious-violence-horr110.pdf>  <https://gbr01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fyouthendowmentfund.org.uk%2Fevidence%2F&data=04%7C01%7CSamantha.Darby1%40homeoffice.gov.uk%7Cf89f6e20a7544de96d8d08d8f510d412%7Cf24d93ecb2914192a08af182245945c2%7C0%7C0%7C637528799908291340%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=eNlkQDbIrP4TBxaYATqfLiC2wM2dfOOYNIAqjKJZcEM%3D&reserved=0>  <https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence>  <https://www.gov.uk/government/publications/tackling-violence-against-women-and-girls-strategy>  <https://www.gov.uk/government/publications/tackling-violence-against-women-and-girls-strategy>  **Sexual violence and sexual harassment Specialist Organisations:**  <https://www.barnardos.org.uk/?gclid=EAIaIQobChMIspfntMWB2AIVCrHtCh38DwkAEAAYASAAEgJPt_D_BwE>  <https://www.lucyfaithfull.org.uk/>  <https://www.mariecollinsfoundation.org.uk/>  <https://www.nspcc.org.uk/what-you-can-do/make-a-donation/?source=ppc-brand&utm_source=google&utm_medium=cpc&gclid=EAIaIQobChMI55iS6uap1wIVi7UYCh1Y4wVDEAAYASAAEgIPUfD_BwE&gclsrc=aw.ds>  <https://rapecrisis.org.uk/>  <https://www.saferinternet.org.uk/>  **Harmful sexual behaviour:**  <https://rapecrisis.org.uk/>  <https://www.thesurvivorstrust.org/>  <https://www.nice.org.uk/guidance/ng55>  <https://www.stopitnow.org.uk/concerned-about-a-child-or-young-persons-sexual-behaviour/preventing-harmful-sexual-behaviour/?utm_campaign=1540968_HSB%20Toolkit%20email_SOCIAL%20MEDIA&utm_medium=email&utm_source=Lucy%20Faithfull%20Foundation&dm_i=48W7,X10O,38NO7C,43A9L,1>  <https://learning.nspcc.org.uk/child-abuse-and-neglect/harmful-sexual-behaviour>  <https://learning.nspcc.org.uk/research-resources/2019/harmful-sexual-behaviour-framework>  <https://www.csnetwork.org.uk/en/beyond-referrals-levers-for-addressing-harmful-sexual-behaviour-in-schools>  <https://www.stopitnow.org.uk/concerned-about-a-child-or-young-persons-sexual-behaviour/preventing-harmful-sexual-behaviour/>  **Support for victims:**  <http://www.anti-bullyingalliance.org.uk/>  <https://rapecrisis.org.uk/>  <https://www.thesurvivorstrust.org/>  <https://www.victimsupport.org.uk/>  <https://www.childline.org.uk/?utm_source=google&utm_medium=cpc&utm_campaign=UK_GO_S_B_BND_Grant_Childline_Information&utm_term=role_of_childline&gclsrc=aw.ds&&gclid=EAIaIQobChMIlfLRh-ez6AIVRrDtCh1N9QR2EAAYASAAEgLc-vD_BwE&gclsrc=aw.ds>  **Table of substantive changes in KCSIE from September 2023**  **This table explains where there are substantive changes.**   |  |  | | --- | --- | | Summary | About the guidance | | Part one | Safeguarding information for all staff | | Paragraph 13 | Updated link to Behaviour in schools’ guidance | | Paragraph 14 | New text added to raise awareness of the existing expectation for relevant staff to understand filtering and monitoring | | Part two | The management of safeguarding | | Para 103 | Added reference to filtering and monitoring | | Paragraph 124 | New text added to make clear staff training should include understanding roles and responsibilities in relation to filtering and monitoring | | Paragraph 138 | Reference to child protection policies and appropriate filtering and monitoring on school devices and school networks | | Paragraph 142 | Added new section referencing the new published filtering and monitoring standards The standards are to support schools meet their duty to have appropriate/effective filtering and monitoring systems in place, this is not a new burden | | Paragraph 144 | Reference to cyber security standards | | Paragraphs 167 | Updated to reference Keeping children safe in out-of-school settings | | Paragraph 175 | Clarification provided on the difference between children missing education and children absent from education | | Paragraph 202 | Additional signpost to specialist organisations for children with special educational needs and disabilities | | Part three | Safer recruitment Footnote Clarification that it is good practice for schools to inform shortlisted candidates that online searches will be carried out | | Paragraph 276-277 | Paragraph re-ordered to flow better | | Part four Allegations/concerns | New heading and paragraph Organisations or individuals using school premises | | Part five Child-on-child sexual violence and sexual harassment | Throughout the guidance Revised to reflect wording in behaviour guidance | | Annex A Safeguarding information for school and college staff | Revised to reflect changes in Part one | | Annex B Further information Children absent from education | Revised to reflect the difference between children absent from education and children missing education | | Forced Marriage | Reflects change in law from February 2023 | | Child Exploitation | New reference to multi-agency practice principles | | |
| **Review Dates** | **Policy adopted by Roselyn House School on:** | 13th October 2023   * We will ensure that systems are in place to monitor the implementation of and compliance with this policy and accompanying procedures. * We will complete an audit of the school’s safeguarding arrangements at frequencies. * The school’s senior management and the Directors will ensure that action is taken to remedy any deficiencies and weaknesses identified in child protection arrangements without delay. * This policy and the procedures will be reviewed every academic year. All other linked policies will be reviewed in line with the policy review cycle * The Designated Safeguarding Lead will ensure that staff members, including volunteers and sessional workers are made aware of any amendments to policies and procedures * Additional updates to the safeguarding policy and appendix will take place when needed |
| **Policy is reviewed annually or updated as legislation changes** | Updated: September 2021  Updated: January 2022  Reviewed: June 2022  Updated: April 2023  Reviewed: June 2023  Updated: October 2023  Next review: June 2024 |
| **Key Personnel and Training Details** | **Designated Safeguarding Lead (DSL)** | Jack Birkenhead (Deputy Headteacher) |
| **Date DSL Training**  **Attended** | Jack Birkenhead 12th January 2022 |
| **Deputy DSL** | Tracy Higgins (RHISE Co-ordinator) |
| **Date DSL Training**  **Attended** | Tracy Higgins 18 January 2023 |
| **Strategic Safeguarding Leads** | Rachel Smith Business Manager  Sharon Damerall Headteacher |
| **Date DSL Training Attended** | Rachel Smith 9th March 2023  Sharon Damerall 9th March 2023 |
| **Prevent Lead** | Jack Birkenhead |
| **Date Prevent/WRAP**  **training attended** | 11 October 2022 |
| **Headteacher** | **Sharon Damerall** |
| Date safeguarding training attended (state type of training) | DSL Advanced Training  9th March 2023 |
| **Directors** | **Sharon Damerall**  **Kirsty Willacy** |
| Date safeguarding training attended (state type of training) | Sharon Damerall DSL Advanced Training  9th March 2023  Kirsty Willacy DSL Training 17th November 2022 |
| **Useful Contacts** | **LCC Schools Safeguarding Officer** | Victoria Wallace 01772 531196  CYPsafeeduc@lancashire.gov.uk |
| **Local Authority Designated Officer (LADO)** | Tim Booth / Shane Penn / Donna Green - 01772 536694  [LADO.admin@lancashire.gov.uk](mailto:LADO.admin@lancashire.gov.uk) |
| **MASH Education Officers** | Jenny Ashton 01772 531643  jennifer.ashton@lancashire.gov.uk  Matt Chipchase 01254 220989  matt.chipchase@lancashire.gov.uk |
| **Lancashire Children's Social Care** | 0300 1236720  [cypreferrals@lancashire.gov.uk](mailto:cypreferrals@lancashire.gov.uk)  Anyone can raise a concern about the safety and welfare of a child by calling 0300 123 6720 (or between 5.00pm - 8.00am on 0300 123 6722.)\*  Before you make contact with MASH you need to consider if the child or young person’s needs can be met by services from within your own agency, or by other professionals already involved with the family, including consideration to initiating a Early Help Assessment. Where possible, share information with consent, and where possible, respect the wishes of those who do not consent to having their information shared. Under the GDPR and Data Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk.  **7 golden rules**  Where the needs of the child meet Levels 3 and 4\*\* of the Continuum of Need, professionals are advised to submit a referral form directly to Children's Social Care via the Multi Agency Safeguarding Hub [cypreferrals@lancashire.gov.uk](mailto:cypreferrals@lancashire.gov.uk)  \*\*Where there are immediate safeguarding concerns  about a child or young person (level 4 of the CON /  child protection), you should make direct contact with  MASH on the following number or the Police (999 in  an emergency) - and complete the referral form once  the immediate concerns have been addressed. If the  child you are concerned about already has an  allocated Social Worker go directly to this person by  contacting 0300 123 6720 |
| **Whistleblowing** | 01772 532500  [WhistleblowingComplaints@lancashire.gov.uk](mailto:WhistleblowingComplaints@lancashire.gov.uk) |