



LANCASTER STEINER SCHOOL

SAFEGUARDING POLICY

DOCUMENT CONTROL

Version history

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Changes since last version

Version	Description
V1.1a	Creation
V1.0	Review
V1.1	Edited to reflect new DSL and Deputy DLS
V1.2	Edited to be in line with other policies

Reviewers

Name	Role
Elsbeth Mukerji	SENDCo, Education Coordinator, Deputy DSL
Rachel Theobald	Kindergarten Lead and DSL
Trustees	All
Date of Next Review	March 2020

Issue control

Owner	Lancaster Steiner School
Author	Sara Nobili-Park
Trustee with Responsibility	Sara Nobili-Park
Signature	<i>Sara Nobili-Park</i>
Sign off Date	12/12/2018

WHAT TO DO IF YOU ARE CONCERNED A CHILD IS BEING ABUSED

Lancaster Steiner School is committed to safeguarding and promoting the welfare of its pupils and protecting them from “significant harm”.

If you suspect a child is being abused consult the current School’s Safeguarding and Child Protection Policy or follow the steps below:

Report immediately to the Designated Safeguarding Lead (DSL): **Rachel Theobald**

In the absence of the DSL, report to the Deputy DSL: **Elspeth Mukerji**

If the DSL or deputy cannot be contacted, phone **Lancashire Safeguarding Children Board** on **0300 123 6720** (8am – 8pm) or **0300 123 6722** (8pm – 8am).

The Local Authority Designated Officer (LADO) for Lancashire County Council can also be contacted for advice on allegations against staff. The LADO is **Tim Booth - 01772 536694**.

If an allegation is made against a member of staff this must be referred to the DSL. If the allegation is against the DSL this must be referred to the Trustee with responsibility for Safeguarding: **Sara Nobili-Park – 01524 65522**

Names of Staff/Personnel with responsibilities for Safeguarding and Child Protection

Name	Role	Contact Number
Rachel Theobald	Designated Safeguarding Lead	01524 381876
Elspeth Mukerji	Deputy Designated Safeguarding Lead	01524 381876
Sara Nobili-Park	Trustee responsible for Safeguarding	01524 65522
Lancashire Safeguarding Children’s Board	Local Children’s services in Lancashire	0300 123 6720 (8am – 8pm) 0300 123 6722 (8pm – 8am)
Tim Booth	LADO Lancashire County Council	01772 536694
Andrea Glynn	School Safeguarding Officer	01772 531196

WHOLE SCHOOL POLICY FOR SAFEGUARDING & CHILD PROTECTION

The purpose of this safeguarding policy is to ensure every child who is a registered pupil at our school is safe and protected from harm. This means we will always work to:

- Protect children and young people at our school from maltreatment;
- Prevent impairment of our children’s and young people’s health or development;
- Ensure that children and young people at our school grow up in circumstances consistent with the provision of safe and effective care;
- Undertake that role so as to enable children at our school to have the best outcomes.

This policy will give clear direction to staff, volunteers, visitors and parents about expectations and our legal responsibility to safeguard and promote the welfare of all children at our school. Our school fully recognises the contribution it can make to protect children from harm and to support and promote the welfare of all children who are registered pupils at our school. This policy applies to all pupils, staff, parents, trustees, volunteers and visitors. This policy should be read in conjunction with the School's Safeguarding Portfolio.

KEY AREA	
Statutory Guidance	<ul style="list-style-type: none"> • Section 157 of the Education Act 2002 act and the Education (Independent Schools Standards) (England) Regulations 2003 require proprietors of independent schools (including academies and city technology colleges) to have arrangements to safeguard and promote the welfare of children who are pupils at the school • Working Together to Safeguard Children: a guide to interagency working to safeguard and promote the welfare of children (2018)¹ 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 (KCSIE) (DfE 2018)², this is a statutory guidance for schools and colleges and 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 • Prevent Duty: Departmental advice for schools and childcare providers (DfE July 2015)³ • HM Government: What to do if you are worried a child is being abused • HM Government: Guidance for Safer Working Practice • The Children Act 1989 • The Children Act 2004

¹ <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2> Retrieved on 7/03/2019

² https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/741314/Keeping_Children_Safe_in_Education_3_September_2018_14.09.18.pdf (retrieved on 4/12/2018)

³ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf (retrieved on 4/12/2018)

Ethos	<p><i>Lancaster Steiner 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:</i></p> <ul style="list-style-type: none"> • ALL staff, volunteers and trustees 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 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 and volunteers will contribute to providing a curriculum which will help children develop an attitude which will enable them to enter adulthood successfully and reach their full potential • ALL staff, volunteers and trustees will establish effective, supportive and positive relationships with parents, carers, pupils and professionals
Roles and Responsibilities	<p><i>Lancaster Steiner School is committed to providing the relevant personnel with clear and explicit roles and responsibilities to ensure accountability when safeguarding children. We therefore ensure that:</i></p> <p><u>All adults, including volunteers, working in or on behalf of the school will:</u></p> <ul style="list-style-type: none"> • Demonstrate an understanding that safeguarding is everyone's responsibility • Maintain and demonstrate a mind set of "it could happen here" • Do all they can within the capacity of their role, to keep ensure that children are protected from harm • Do all they can within the capacity of their role, to ensure that children grow up in circumstances consistent with safe and effective care • Do all they can within the capacity of their role, to ensure that children have the best outcomes • Report cases of suspected abuse to the DSL. This will be done as soon as possible using the school's agreed format • Report lower level concerns to the DSL using the school's agreed format • Monitor all pupils, particularly those that are deemed vulnerable • Report any concerns regarding adults conduct to the DSL or Trustee with responsibility for Safeguarding • All staff, if they have concerns, should act upon these concerns immediately and should always speak to the DSL or Deputy DSL, early information sharing being vital in keeping children safe. In exceptional circumstances staff should consider speaking to a member of the trustee body, or Children's Social Care, to discuss safeguarding concerns if the DSL or their Deputy is not immediately available • All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.

The Trustee Body will:

- Ensure that the policies, procedures and training at Lancaster Steiner School are effective and comply with the law at all times
- Ensure that safeguarding policies and procedures are followed by all staff and volunteers
- Put in place safeguarding responses in cases where children go missing from education
- Appoint a DSL and back-ups and ensure that they are provided with appropriate support, funding, resources and time to carry out their role
- Ensure the school contributes to inter-agency working in line with statutory guidance Working Together to Safeguard Children
- Ensure that safeguarding procedures take into account local guidance including *Risk Management Toolkit and Lancashire Continuum of Need and Thresholds Guidance*⁴
- Ensure that staff members undergo safeguarding training at induction
- Ensure that DSLs and all staff, volunteers and Trustees are trained and updated regarding safeguarding regularly in compliance with KCSIE 2018
- Ensure that children are taught about safeguarding
- Prevent people who pose a risk of harm from working with children
- Ensure there are procedures in place to handle allegations against teachers, other staff, trustees, volunteers and visitors
- Ensure staff in school are aware of, and policies reflect, an understanding of specific issues such as peer on peer abuse and safeguarding children with disabilities and special educational needs
- Ensure that all practice and procedures operate with the best interests of the child at their heart
- Appoint a designated teacher to promote the education of CLA . Though currently there is no designated CLA at Lancaster Steiner School, the SENDCO is responsible for CLA under her inclusion role
- Ensure that all parents and/or guardians/carers are aware of this policy and that they can obtain a printed copy on request, or access it via the website
- Ensure that all staff and parents/guardians/carers are aware of what to do if there are concerns around a child⁵.

The DSLs will:

- take lead responsibility for safeguarding and child protection
- manage referrals to Children's Social Care, Police and other agencies
- work with others in order to improve outcomes for children
- attend DSL training every 2 years
- undertake Prevent awareness training and be the point of reference for other staff
- update their skills and knowledge on a regular basis, but at least annually
- raise awareness of safeguarding throughout school
- ensure that this policy is reviewed annually and is available publicly
- maintain, update and amend the school's safeguarding portfolio regularly

⁴ <http://www.lancashirechildrenstrust.org.uk/resources/?siteid=6274&pageid=45144> (retrieved on 4/12/2018)

⁵ Appendix 1 refers to 'What to do if you are concerned about a child'

	<ul style="list-style-type: none"> • ensure that parents are aware of schools responsibilities regarding safeguarding and child protection • maintain accurate safeguarding records that are stored securely • be available during school hours • arrange cover of DSL role for any out of hours/out of term activities • represent school in multi-agency meetings if/when appropriate • be provided with appropriate support and supervision in order to carry out the role safely and effectively • DSLs must take a holistic view to ensure wider environmental factors are considered which may be a threat to safety and welfare of children (Contextual Safeguarding). • when a child is moving school the DSL will consider if it would be appropriate to share information in advance of the pupil moving. • The DSL should have details and liaise with the Local Authority Personal Advisors for any Care Leavers.
<p>Induction, Training and Updates</p>	<p>Lancaster Steiner School is committed to providing Trustees, staff and and volunteers with the skills and knowledge needed to safeguard children. We therefore ensure that:</p> <ul style="list-style-type: none"> • The DSL and the Deputy DSL will be trained to Level 3, or above, in Safeguarding by attending face to face CPD training. ALL staff, Trustees, school based volunteers and those volunteers in contact with school children, will carry out Level 2 Safeguarding Young People training on Educare. • All staff in regulated activity will also be trained in Child Protection, PREVENT, Online Safety, and Peer on Peer Abuse awareness Training on Educare, as outlined in the rolling training programme • Any additional training, such as Child Sexual Exploitation, will be accessed on Educare as deemed necessary by the Trustees and/or College of Teachers • All Trustees will access Safeguarding Young People training on Educare. The Trustee with Responsibility for Safeguarding will also access Child Protection, PREVENT, Peer on Peer Abuse and Online Safety training • On induction all volunteers and staff will receive a ‘face to face’ session with the DSL which includes Keeping Children Safe in Education (Part One), Guidance for Safer Working Practice, Code of Conduct and Whistleblowing Policy. The role of the DSL and Deputies, including safeguarding response to children who go missing from education, and reference to Whole School Behaviour Policy and Attendance Policy will be highlighted. • All volunteers will be DBS risk assessed using the agreed format (see Appendix 3). All school based volunteers and those in contact with children will undergo a DBS. • the DSL/s will provide ALL staff, school based volunteers, and trustees with regular safeguarding updates. Safeguarding is a standing item at the weekly College Meeting and Trustees’ monthly meeting and it is reported on. • ALL staff, school based volunteers and trustees will read and show an understanding of any updates that are provided • 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 DSL will undertake Prevent awareness training

	<ul style="list-style-type: none"> • at least one member of staff and one trustee will attend Safer Recruitment Training. This will be renewed at least every 5 years • any staff member will discuss any specific training requirements or gaps in knowledge or understanding with the DSL/s • The school has a service level agreement with Lancashire County Council Safeguarding Team. This gives the school access to their helpline for advice, and access to CPD.
Child Protection	<p>Lancaster Steiner School is committed to PREVENTING abuse, PROTECTING children from abuse and SUPPORTING those involved in cases of abuse. We therefore ensure that:</p> <ul style="list-style-type: none"> • ALL staff, Trustees, school based volunteers and those volunteers in contact with school children understand the importance of teaching children how to keep themselves safe from all types of abuse⁶ • ALL staff in regulated activity will access Child Protection training on Educare • 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 • 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 • ALL staff, Trustees, school based volunteers and those volunteers in contact with school children 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 know they can seek advice from LSCB and professional organisations such as the NSPCC who are best placed to provide up-to-date information • ALL staff, Trustees, school based volunteers and those volunteers in contact with school children have the knowledge, skills and expertise to recognise the signs and symptoms of all types of abuse • All staff, Trustees, volunteers and parents/guardians if they have concerns, should act upon these concerns immediately: early information sharing being vital in keeping children safe. In exceptional circumstances staff should consider speaking to a member of Trustee body or Children's Social Care to discuss safeguarding concerns if the DSL or their Deputy are 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 school based 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, school based volunteers and those volunteers in contact with school children are child-centred in their practice and act in the best interests of the child at all times

⁶ See Appendix 2 for Types of Abuse

	<ul style="list-style-type: none"> • ALL staff, school based volunteers and those volunteers in contact with school children 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, school based volunteers and those volunteers in contact with school children have the skills to respond appropriately and sensitively to disclosures or allegations of abuse • where a child is at risk of immediate harm, ALL staff, school based volunteers and those volunteers in contact with school children understand that they must refer to the Police or Children's Social Care • ALL staff, school based volunteers and those volunteers in contact with school children 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 and Risk Sensible Toolkit to determine whether this threshold has been met • this referral will be done by telephone and followed with a CSC Referral Form as soon as possible <ul style="list-style-type: none"> • 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, or another appropriate member of staff, will attend CP meetings, produce and present reports, liaise with staff, work with parents, work with other agencies and ensure the voice of the child is evidenced throughout these processes • 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 • ALL staff, school based volunteers and those volunteers in contact with school children 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
Child in Need	<p>Lancaster Steiner School is committed to ensuring the appropriate level of support is offered to a "Child in Need" and their family. We therefore ensure that:</p>

	<ul style="list-style-type: none"> • 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 and CSC referral form • 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 and the Risk Sensible Toolkit • DSLs will obtain parental consent for the referral and for information to be shared, prior to contacting Children's Social Care <ul style="list-style-type: none"> • 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 staff, will contribute to Child in Need Meetings and Reviews • DSLs, or other appropriate member of staff, will attend CiN meetings, produce and present reports, liaise with staff, work with parents, work with other agencies and ensure the voice of the child is evidenced throughout these processes • 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
Early Help	<p>Lancaster Steiner School is committed to providing our families with the right help at the right time. Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:</p> <ul style="list-style-type: none"> • is disabled and has specific additional needs; • has special educational needs (whether or not they have a statutory education, health and care plan); • 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; • has returned home to their family from care; • is showing early signs of abuse and/or neglect; • is at risk of being radicalised or exploited; • is a privately fostered child. <p>We therefore ensure that:</p> <ul style="list-style-type: none"> • ALL staff and volunteers can identify the risk factors that indicate a family or pupil may benefit from Early Help

	<ul style="list-style-type: none"> • ALL staff and volunteers will use the school's agreed format for letting the DSL know about Early Help requirements • DSLs and/or SENDCO will undertake a CAF 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 it is 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 and CSC referral form • DSLs will utilise Children, family and wellbeing service by using Request for Service form • DSLs and other identified staff will identify and work with any organisations that are relevant in meeting the needs of pupils 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 will generally lead on Early Help cases.
Specific Safeguarding Issues	<p>Lancaster Steiner School is committed to keeping our children safe from specific forms of abuse. We therefore ensure that:</p> <p>ALL staff and volunteers understand that there are specific and emerging ways in which children can be abused, such as:</p> <p><u>Radicalisation</u> 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.</p> <ul style="list-style-type: none"> - ALL staff and volunteers will have 'due regard to the need to prevent people from being drawn into terrorism', known as the 'Prevent Duty' (<i>Section 26 of the Counter Terrorism and Security Act 2015</i>) - ALL staff and volunteers will have a general understanding of how to identify a child who may be at risk of radicalisation - ALL staff and volunteers will use professional judgement in identifying children who might be at risk of radicalisation and act proportionately - The school Online Safety Policy will ensure the safety of children by ensuring they cannot access terrorist and extremist material when/if in exceptional circumstances are using the internet when accessing computers (for example at the Library), and that suitable filtering software is in place on schools' computers - DSLs understand when it is appropriate to make a referral to the Channel Panel <p><u>Child Sexual Exploitation (CSE)</u> 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</p>

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 will include relevant information around the risks associated with CSE in an age appropriate way.

The school Online Safety Policy will ensure the safety of children by ensuring they cannot access inappropriate material if/when using the internet and that suitable filtering software is in place on the schools' computers

Honour Based Violence (HBV) 'A crime or incident, which has or may have been committed, to protect or defend the honour of the family and/or community'. (ACPO Working Definition 2008) ALL staff and volunteers will have a general understanding of how to identify a child who may be at risk of Honour Based Violence.

Forced Marriage is one whereby one or both parties do not consent to marriage but are forced to do so through violence, threats or any form of coercion. Schools play an important role in safeguarding children from being forced to marry.

Female Genital Mutilation (FGM) is encompassed within the term Honour Based Violence. FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences. In relation to FGM:

- ALL staff and volunteers are aware of the "one chance rule" and will report all cases of suspected Honour Based Violence to the DSL immediately
- ALL staff need to be alert to the possibility of when a female pupil may be at risk of FGM or when it may have been conducted on them

Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. *If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.*

Modern Slavery The Modern Slavery Act 2015 places a new statutory duty on public authorities, and educational charities including some independent 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

Peer on Peer Abuse occurs when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age; everyone directly involved

in peer on peer abuse is under the age of 18. This is most likely to include, but may not be limited to:

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

- ALL staff and volunteers understand that children can abuse other children
 - ALL staff and volunteers will inform the DSL of suspected peer abuse and record in line with schools recording policy
 - Peer on peer abuse will be taken as seriously as any other form of abuse
 - All staff understand that abuse is abuse and should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”
 - All staff will understand that pupils with SEND are more prone to peer group isolation and school will have extra pastoral support to address this.
 - Physical abuse between peers will be managed under the school's Behaviour Policy
 - Emotional abuse between peers will be managed under the school's Whole School Behaviour Policy
 - Harmful sexual behaviour will be identified and managed using the Brook Traffic Light Tool and with support and guidance from LCC Schools Safeguarding Officer will be sought
 - Sexting will be managed on a case by case basis using national and local guidance and advice from LCC Schools Safeguarding Officer
 - In cases of suspected or actual peer on peer abuse a risk assessment will be undertaken and appropriate and proportionate control measures put in place to manage and reduce risk. Seek advice from LCC Schools Safeguarding Officer
 - Referrals to Children's Social Care, Police and/or other appropriate agencies will be made where thresholds are met
- DSLs understand that regarding peer on peer abuse, the victim and the perpetrator are likely to have unmet needs and require support and assessment to determine these.
- The DSL will assess on a case-by-case basis, supported by children's social care and the police if required to ensure the most appropriate response for the children / young people involved.
 - The DSL will consider:
 - the wishes of the victim in terms of how they want to proceed
 - the nature of the alleged incident
 - the ages of the children involved
 - the development stages of the children involved
 - any power imbalance between the children
 - is the incident a one-off or a sustained pattern of abuse
 - are there ongoing risks to the victim, other children, school or college staff
 - contextual safeguarding issues

Following a report of sexual violence, the DSL (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

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

ALL staff and volunteers follow school procedures when a child misses education particularly on repeat occasions to help identify the risk of abuse and neglect:

- The school Attendance Policy is up to date, reviewed annually and includes reference to CME
- There is an admissions policy and an attendance register
- The Local Authority is informed of any pupil who fails to attend school regularly, or has been absent without the schools permission for a continuous period of 10 school days or more
- where reasonably possible schools and colleges should hold more than one emergency contact number for their pupils and students
- All staff will be aware that children going missing from education can be a warning sign of safeguarding considerations and act on these in line with the policy Other vulnerable categories
- All staff will have read Annex A of Keeping Children Safe in Education 2018 and be aware of specific forms of abuse and safeguarding issues and vulnerable groups of children including;
 - Children in the Court system;
 - Children with family members in prison
 - Child Criminal Exploitation (County Lines)
 - Homelessness

For all specific safeguarding issues, DSLs will seek advice from LCC Schools Safeguarding Officer and follow national and local guidance that can be accessed in the School's Safeguarding Portfolio:

- Multi Agency Statutory Guidance on FGM
http://panlancashirescb.proceduresonline.com/chapters/p_female_mutilation.html
- Prevent Duty
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
http://panlancashirescb.proceduresonline.com/chapters/p_child_sex_exp.html

	<ul style="list-style-type: none"> • Sexting in Schools Guidance • 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 Image
Online Safety	<p>Lancaster Steiner School is committed to keeping pupils safe online. We therefore ensure that:</p> <ul style="list-style-type: none"> • 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 pupils safe when using the internet and mobile technology • Online bullying by pupils, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our Whole School Behaviour Policy • 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 developed a whole school online safety curriculum and has informed parents and guardian of the importance of this. • No pupil is allowed to bring a mobile phone into school, unless in exceptional circumstances and with agreement with the school (see section Cameras, Mobile Phones and Devices here below). However, were the need to search a pupil for a mobile device arise, DfE advice: Searching, Screening and Confiscation will be followed. A copy of this departmental advice is kept in the School’s Safeguarding Portfolio • All staff must register their electronic devices in accordance with school policy. For more information on use of ICT, and use of image, see the Use of Image Policy and Acceptable Use Policy. • The school has appropriate filters and monitoring systems in place regarding use of the internet by staff, children and other adults in school
Record Keeping	<p>Lancaster Steiner School is committed to recording all matters relating to the welfare of children in a relevant format. We therefore ensure that:</p> <ul style="list-style-type: none"> • DSLs will refer to LCC Record Keeping Guidance to assist them in creating and maintaining accurate safeguarding records • there is an agreed format for reporting all matters relating to child wellbeing, from an early help requirement or "niggle", to a disclosure of abuse • A copy of the form for recording concerns and disclosures is pinned on the wall of the staff room, making it thus highly accessible and visible at all times. A copy is also kept on the Safeguarding Portfolio and electronically. • ALL staff are made aware of these forms that are located on the school safeguarding board in the staffroom or in the staff handbook. • ALL staff use the agreed format for passing on concerns • concerns should be factual and evidence based

	<ul style="list-style-type: none"> • concerns should be written in ink, signed and dated. Records will be inputted electronically onto the School template. This also requires a signature and the date before records are filed. • concerns should be passed directly to the DSL • ALL concern logs will be kept either in whole school safeguarding files or in an individual pupil safeguarding file • a pupil will have an individual safeguarding file when there has been a number of concerns, an offer of Early Help or the family is, or has been at Level 2 or above on the Continuum of Need • DSLs will record all discussions, decisions and rationale behind decisions and sharing of information in the child's records • DSLs will record evidence of child's wishes, professional challenge, offers of early help and multi-agency working • when individual pupils are discussed during staff meetings, such as supervision, staff updates or risk assessments etc. pupil information should be anonymised or stored in a secure manner • all safeguarding records will be stored securely in a locked room/cabinet • only DSLs and other named staff will have access to safeguarding records • a pupil's safeguarding file will be transferred, in its entirety, to the educational establishment where the child moves to, unless there is ongoing legal action • 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 • the educational establishment where the pupil 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
Safer Recruitment	<p>Lancaster Steiner School is committed to keeping pupils safe by ensuring that adults who work or volunteer in school are safe to do so. <u>Please refer to our Safer Recruitment and Vetting Policy 2019 for more details.</u></p>
Allegations of Abuse	<p>Lancaster Steiner School understands that when an allegation is made against a member of staff or volunteer, set procedures must be followed. We therefore ensure that:</p> <ul style="list-style-type: none"> • all staff and volunteers are aware of the requirement to, and process of referring allegations against staff to the DSL • all staff and volunteers are aware of the requirement to, and process of referring allegations against the DSL to the nominated Trustee with responsibility for Safeguarding • The DSL and/or Trustee with responsibility for Safeguarding will discuss the allegation with the Local Authority Designated Officer (LADO) • LSCB 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 the DSL if any adult's conduct gives cause for concern

	<ul style="list-style-type: none"> • All concerns of poor practice or possible child abuse by colleagues should be reported to the DSL or to the nominated Trustee with responsibility for Safeguarding. • Complaints about the DSL should be reported to the Trustee responsible for Safeguarding; and complaints against the Trustees responsible for Safeguarding should be reported to the Chair of Trustees; • Complaints about the Chair of Trustees should go directly to the LADO • All staff are aware of the school's Whistleblowing Policy which enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place. This is in the Staff Handbook.
Visitors	<p>Lancaster Steiner School is committed to keeping pupils safe by ensuring that visitors to school do not pose a risk to children at our school. We therefore ensure that:</p> <ul style="list-style-type: none"> • visitors to school sign in and wear an identification badge to indicate they have done so • ALL staff and volunteers 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 school office 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 DSL or school office manager. • visitors will not initiate contact or conversations with pupils 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 DSL, prior to the visit
Cameras, Mobile Phones and Devices	<p>The Early Years Foundation Stage, EYFS 201</p> <p>Lancaster Steiner School is committed to keeping pupils safe by ensuring that electronic devices such as cameras, phones and tablets are used in an appropriate manner. School will therefore ensure that:</p> <ul style="list-style-type: none"> • 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 • 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

	<ul style="list-style-type: none"> • photographs and videos of children are only taken to provide evidence of their achievements for developmental records or for other school related purposes • photos are printed/uploaded in the setting by staff and once done images are immediately removed from the device • 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 • The Acceptable Use Policy will outline when and where staff, volunteers and visitors can use 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 DSL and/or the Trustee with responsibility for Safeguarding • Pupils are not allowed to bring mobile phones into school, unless deemed absolutely necessary and with prior agreement. Parents are to inform the school in writing stating the reason(s). In this instance pupils are to hand their mobile phone into the office at the beginning of the school day, and it will be kept in the office until needed back. • DFE Advice; Searching, Screening and Confiscation is followed where there is a need to search a pupil for a mobile device 	
Review Dates	Trustee Body approval	13/12/2018
	Policy to be reviewed no later than	20/07/2019
Key Personnel and Training Details	Designated Safeguarding Lead (DSL)	Rachel Theobald
	Date DSL Attending Training	Safeguarding CPD 25/01/2019
	Deputy DSL (Acting DSL in DSL absence)	Elsbeth Mukerji
	Date Deputy DSL training	Safeguarding Level 2 January 2019
	Trustee with Safeguarding Lead	Sara Nobili-Park
	Date Safeguarding Training	Safeguarding Level 2 January 2019
	Chair of Trustees	Gisela Renolds
	Date Safeguarding Training	Safeguarding Level 2

		January 2019
Useful Contacts	LCC Schools Safeguarding Officer	Tammy Tywang 01772 531196 CYPsafeeduc@lancashire.gov.uk
	Local Authority Designated Officer (LADO)	Tim Booth / Shane Penn / Donna Green - 01772 536694 LADO.admin@lancashire.gov.uk
	Education Early Support Coordinators	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
	Whistleblowing	01772 532500 WhistleblowingComplaints@lancashire.gov.uk

APPENDIX 1: What to do if you are concerned about a child

If you have concerns outside the immediate environment, e.g. about a parent or carer:

Report your concerns to the DSL who will seek advice and/or make a referral to the Social Care Team or the Police as soon as possible.

If the DSL is not available, you should report your concerns to the deputy DSL. This is to ensure there is no delay in seeking advice or making a referral.

The Safeguarding Team will decide how to involve the parents/carers. Parents should not be informed if to do so would increase risk to the child.

You should maintain confidentiality on a need to know basis only.

To ensure that this information is as helpful as possible, a detailed record should always be made at the time of the disclosure/concern, which should include the following:

The reasons for your concern

Full name and date of birth of the child

Names and dates of birth of the child's family/household members

Other agencies/professionals involved with the family

The child's first language and any special needs

The child's developmental needs, family and environmental factors and parenting capacity ☐ Any work you may have already undertaken with the child and family

If you have allegations or suspicions about someone working with children or young people:

It is not the responsibility of anyone working within Lancaster Steiner School in a paid or unpaid capacity to decide whether or not child abuse has taken place. However, there is a responsibility to act on any concerns by reporting these to the appropriate officer or the appropriate authorities.

Lancaster Steiner School assures all staff/volunteers that it will fully support and protect anyone who in good faith reports his or her concern that a colleague is, or may be, abusing a child.

All allegations or suspicions of abuse will be taken seriously and treated in accordance with these procedures. They will be applied when there is an allegation or concern that any person who works with children in connection with their employment, voluntary or personal activity, has:

Behaved in a way that has harmed, or may have harmed, a child

Possibly committed a criminal offence against, or related to, a child

Behaved towards a child or children in a way that indicates they are likely to pose a risk of harm to children.

These behaviours will be considered within the context of the four categories of abuse: physical abuse, sexual abuse, emotional abuse and neglect (see Appendix 2 for more details). This includes concerns relating to inappropriate relationships between members of staff and children or young people, for example:

Having a sexual relationship with a child under 18 if in a position of trust in respect of that child, even if consensual (ss16-19 Sexual Offences Act 2003)

Grooming, i.e. meeting a child under 16 with intent to commit a relevant offence (s15 Sexual Offences Act 2003)

Other grooming behaviour giving rise to concerns of a broader child protection nature (e.g. inappropriate text/e-mail messages or images, gifts, socializing etc.)

Possession of sexual images of children/pseudo-photographs of children.

The definition of working with children includes paid and unpaid staff, volunteers and carers (including foster and adoptive carers). It includes everyone who works in Lancaster Steiner School including administrative and other support staff.

Action if there are concerns

Concerns about poor practice:

If, following consideration, the allegation is clearly about poor practice, the Chair of the Trustees will deal with it as a misconduct issue and refer to the Staff Code of Conduct to decide whether disciplinary action should be taken using the Staff Disciplinary Procedure.

If the allegation is about poor practice by the DSL, or if the matter has been handled inadequately and concerns remain, it should be reported to the Chair of Trustees who will decide on whether disciplinary action should be taken and the next steps to take.

Concerns about suspected abuse:

Any suspicion that a child has been abused either by a member of staff or by a volunteer must be immediately reported to the DSL and a report made in writing using the 'Record of Concern' forms located in the staff room wooden cabinet, who will take such steps as considered necessary to ensure the safety of the child in question and any other child or children who may be at risk.

The DSL will refer the allegation to the Safeguarding Team who may involve the Police. All allegations against people who work with children will be passed on to the Local Authority Designated Officer (LADO).

The parents or carers of the child will be contacted as soon as possible following advice from the Safeguarding Team.

If the DSL is the subject of the suspicion/allegation, the concern must be shared with the Safeguarding Trustee (Sara Nobili-Park) who will liaise with the LADO.

Internal Enquiries and Suspension

The DSL will liaise with the Chair of Trustees and Safeguarding Trustee and make an immediate decision about whether any individual accused of abuse should be temporarily suspended pending further police and social care inquiries. Advice can also be sought from the Human Resources Section and the LADO.

Irrespective of the findings of the Social Care Team or Police enquiries the Chair of Trustees along with the Trustees will assess all individual cases to decide whether an individual can be reinstated and how this can be sensitively handled. This may be a difficult decision, particularly where there is insufficient evidence to uphold any action by the police. In such cases, the Trustees must reach a decision based on the available information which could suggest that on balance of probability it is more likely than not that the allegation is true. The welfare of the child should remain of paramount importance throughout.

Allegations Against Pupils

Staff should recognise that children are capable of abusing their peers. At Lancaster Steiner School we recognise the different forms that peer on peer abuse can take, we are clear that abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”. In relation to child protection and safeguarding, we are particularly aware of sexting and gender based bullying as highlighted in the KCSIE 2018 guidance (*also refer to Peer on Peer Abuse above*).

When an allegation is made by a pupil against another student, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the Designated Safeguarding Lead (DSL) should be informed.

A factual record will be made of the allegation, but no attempt at this stage will be made to investigate the circumstances.

The DSL will contact social services to discuss the case. It is possible that social services are already aware of safeguarding concerns around this young person. The DSL will follow through the outcomes of the discussion and make a social services referral where appropriate.

The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both pupils' files.

If the allegation indicates a potential criminal offence has taken place, the police will be contacted at the earliest opportunity and parents informed (of both the student being complained about and the alleged victim).

It may be appropriate to exclude the pupil being complained about for a period of time according to the school's behaviour policy and procedures.

Where neither social services nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's usual disciplinary procedures.

In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan.

The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

APPENDIX 2: Categories of Abuse

NEGLECT, EMOTIONAL ABUSE, SEXUAL ABUSE, PHYSICAL ABUSE

All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

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

Staff might find the definitions of these different type of abuse helpful:

NEGLECT

Neglect is 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. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

EMOTIONAL ABUSE

Emotional abuse is the persistent emotional ill treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of the other person. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve causing children frequently to feel frightened or in danger, or

the exploitation or corruption of children. Some level of emotional abuse is involved in all types of ill treatment of a child, though it may occur alone.

SEXUAL ABUSE

Sexual abuse involves forcing or enticing a child or young person to take part in any sexual activities, whether or not the child is aware of what is happening. They may include non-contact activities such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

PHYSICAL ABUSE

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes ill health to a child whom they are looking after. The situation is commonly described using terms such as factitious illness by proxy or Munchausen by proxy.

When looking at the above, all staff and Trustees will be made aware that additional barriers can exist when recognising abuse and neglect of children with special educational needs (SEN) and disabilities. These can include:

assumption that indicators of possible abuse such as behaviour mood and injury relate to the child's disability without further exploration;

children with SEN and disabilities can be disproportionately impacted by things like bullying – without outwardly showing any signs and;

communication barriers and difficulties in overcoming these barriers.

APPENDIX 3:

Risk Assessment for Volunteers (KCSIE 2018 compliant)

This risk assessment should be completed when considering whether a person applying to be a volunteer at the school should be asked to apply for a DBS with Barred list checks certificate.

Name of person applying to be a volunteer: _____

Will the person be in 'Regulated' activity? Y N

If yes, an enhanced DBS with Barred list check is required

Will the person not be in 'Regulated' activity? Y N

If no, you may still obtain an enhanced DBS without Barred List Check if you wish.

Considerations to take into account:

Have you verified the volunteer's identity?	
Does the volunteer hold a current enhanced DBS (check if barred list or not)	
Is the volunteer signed up to the DBS Update Service? Has a check been completed? Is it clear?	
How often will the volunteer be in school?	
What are the reasons given by the person for wanting to volunteer at the school?	

Does the person have any connection with the school?	
Which age range/ year group will he/she be working with?	
Is the person currently employed? Is the job linked to working with children?	
Does the person work elsewhere with children as a volunteer? E.g. Sunday school, other schools?	
What does the school already know about the volunteer? E.g. parent, family member	
Can the volunteer provide at least one reference (preferably two) from someone who is not a family member, is their current or past employer (if no longer working) or from any other voluntary sector they are working with Do the references state that the referee believes the person is suitable to work with children?	
Is the volunteer aware of any reason they cannot work with children?	
Is the school aware of any reason why the volunteer should not work with children?	

Decision made following risk assessment (guidance to support this decision is overleaf)

Application for an enhanced DBS application with Barred List Check **IS** required because the person is in Regulated Activity

Enhanced DBS application (without a Barred List Check) **IS** required (not in regulated activity)

Reasons for this decision: _____

Enhanced DBS application (without a Barred List Check) is **NOT** required (not in regulated activity)

Reasons for this decision: _____

Designated Safeguarding Lead: Rachel Theobald	Trustee with responsibility for Safeguarding: Sara Nobili-Park	Chair of Trustees: Gisela Renolds
Signed:	Signed:	Signed:
Date:	Date:	Date:

Guidance to support the decision made

	HIGH RISK
<p>The person has no previous connection to the school AND cannot provide references from anyone other than family. They do not currently work and/or do not work in a voluntary capacity elsewhere. <i>There is no statutory reason for this person to have an enhanced DBS certificate. However, the school should consider whether the lack of corroborated evidence raises an unacceptable risk.</i></p>	
	MEDIUM RISK
<p>The person can provide suitable references for other work with children (paid or voluntary). References state they have no concerns about the person working with children. <i>There is no statutory reason for this person to apply for an enhanced DBS certificate. However, the school may wish to do so as no enhanced DBS has been seen</i></p>	
	LOW RISK
<p>The person is signed up to the DBS Update Service and checks are clear and/or the person has a recent enhanced DBS certificate and references state there are no concerns for his/her suitability to work with children and/or the person is well known by the school <i>There is no statutory reason for this person to have an enhanced DBS but the school can decide to obtain a new enhanced DBS (unless the person is signed to the update service and so this is no necessary)</i></p>	