



# Child Protection Policy

## (Including Safeguarding arrangements)

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

Nobody is exempt.

### Public Sector Equality Duty

Lansbury Bridge School promotes equality of opportunity for all. No one will receive less favorable treatment on the grounds of gender, race, disability, sexuality, age, maternity / pregnancy or religious beliefs. When considering **Child Protection Policy**

### **(Including Safeguarding arrangements)**

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

Policy Implemented	June 2015
Date of review & updates	September 2022
Signed on behalf of the Governing Body	<i>Sandra Harris</i>
Date	<i>5<sup>th</sup> October 2022.</i>

Appendix A	Safeguarding Flyer
Appendix B	Vulnerable Pupil Groups
Appendix C	Current Legislation & Guidance
Appendix D	Safe School Safe Staff
Appendix E	What to do if a Child Makes a Disclosure

## **Lansbury Bridge Child Protection Policy (Including Safeguarding arrangements)**

### **1 POLICY AIMS:**

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

### **2 INTRODUCTION:**

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

**Designated Safeguarding Lead - Ruth Clarkson (Deputy Head)**  
**Deputy Designated Safeguarding Lead – Carole Austin (Head)**  
**Designated Safeguarding Governor - Mrs Sandra Morris (Chair of Governors)**

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

✚

#### 4. KEY PRINCIPLES:

- 4.1 The child's needs and welfare are paramount. All children have a right to be protected from abuse and neglect and have their welfare safeguarded
- 4.2 Children should be listened to and their views and wishes should inform any assessment and provision for them. Staff should always act in the interests of the child in order to protect them
- 4.3 The school recognises that scrutiny, challenge and supervision are key to safeguarding children
- 4.4 The school is committed to working with other agencies to provide early help for children before they become at risk of harm or require a 'child in need' statutory assessment. 'Early Help' means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years' (DfE 2015)
- 4.5 All staff have equal responsibility to report their concerns about a child or the behaviour of any adult **without delay** to the Designated Safeguarding Lead. Whilst the Designated Safeguarding Lead will normally make referrals to Children's Services, **any** staff member can refer their concerns to children's social care directly: **Contact Centre 01744 676767**
- 4.6 Everyone has responsibility to escalate their concerns and 'press for reconsideration' if they believe a child's needs remain unmet or if the child is failing to thrive and in need or if the child is at risk of harm. 'Concerns about a child should always lead to help for a child at some point.' (DfE 2014)
- 4.7 The school understands its responsibility to request a statutory assessment led by a social worker for any child in need, as defined under the Children Act 1989, who is unlikely to achieve or maintain a satisfactory level of health or development, or their health and development will be significantly impaired, without the provision of services
- 4.8 Keeping Children Safe in Education directs us that all staff should maintain an attitude of "it could happen here" where safeguarding is concerned
- 4.9 The school will work in partnership with other agencies to promote the welfare of children and protect them from harm, including the need to share information about a child in order

- ✚ Safer Recruitment – at least one governor on any recruitment and selection panel must have had training in *Safer Recruiting* and has the responsibility for ensuring that safer recruitment and selection procedures are carried out fully. Details of policy and procedures are covered within the Safer Recruitment Policy.

### 5.3 The Designated Governor for Safeguarding/Child Protection:

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

## 6 TRAINING:

- 6.1 Our school ensures that the Head teacher, other senior designated people and the governing body attend training relevant to their role. This includes training in procedures to follow, signs to note and appropriate record keeping. All designated senior staff will undergo Local Authority training bi annually.
- 6.2 All staff, whether paid or unpaid have access to regular appropriate in house / online training in order that they are able to react appropriately if an incident should occur. Refresher online training is available for all staff.

### 6.3 All staff need to be aware of and understand:

- that 'it can happen here' and that however rarely, the abuse of children may involve their colleagues
- Types of abuse and neglect – (*see below*) – **from Keeping Children Safe In Education**
  - Their role and responsibilities in safeguarding and promoting the welfare of children ○
  - That people who abuse children may tell lies or not disclose information ○ It is important to

**Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

### **Specific safeguarding issues**

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example NSPCC offers information for schools and colleges on the [www.nspcc.org.uk](http://www.nspcc.org.uk) TES website and also on its own website Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website: • child sexual exploitation (CSE) – see also below

- bullying including cyberbullying
- domestic violence
- drugs
- fabricated or induced illness (FII)
- faith abuse
- female genital mutilation (FGM) – see also below
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- mental health
- private fostering
- radicalisation
- sexting
- teenage relationship abuse
- trafficking

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

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

## **7 DEALING WITH GENERAL CONCERNS:**

- 7.1 If at any time a member of staff has a general concern about a child they have a duty to share that concern with the Designated Person (or Deputy Designated Person if necessary) information being shared must be logged on CPOMs. Guidance on using CPOMs is available from the Family Liaison Officers.
- 7.2 The designated person has a duty to consider and take the appropriate action in line with the St Helens Safeguarding Children Procedures. However, it is important to remember that as all staff have a duty to protect the children in their care, they have a right to take action even if the Designated Person does not consider it appropriate
- 7.3 If the school has general concerns about a child's welfare, in the first instance the teacher or a member of the class team will contact the parents/carers in an attempt to work together to remedy the situation. If concerns persist over a period of time, the Designated Persons /Head Teacher may consult with Social Care staff to discuss a way forward.
- 7.4 The designated person will also determine whether to make a referral to children's social care. Where it is considered that a child or family would benefit from co-ordinated support from more than one agency, and then a Child Action Meeting would be called and an interagency assessment undertaken using the Early Help Assessment Tool (EHAT). This assessment should identify what help the child and family require preventing needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. This early help assessment (CAF) should be undertaken by a lead professional who may be a teacher, GP, Family Support worker or School outreach worker.
- 7.5 Staff at Lansbury Bridge are trained in making referrals themselves if they feel a situation requires them to at any time.

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

*Anybody can make a referral*

<b>Contact Centre</b>	<b>01744 676767</b>
<b>Contact Cares Team</b>	<b>01744 676600</b>
<b>Emergency Duty Team</b>	<b>0345 050 0148</b>

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

**To make a referral, call the Safeguarding Children's Unit 01744 671242**

## **9 RECORD KEEPING:**

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

**9.2 When it becomes apparent that there are child protection concerns:**

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

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

## **12 ALLEGATIONS AGAINST STAFF:**

- 12.1 Regrettably, sometimes allegations of abuse may involve a member of school staff. On receipt of such an allegation **the Head Teacher** will contact the Local Authority's senior designated person, currently the Designated Officer (DO) report the matter to them and seek advice on the way forward. If the DO is unavailable a senior member of the Child Protection Unit will be contacted
- 12.2 If the allegation concerns the Head Teacher / Designated person, the member of staff receiving the allegation **MUST** speak immediately to the Chair of Governors. Contact details are available from the School Business Manager.

## **13 CHILD/CHILD ABUSE:**

- 13.1 In the event of physical or emotional abuse of one child by another the matter will be taken seriously and dealt with through the school's anti-bullying policy
- 13.2 If it emerges that a sibling, who may not be a pupil, is bullying a child then school, in the first instance, will inform the children's parents of its concerns. If the problem persists and



- 16.2 Scrutinise applicants, verifying their identity and any academic or vocational qualifications, obtain professional and character references, check previous employment history and will ensure that a candidate has the health and physical capacity for the job
- 16.3 Ensure that a face to face interview will always be conducted
- 16.4 Ensure that mandatory checks of the Protection of Children Act (PoCA) list, Disbarring by Association checks, prohibition checks and DfES List 99 as well as an enhanced DBS Check will be undertaken
- 16.6 Ensure that all Governors are subject to the 128 checks to establish their suitability to work within our school

## **17 E-SAFETY, DATA PROTECTION AND THE USE OF DIGITAL PHOTOGRAPHIC EQUIPMENT**

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

## **18 MONITORING ATTENDANCE**

- 18.1 A child missing from an education setting is a potential indicator of abuse or neglect. Local Authority guidance procedures will be followed for dealing with a child who is missing from education, particularly on repeated occasions. It is important to monitor the welfare of those children with attendance concerns, particularly those with chronic poor attendance or persistent absentees
- 18.2 Similarly the attendance of children who are vulnerable or with known welfare and safeguarding concerns such as children who have a CP Plan, a Child In Need/ or SEN should be monitored on a weekly basis. Social care should be informed immediately when there are unexplained absences or attendance concerns. It is important that the school's attendance team, including the EWO & school nurse are aware of any safeguarding concerns.
- 18.3 It is critical that when a child is not attending school their welfare is confirmed and best practice would be for an appropriate professional to visit the home and speak to the child away from their parents/carers, particularly if there are any safeguarding concerns.



**Lansbury Bridge School and Sports College**  
**Safeguarding Guidance**

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

**Safeguarding is:**

- † protecting children from maltreatment
- † preventing impairment of children's health or development
- † ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- † taking action to enable all children to have the best outcomes
- † If you have any concerns about a child please bring them to the immediate attention of:
- † **Ruth Clarkson** (Designated Safeguarding Lead) **OR**
- † **Carole Austin** (Deputy Designated Safeguarding leads)

**SAFEGUARDING IS MORE THAN JUST CHILD PROTECTION –**

**These policies and guidance are all part of our safeguarding measures**

**Please make sure you have read and understood them**

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

- ✦ Obtain signed permission from a parent or guardian prior to any photographs of a child being used for publicity / to promote the school. (Appendix iv - copy of permission letter to be used).
- ✦ Ensure that all concerns are acted upon quickly with an early offer of help and support.

## APPENDIX C

### CURRENT SAFEGUARDING LEGISLATION AND GUIDANCE:

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

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

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

- ✦ Local authorities have a duty to make enquiries under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm, to enable them to decide whether they should take any action to safeguard and promote the child's welfare. There may be a need for immediate protection whilst the assessment is carried out.
- ✦ A 'child in need' is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a satisfactory level of health or development, or their health and development will be significantly impaired, without the provision of services; or a child who is disabled. A social worker will lead and co-ordinate any assessment under section 17 of the Children Act 1989.
- ✦ Section 175 of the Education Act 2002 places a duty on local authorities (in relation to their education functions, and governing bodies of maintained schools and further education institutions, which include sixth-form colleges) to exercise their functions with a view to safeguarding and promoting the welfare of children who are pupils at a school, or who are students under 18 years of age attending further education institutions. The same duty applies to independent schools (which include Academies and free schools) by virtue of regulations made under section 157 of the same Act.
- ✦ Working Together to Safeguard Children (DfE 2018) provides additional guidance and clearly states: 'Protecting children from harm and promoting their welfare depends upon a shared responsibility and effective joint working between different agencies'
- ✦ In addition, Working Together also reinforces the need to take action to provide Early Help before child protection is required 'Providing early help is more effective in promoting the welfare of children than reacting later. Early Help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years.'

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- † Working Together to Safeguard Children (DfE 2018) provides additional guidance and clearly states: 'Protecting children from harm and promoting their welfare depends upon a shared responsibility and effective joint working between different agencies'
- † In addition, Working Together also reinforces the need to take action to provide Early Help before child protection is required 'Providing early help is more effective in promoting the welfare of children than reacting later. Early Help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years.'
- † The school therefore understands its responsibility to engage with other professionals in Early Help Assessments when a child's needs according to the St Helens Children's Safeguarding Board Level of Needs framework sit below the requirement for a statutory assessment. Early years providers have a duty under section 40 of the Childcare Act 2006 to comply with the welfare requirements of the Early Years Foundation Stage.

## APPENDIX E

### Guidance for Staff in Dealing with Disclosures

Any member of school staff hearing an allegation from a child that abuse has, or may have, occurred should:

#### **Receive**

- † Listen to the child
- † Try not to show it if you are shocked by what the child says
- † Take the child seriously
- † Accept what the child says
- † Be careful not to make the child guilty by asking why they didn't tell earlier **Reassure**
- † Stay calm and reassure the child they have done the right thing in talking to you
- † Do not make promises you can't keep. Be honest.
- † Do not make any promises of confidentiality. You may have a duty to refer a child at risk † Try to alleviate any feeling of guilt the child has.
- † Empathise with the child – do not tell them how to feel
- † Assure the pupil that only those adults who need to know will be informed
- † Do not promise that "everything will be alright now" (it might not be). **React**
- † Respond to the pupil but do not interrogate;
- † Do not ask leading questions – ask open ended ones
- † Do not criticize the perpetrator
- † Do not ask the child to repeat everything to another member of staff
- † Explain what you might have to do next and whom you have to talk to
- † Inform the designated person(s) If no one is available then inform the school nurse.
- † Try to see the matter through and keep contact with the child **Record**
- † Make notes as soon as possible – during the interview if you can include: -  
Time; Date; Place; pupil's own words (do not assume). Ask e.g. "Please tell me what x means".
- † Describe observable behaviour;
- † Do not destroy your original notes – they may be needed later on. Copy down as soon as possible on School proforma.(Concern sheet) **Support**
- † Consider what support is needed for the pupil – you may need to give them a lot of your time;
- † Ensure you are supported – such interviews can be extremely stressful and time consuming; †  
Talk to the designated person(s)