



**South Shore Academy**  
**Child protection Policy**  
including  
**Safeguarding**

**26<sup>th</sup> October 2016**

**Review date 1<sup>st</sup> September 2017**

**Updated Dec 2017**

**Version 5**

## Child Protection and Safeguarding Policy

Date of publication: 26.10.16 Review date:....1.9.16.....

### Named personnel with designated responsibility for Child Protection

Academic year	Designated Senior Person	Deputy Designated Person	Nominated Governor	Chair of Governors
2016-17	Mrs Karen Bleakley <a href="mailto:karen.bleakley@southshore.blackpool.sch.uk">karen.bleakley@southshore.blackpool.sch.uk</a>	Mrs Andrea Alder <a href="mailto:andrea.alder@southshore.blackpool.sch.uk">andrea.alder@southshore.blackpool.sch.uk</a>	Mrs Terri Hodginson <a href="mailto:Terri.hodkison@blackpoolcareers.org">Terri.hodkison@blackpoolcareers.org</a>	Mrs J Baker <a href="mailto:jbaker@aspirational.uk.net">jbaker@aspirational.uk.net</a>

### Safeguarding Training

Jan 2017

#### Training

Name	Role	Training	Date
Karen Bleakley	DSL	Sexting	Sept 2016
Karen Bleakley	DSL	Domestic Violence	Sept 2016
Karen Bleakley	DSL	Female Genital Mutilation	June 2016
Karen Bleakley	DSL	Child Protection level 3	May 2016
Karen Bleakley	DSL	Forced Marriage	March 2016
Karen Bleakley	DSL	Prevent	Jan 2016
Karen Bleakley	DSL	Child Sex Exploitation	Jan 2016
Andrea Alder	DSL	Social Media update	Jan 2017
Andrea Alder	DSL	Toxic Trio	Jan 2017
Andrea Alder	DDSL	Child protection level 3	October 2016
Andrea Alder	DSL	Health & Efficiency	October 2016
Andrea Alder	DSL	Domestic Violence	Sept 2016
Andrea Alder	DDSL	Neglect	March 2015
Andrea Alder	DDSL	Self- harm	Sept 2015

Whole School (including non teachers)	Role	Date
CP Training L1	All Staff	May 2015
PREVENT	All Staff	Jan 2016
Online E-safety	All Staff	Oct 2016
KCSE	All Staff	Sept 2016
Equality and Diversity	All Staff	May 2016

Child Sex Exploitation	All Staff	May 2016
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#### Policy Review dates

Review Date	Changes made	By whom	Date Shared with staff
September 1	Undated in line with new KCSIE 2016 to all staff	Karen Bleakley	September 1st
October 1	All staff update on Online Safety and SEXTing	Jo Shuttleworth and Karen Bleakley	October – Tuesday sessions

Whole School	Role	Date
CP Training L1	All Staff	May 2015
Online E-safety	All Staff	Oct 2016
KCSE	All Staff	Sept 2016
Equality and Diversity	All Staff	May 2016
Child Sex Exploitation	All Staff	May 2016
PREVENT	All Staff	March 2017
Safeguarding -CP Awareness L1	All Staff	Sept 2017
Policies update	All Staff (CPD)	Oct 2017

**Whilst this is a Bfet policy, it has been personalised to meet the needs of South Shore Academy**

#### Who is the policy for?

The policy applies to all staff employed by the educational establishments which form part of Bright Futures Educational Trust (BFET), as well as members of the Local Governing Bodies of those establishments, Trust Principal Office staff, Members and Directors and any consultants undertaking work on behalf of the Trust.

#### Policy statement and principals

The vision of Bright Futures Educational Trust is to create a world class education to enable every young person to reach their full potential, and in particular, their full academic potential.

This Trust statement leads a series of policies that form each Academy's safeguarding portfolios. The Trusts core safeguarding principles are: -

- The health, safety and welfare of the child/young person is paramount.
- Being responsible for the safeguarding and promoting the health, safety and well-being of all pupils/students, staff and governors.
- To protect young people against all forms of abuse regardless of age, gender, sexual orientation, race, culture and disability.

All staff have a moral and statutory responsibility to act on any suspicion or disclosure that may suggest a child/young person is at risk of harm in accordance with the Child Protection policy and procedures

All pupils/students and staff involved in child protection issues will receive appropriate support from the senior management of the school who will follow this policy guidance.

### **Safeguarding legislation and guidance**

This policy has been developed to ensure that all Academies / Colleges within the Trust comply with statutory duties and its responsibilities to safeguard and promote the welfare of young people (11-18). It has been developed in accordance with the principles established by the Childrens Acts 1989 and 2004; the Education Act 2002, Teachers Standards 2012 and in line with government publications:

- 'Working Together to Safeguard Pupils' 2015,
- "Keeping Pupils Safe In Education" 2016,
- What to do if you are Worried a Child is Being Abused' 2015
- Information sharing: Advice for Practitioners providing Safeguarding, DfE 2015

### **Policy Standards and General Principles**

- The welfare and well-being of the pupil / student is paramount.
- The offer of Early Help to all families etc who need it.
- All pupils, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- Ensure pupils/students know that there are adults in school who they can approach if they are worried/concerned.
- Ensure pupils/students feel that school provides a safe environment in which they can learn and develop.
- All pupils and staff involved in child protection issues will receive appropriate support
- Ensure safer recruitment is implemented by checking the suitability of staff and volunteers to work with pupils/young people and those over 18.

### **Policy aims**

- To provide all staff with the necessary information and framework to enable them to meet their statutory responsibilities to promote and safeguard the wellbeing of pupils/young people.
- To ensure consistent good practice across each of the Academies within the Trust.
- To demonstrate the Trust's commitment with regard to safeguarding pupils/young people, ensuring they receive effective support, protection and justice.
- To contribute to the BFET and Academies safeguarding portfolios.

### **Terminology**

- Safeguarding and promoting the welfare of pupils refers to the process of protecting pupils from maltreatment, preventing the impairment of health or development, ensuring that pupils grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all pupils / young people to have the best outcomes.

- Child protection refers to the processes undertaken to protect pupils who have been identified as suffering, or being at risk of suffering significant harm.
- Staff refers to all those working for or on behalf of the school, full time or part time, temporary or permanent, in either a paid or voluntary capacity.
- Child includes everyone under the age of 18.
- Parent refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

### **Child protection statement**

BFET recognises its moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where pupils are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that pupils receive effective support, protection and justice.

### **Child Protection and Procedures**

Each BFET Academy / College will have a set of procedures to follow if they have any concerns about a pupil's/ students welfare. These will include:

- Any pupil/student who seeks help with a problem is to be taken seriously.
- If any member of staff suspects that a child/young person in his/her class may be a victim of abuse, they must inform immediately the named Senior Designated Person for Child Protection (SDP) or in their absence their deputy. This must be followed up with a completed Child Causing Concern Form – Appendix A or copies available in the staffroom,
- The member of staff must inform the pupil/student that any disclosure will be referred to either the Child Protection Officer or a designated safeguarding officer.
- In the case of child protection issues it is not possible to guarantee total confidentiality and the pupil/student must be informed of the need to share such information with the Senior Designated Person (SDP). In all cases, the SDP for Child Protection will work to ensure that there is appropriate support for the pupil, / student the family and the member(s) of staff involved.

### **The Principal of School is informed.**

- Confidentiality will be maintained. The school's named SDP for Child Protection will work closely, and professionally, with all appropriate agencies and adhere to the "Seven golden rules of information sharing" as set out in the DfE guidance in "Information Sharing" 2015.
- A plan of support for the pupil/student will be put into place.
- If Social Services are contacted, the SDP will contact the family stating that there is a concern and that Social Services have been contacted, unless the child may be at risk by doing so. Prior to doing so, the SDP for Child Protection will check with Social Services that this is the appropriate course of action
- All Academies direct their staff to report any concerns, or disclosures to the SDP at the earliest opportunity.
- When dealing with a disclosure, staff are asked to listen carefully, stay calm and be reassuring and not to press for information. The concerns and details need to go straight to the SDP (in absence their deputy, or the Principal of School). A written record of concern is required as soon as possible after this. The DSP will then make a professional decision on what action to take.

- If the student is over 18, and is not a danger to him/herself, permission must be obtained from the student to share the information they have disclosed with outside agencies.

### **Early Help**

- All staff need to be able to identify pupils who need support but at a lower level than child protection. Staff are trained to understand the difference between a safeguarding concern and a child in immediate danger or at significant risk of harm. The Safeguarding team will hold regular meetings to discuss and monitor pupils who are receiving or requiring early help. They work closely with their Local Authority's Help Hub to ensure information is shared between agencies. (see pages 26 to 29 for extra information).

### **Roles and Responsibilities – Child Protection**

- All BFET Academies and Colleges have a member of the senior leadership team who is the Designated Senior Person for Safeguarding and they coordinate child protection arrangements.

#### **The Designated Senior Person:**

**Mrs Karen Bleakley**

- has the status and authority within each Academy to carry out the duties of the post, including committing resources and supporting and directing other staff;
- has a detailed job description outlining their roles and responsibilities.
- is appropriately trained, with updates at least every two years, has a working knowledge of LSCB procedures and understands locally agreed processes for providing early help and intervention
- acts as a source of support and expertise to the Academy
- keeps detailed written records of all concerns, ensuring that such records are stored securely, but kept separate from, the pupil's students general file
- refers cases of suspected abuse to pupil's social care or police as appropriate
- ensures that when a pupil with a child/student protection plan leaves the Academy, their information is passed to their new educational establishment and the pupil's/students social worker is informed ; and that their child protection file is copied for the new establishment as soon as possible but transferred separately from the main pupil file. This file must be addressed to the DSL or the Principal of the new school and sent recorded delivery.
- attends and/or contributes to child protection conferences and coordinates the Academy's contribution to child protection plans
- notifies pupil's social care if a child with a child protection plan is absent for more than two days without explanation
- develops effective links with relevant statutory and voluntary agencies including the LSCB
- develops effective links with the Virtual Principal for LAC pupils and plans Pupil Premium spending collaboratively
- ensures that all staff have understood the child protection policy and part 1 of Keeping Pupils Safe in Education 2016 and sign to say they have read and understood them.
- ensures that the child protection policy and procedures are regularly reviewed and updated annually, working with governors and proprietors.
- provides relevant training for staff and assists in keeping a record of staff attendance at child protection training, including induction for new staff.
- makes the child protection policy available publicly, on the school's website or by other means

- ensures parents are aware of the school's role in safeguarding and that referrals about suspected abuse and neglect may be made
- ensures all new members of staff undergo an induction programme that includes familiarisation with the child protection / safeguarding procedures.

**Deputy Designated Person(s):**

**Mrs Andrea Alder**

- Is/are appropriately trained and, in the absence of the designated person, carries out those functions necessary to ensure the on-going safety and protection of pupils. In the event of the long-term absence of the designated person, the deputy will assume all of the functions above. Likewise the DDP will update training at the minimum every 2 years.

**The Principal of School / Principal:**

**Mr N Reynolds**

- ensures that the child protection policy and procedures are implemented and followed by all staff
- allocates sufficient time, training, support and resources, including cover arrangements when necessary, to enable the DSP and deputy to carry out their roles effectively, including the assessment of pupils / students and attendance at strategy discussions and other necessary meetings
- ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle blowing procedures
- ensures that pupils / students are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online
- liaises with the Local Authority Designated Officer (LADO) where an allegation is made against a member of staff
- ensures that anyone who has harmed or may pose a risk to a child / young person is referred to the Disclosure and Barring Service

**The Governing Body:**

- ensures that the child protection policy and procedures and a staff code of conduct which are implemented and followed by all staff
- appoints a DSP for child protection who is a member of the senior leadership team and has undertaken training in inter-agency working, in addition to basic child protection training.
- ensures that the DSP role is explicit in the role holder's job description.
- allocates sufficient time, training, support and resources, including cover arrangements when necessary, to enable the DSP and deputy to carry out their roles effectively, including the assessment of pupils / students and attendance at strategy discussions and other necessary meetings
- ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle blowing procedures
- has procedures for dealing with allegations of abuse made against members of staff including allegations made against the Principal teacher and allegations against other pupils.
- ensure that the school's safeguarding, recruitment and managing allegations procedures are in accordance with the LSCB and national guidance
- follows safer recruitment procedures that include statutory checks on staff suitability to work with pupils / young people.
- ensures that all staff, including temporary staff and volunteers are provided with the school's child protection policy and staff code of conduct

- considers how pupils may be taught about safeguarding, including online as part of a broad and balanced curriculum.

The governing body nominates a member (normally the chair) to be responsible for:-

- meeting regularly with the designated senior person:
- liaising with the local authority and other agencies in the event of an allegation being made against the Principal teacher.

**All Staff have a responsibility for keeping pupils/young people safe. They should:-**

- be aware and have an understanding of the Academy's Policy and procedures relating to Child Protection and Safeguarding.
- have undertaken the relevant training outlining forms of, and indicators of, abuse. (Appendix A)
- record their concerns about a pupil's/student's safety / welfare on the Academy / College Cause for Concern Form and pass these to the SDP as soon as possible.

### **Confidentially and Information sharing**

Child protection issues warrant a high level of confidentiality, not only out of respect for the pupil and staff involved but also to ensure that being released into the public domain does not compromise evidence. All staff are asked to only discuss concerns with the designated senior person, Principal of School, Executive Principal or chair of governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

In our Academies Child Protection information will be stored and handled in line with Data Protection Act 1998 principles. Information is:

- processed for limited purposes
- adequate, relevant and not excessive
- accurate
- kept no longer than necessary
- processed in accordance with the data subject's rights
- secure.

Each Academy's Record of Concern forms and other written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals.

Child protection information will be stored separately from the pupil's/students Academy file which will be 'tagged' to indicate that separate information is held.

The Data Protection Act does not prevent Academy staff from sharing information with relevant agencies, where that information may help to protect a child.

Each Academy's policy on confidentiality and information-sharing is available to parents and pupils on request.



## Staff Training

It is important that all staff receive training to enable them to recognise the possible signs of abuse, neglect and exploitation and to know what to do if they have a concern.

All staff in our Academies / Colleges including cleaning and kitchen staff will be given the opportunity to participate in in-service training courses which lead to a greater understanding of the signs and symptoms of child abuse; awareness of procedures for dealing with individual cases; information about the roles and responsibilities of other agencies with whom the school has to liaise and advice on making use of the curriculum to build preventative approaches to child protection. Training includes coverage of all areas noted in KCSIE 2016. **Child Protection training will be provided for all staff at least annually, with regular updates as required. New staff will be trained within their first half term of service.**

Staff and governors will receive an explanation during their induction, which includes the school's child protection policy, reporting and recording arrangements, the staff code of conduct and details for the DSP. **The Principal of School and governors will receive training that is regularly updated and the DSP will receive a training update annually and full training at least every two years, including training in inter-agency procedures.**

Supply staff and other visiting staff will be given the individual Academy leaflet for Visiting Staff re Child Protection.

All staff will be made aware of the increased risk to abuse of certain groups, including disabled and SEN pupils, looked after pupils and young carers.

## Safer Recruitment Training

Each Academy follows the Bright Futures Educational Trust Safer Recruitment Policy together with the guidance in Safeguarding Pupils and Safer Recruitment in Education. There is always at least one person on every recruitment panel that will have completed Safer Recruitment training.

## The Safeguarding curriculum

In our Academies / Colleges students are taught to understand and manage risk through different strands of the curriculum (e.g On line Safeguarding- ICT, SEAL Programmes and SRE, PHSEE). We work to help pupils think about risks they may encounter and with staff work out how those risks might be overcome. Discussions about risk are empowering and enabling for all pupils and promote sensible behaviour rather than fear or anxiety. Pupils are taught how to conduct themselves and how to behave in a responsible manner. Pupils are also reminded regularly about e-safety and tackling bullying procedures. The Trust continually promotes an ethos of respect for pupils, and pupils are encouraged to speak to a member of staff in confidence about any worries they may have.

## On Line Safety

The rapid pace that technology has taken is both cause for awe and concern. Where we can see the positive aspects of technology both in and outside classrooms we must also educate pupils/students to possible harm. Some adults and young people will use these technologies to harm pupils. The harm might range from sending hurtful or abusive texts and emails, to enticing pupils to engage in sexually harmful conversations, webcam photography or face-to-face meetings. The Trust's On line - safeguarding policy explains how we try to keep pupils safe in our Academies. Cyberbullying and

sexting by pupils, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through each Academy's anti-bullying procedures.

The Academy ensures appropriate filters and appropriate monitoring systems are in place. Pupils are not able to access harmful or inappropriate material from the school's IT system.

Chatrooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and pupils/students are not allowed to access these sites in any BFET Academy. Staff and students also receive training/advice regarding the use of mobile phones, social networking and electronic communication with pupils/students.

### **Monitoring of Internet Filters**

Internet filters are monitored by the IT technician – these are carried out every half term and 'spot' checks are carried out intermittently. This information is documented accordingly.

### **Pupils who may be particularly vulnerable**

- Learners with Special Educational Needs (SEN)

Staff in our Academies / Colleges recognises that some pupils with Special Educational Needs (SEN) and disabilities can provide additional safeguarding challenges and additional barriers can exist when recognising abuse and neglect in this group of pupils.

These barriers can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's impairment without further exploration;
- pupils 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.

All staff are made aware of these and work to overcome them.

### **Other Vulnerable Learners**

We also recognise other pupils may have an increased risk of abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and a reluctance on the part of some adults to accept that abuse can occur.

To ensure that all of our pupils receive equal protection, we will give special consideration to pupils who are:

- disabled
- young carers
- affected by parental substance misuse, domestic violence or parental mental health needs
- asylum seekers
- living away from home
- vulnerable to being bullied, or engaging in bullying
- living in temporary accommodation

- live transient lifestyles
- living in chaotic and unsupportive home situations
- looked after
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
  - at risk of sexual exploitation
  - do not have English as a first language
  - at risk of female genital mutilation (FGM)
  - at risk of forced marriage, and at risk of being drawn into extremism.

(The above list provides examples of additionally vulnerable groups and is not exhaustive.)

### Looked after pupils

#### Named personnel with designated responsibility for Looked After Pupils.

Academic year	Designated teacher for LAC	LAC Coordinator	Nominated Governor	Chair of Governors
2016-17	Mrs Karen Bleakley <a href="mailto:karen.bleakley@southshore.blackpool.sch.uk">karen.bleakley@southshore.blackpool.sch.uk</a>	Mrs Mandy Evans <a href="mailto:mandy.evans@southshore.blackpool.sch.uk">mandy.evans@southshore.blackpool.sch.uk</a>	Mrs Terri Hodginson <a href="mailto:Terri.hodkison@blackpoolcareers.org">Terri.hodkison@blackpoolcareers.org</a>	Mrs J Baker <a href="mailto:jbaker@aspirational.uk.net">jbaker@aspirational.uk.net</a>

The most common reason for pupils becoming looked after is as a result of abuse or neglect. BFET Academies / Colleges ensure that staff have the necessary skills and understanding to keep looked after pupils safe. Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child. The designated teacher for looked after pupils and the DSP have details of the child's social worker and the name and contact details of the local authority's virtual Principal for pupils in care.

### Missing Pupils

Attendance, absence and exclusions are closely monitored in all BFET Academies / Colleges. A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation. The DSL will work with attendance officers to monitor unauthorised absence and take appropriate action including notifying the local authority, particularly where pupils go missing on repeated occasions and/or are missing for periods during the school day. Staff must be alert to signs of pupils at risk of travelling to conflict zones, female genital mutilation and forced marriage. These concerns must be reported to the DSL immediately, in her absence to the DDSL.

### Private fostering arrangements

A private fostering arrangement occurs when someone other than a parent or a close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to pupils under the age of 16, or aged under 18 if the child is disabled. Pupils looked after by the local authority or who are placed in a residential school, pupil's home or hospital are not considered to be privately fostered.

Private fostering occurs in all cultures, including British culture and pupils may be privately fostered at any age.

Most privately fostered pupils remain safe and well but safeguarding concerns have been raised in some cases so it is important that schools are alert to possible safeguarding issues, including the possibility that a child has been trafficked into the country.

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify pupil's services as soon as possible. (See LSCB guidance for further information.)

Where a member of staff becomes aware that a pupil may be in a private fostering arrangement they will raise this with the DSP and the school should notify the local authority of the circumstances.

### **Staff code of conduct**

To meet and maintain our responsibilities towards pupils there is a Trust Staff Code of Conduct. All BFET staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards them must be beyond reproach.

There is a complaints procedure for each Academy that will be followed where a pupil or parent raises a concern about poor practice towards a pupil that initially does not reach the threshold for child protection action. Complaints from staff are dealt with under the Academy's complaints and disciplinary and grievance procedures.

Staff who are concerned about the conduct of a colleague towards a pupil are asked to remember that the welfare of the child is paramount. BFET's whistleblowing code enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place. Alternatively staff can call the NSPCC whistle-blowing helpline on 0800 028 0285 or can contact direct LADO, directly, (see flow chart in appendix).

All staff sign the Acceptable Use Policy Agreement before being given access to the school network. This details use of mobile technology whilst in school.

### **Allegations against staff**

When an allegation is made against a member of staff, set procedures must be followed. Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not the default option and alternatives to suspension will always be considered. In some cases, staff may be suspended where this is deemed to be the best way to ensure that pupils are protected. In the event of suspension the school will provide support and a named contact for the member of staff.

The full procedures for dealing with allegations against staff can be found in Keeping Pupils Safe in Education (DfE, 2016) and in the BFET Managing Allegations policy and procedures.

Staff, parents and governors are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing, including content placed on social media sites.

Allegations concerning staff who no longer work at the school, or historical allegations will be reported to the police.

### **Safer Recruitment**

In respect of staff recruitment, all Academies within the Trust will follow the guidance as set in KCSIE 2016 together with the Bright Futures Educational Trust Safer Recruitment Policy.

### **Governors**

- All governors will undergo an Enhanced DBS check.

### **Volunteers**

Any person who is a volunteer in our Academies / Colleges, including governors, will undergo checks commensurate with their work in the school and contact with pupils. Under no circumstances will a volunteer who has not been appropriately checked be left unsupervised or be allowed to engage in regulated activity.

### **Supervised volunteers**

Volunteers who work in our Academies / Colleges only in a supervised capacity and are not in regulated activity will undergo the safe recruitment checks appropriate to their role, in accordance with the school's risk assessment process and statutory guidance.

### **Contractors**

Individual Academies / Colleges check the identity of all contractors working on site and requests DBS checks and barred list checks where required by statutory guidance. Contractors who have not undergone checks will not be allowed to work unsupervised or engage in regulated activity.

### **Visitors to the academy**

Planned Visits by parents/carers, agencies and other visitors

All visitors to any of the Trust Academies will be asked to sign in at the reception and will be issued with a visitor's badge. They are asked to remain in the reception waiting area until the person they are asking to meet comes and meets them. Visitors are also issued with a leaflet explaining the Child Protection and the Academy procedures in relation to this.

At the end of the visit the member of staff meeting the visitor will be escorted to the reception area and formally signed out of the building.

### **Unplanned visits by parents/carers, agencies and other visitors**

The visitor will be asked to sign in at the office. A name will be recorded and the nature of the visit / or the person to be visited will be asked for. If the visitor can be seen then the above procedures are followed. If the member of staff cannot be located either another member of staff will come to the Reception or the visitor will be asked to come back at a specified time or to telephone the school to make an appointment at a mutually convenient time.

## **Site security**

Visitors to each Academy, including contractors, are asked to sign in and are given a badge, which confirms they have permission to be on site. Parents who are simply delivering or collecting their pupils do not need to sign in. All visitors are expected to observe the school's safeguarding and health and safety regulations to ensure pupils/young people in school are kept safe. The Principal of School will exercise professional judgment in determining whether any visitor should be escorted or supervised while on site.

All of BFET Academies and Colleges have CCTV coverage as an additional safety arrangement.

## **Extended school and off site arrangements**

Where extended activities are provided by and managed by a BFET Academy, the child protection and safeguarding policy will apply alongside their procedures. If other organisations provide services or activities on a site, the individual Academy will check that they have appropriate procedures in place, including safer recruitment procedures.

When pupils/students attend off-site activities, including day and residential visits and work related activities, the individual Academy will check that effective child protection arrangements are in place.

## **Work Experience/Alternative Provision**

Each Academy has procedures to safeguard pupils/students undertaking work experience/ alternative provision, including arrangements for checking people who provide placements and supervise pupils/students on work experience, which are in accordance with the guidance in KCSIE 2016. These will be kept in each Academy. When students are on these provisions the attendance procedures are followed as per the attendance policy.

## **Pupils staying with host families**

Academies within the Trust may make arrangements for pupils/students to stay with a host family during a foreign exchange trip or sports tour. In such circumstances the school follows the guidance in KCSIE 2016, Annex C to ensure that hosting arrangements are as safe as possible.

## **Photography and images**

The vast majority of people who take or view photographs or videos of pupils do so for entirely innocent, understandable and acceptable reasons. However this is not always the case. BFET require Academies to ensure some safeguards in place e.g.

- seek their consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- seek parental consent
- use only the pupil's/students first name with an image
- ensure pupils/students are appropriately dressed
- encourage pupils/students to speak to a member of staff if they are worried about any photographs that are taken of them

This policy is one of a series in both the BFET and the school's integrated safeguarding portfolio. Below indicates some of these safeguarding related policies (This should include, as a minimum, your school's policies for child protection, staff behaviour, recruitment, allegations against staff, complaints, pupil behaviour and e-safety)

### **Related Safeguarding Portfolio Policies**

- Anti bullying
- Attendance (Including Pupils Missing From Education)
- Behaviour
- Complaints procedure
- Drugs
- E-Safety
- First Aid
- Grievance and disciplinary
- Health and Safety
- Managing allegations
- Medicines
- Personal and intimate care
- Safer recruitment
- SEN
- Self harm
- Sex and Relationship Education
- Staff code of conduct
- Use of reasonable force
- Whistleblowing.

## Recognising abuse

### Child protection procedures

We need to 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.

### Types 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. Pupils 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 pupils.

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

**Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on pupils. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing pupils frequently to feel frightened or in danger, or the exploitation or corruption of pupils. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

**Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving pupils in looking at, or in the production of, sexual images, watching sexual activities, encouraging pupils 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 pupils.

**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, 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 or, or unresponsiveness to, a child's basic emotional needs.



## Definitions taken from Keeping Pupils Safe in Education 2016.

### Indicators of abuse

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as pupils may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated senior person.

It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.

A child who is being abused, neglected or exploited may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss school, arrive late or leave the school for part of the day
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age
- acquire gifts such as money or a mobile phone from new 'friends'

**Individual indicators** will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSP to decide how to proceed.

It is very important that staff report their concerns – they do not need 'absolute proof' that the child is at risk.

### Impact of abuse

The impact of child abuse, neglect and exploitation should not be underestimated. Many pupils do recover well and go on to lead healthy, happy and productive lives, although most adult survivors

agree that the emotional scars remain, however well buried. For some pupils, full recovery is beyond their reach, and the rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties.

### **Specific Safeguarding issues**

**Child sexual exploitation** ( taken from the Government's standard definition of Child Sexual Exploitation).

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Some of the following signs may be indicators of sexual exploitation:-

- Pupils who appear with unexplained gifts or new possessions;
- Pupils who associate with other young people involved in exploitation;
- Pupils who have older boyfriends or girlfriends;
- Pupils who suffer from sexually transmitted infections or become pregnant;
- Pupils who suffer from changes in emotional well-being; or menstrual problems
- Pupils who misuse drugs and alcohol;
- Pupils who go missing for periods of time or regularly come home late; and
- Pupils who regularly miss school or education or don't take part in education.

**Female Genital Mutilation (FGM)** comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. Section 5B of the **Female Genital Mutilation Act 2003 places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions.** It is mandatory that all FGM is reported.

FGM is internationally recognised as a violation of human rights of girls and women. It is illegal in most countries including the UK. Victims of FGM are likely to come from a community that is known to practise FGM. Signs that may indicate a child has undergone FGM:

### **Prolonged absence from school and other activities**

- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity

- Repeated urinal tract infection
- Disclosure

**Forced marriage:** Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one 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 a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools have a duty to report cases of Forced Marriage to the police (Forced Marriage Unit).

**Preventing Radicalisation:** Protecting pupils from the risk of radicalisation should be seen as part of all our Academies and Colleges' wider safeguarding duties. It is similar in nature to protecting pupils from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

**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. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

There are a number of behaviours which may indicate a child / young person is at risk of being radicalised or exposed to extreme views these include:-

- Spending increasing time in the company of other suspected extremists
- Changing their style of dress or personal appearance to accord with the group
- Day-to-day behaviour becoming more centred on an extremist ideology, group or cause.
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause
- Possession of materials or symbols associated with an extremist cause.
- Attempts to recruit others to the group/cause
- Communications with others that suggests identification with a group, cause or ideology.
- Using insulting derogatory names for another group

**Increase in prejudice-related incidents committed by that person** – these may include physical or verbal assault, provocative behaviour, damage to property, derogatory name calling, possession of prejudice-related materials, prejudice related ridicule or name calling, inappropriate forms of address, refusal to co-operate, attempts to recruit to prejudice-related organisations, condoning or supporting violence towards others.

Schools and academies have statutory duties placed on them to prevent pupils from being radicalised. (Counter Terrorism and Security Act 2015, Keeping Pupils Safe in Education 2016, Prevent Duty Guidance 2015, Working Together to Safeguard Pupils 2015.) BFET Academies have embraced these duties and employ strategies to prevent pupils/young people being drawn into extremism, including staff training.

BFET has a Radicalisation and Extremism Policy to which staff should refer to for further guidance



## Definitions

**Extremism** is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

**Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

**British Values** are democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

## Self Injury

Self-injury describes a wide range of things that people do to themselves in a deliberate and usually hidden way. In the vast majority of cases self-injury remains a secretive behaviour that can go on for a long time without being discovered. Self-injury can involve:

- Cutting, often to the arms using razor blades, broken glass, scissors or a pair of compasses (including scratching, picking, biting or scraping).
- Burning using cigarettes or caustic agents.
- Punching and bruising.
- Inserting or swallowing objects (sharp objects or harmful substances).
- Principal banging (hitting themselves against objects).
- Hair pulling out (hair, eyelashes or eye brows).
- Restrictive or binge eating.
- Overdosing
- Self neglect
- Alcohol abuse
- Taking personal risks
- Sleep deprivation

## Honour Based Violence

So-called “honour based” violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If any member of BFET staff have any doubts re HBV they must speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

There are a range of potential indicators that a child may be at risk of HBV. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place. If staff or the SDL have a concern regarding a child that might be at risk of HBV they should activate local safeguarding procedures

## **Peer on Peer Abuse**

There are many different forms peer on peer abuse can take. This is most likely to include, but not limited to: gender based violence, sexual assaults, sexting, name calling and bullying (including cyber bullying). Any form of peer on peer abuse, like any other abuse, should be treated seriously and not tolerated. Where staff have concerns / receive a disclosure about peer on peer abuse the child / student should be reassured and supported. The DSL should be informed as soon as possible.

While bullying between pupils is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying can have a disastrous effect on a child's wellbeing and in very rare cases has been a feature in the suicide of some young people.

All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported and will be managed through our tackling-bullying procedures. Bullying will be addressed at regular intervals in assemblies and PSHE education. Each Academy / College will have its own policy and procedures relating to bullying that will be adhered to. If the bullying is particularly serious, or the tackling bullying procedures are deemed to be ineffective, the Principal and the DSP will consider implementing child protection procedures.

## **Pupils with sexually harmful behaviour**

Pupils may be harmed by other pupils or young people. Staff will be aware of the harm caused by bullying and will use the school's anti-bullying procedures where necessary. However, there will be occasions when a pupil's behaviour warrants a different response under child protection. (Research suggests that up to 30 per cent of child sexual abuse is committed by someone under the age of 18.)

The management of pupils and young people with sexually harmful behaviour is complex and BFET Academies / Colleges will work with other relevant agencies to maintain the safety of their whole Academy / College community. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator. Staff who become concerned about a pupil's sexual behaviour, including any known online sexual behaviour, should speak to their DSP as soon as possible.

## Welfare Concern Form Designated Senior Leader – Karen Bleakley

Name of Child:	Form:	Date of Birth:
Place of Observation:	Date:	Time:

Incident Causing Concern

Was this a form of bullying- cyber/e-safety /homophobic/racist/physical Yes / No, .....if yes, state type.....

.....

.....

.....

.....

*Continue overleaf if necessary*

Other adult/pupils present at the time of the observation/disclosure/conversation:

.....

Action taken or action required:

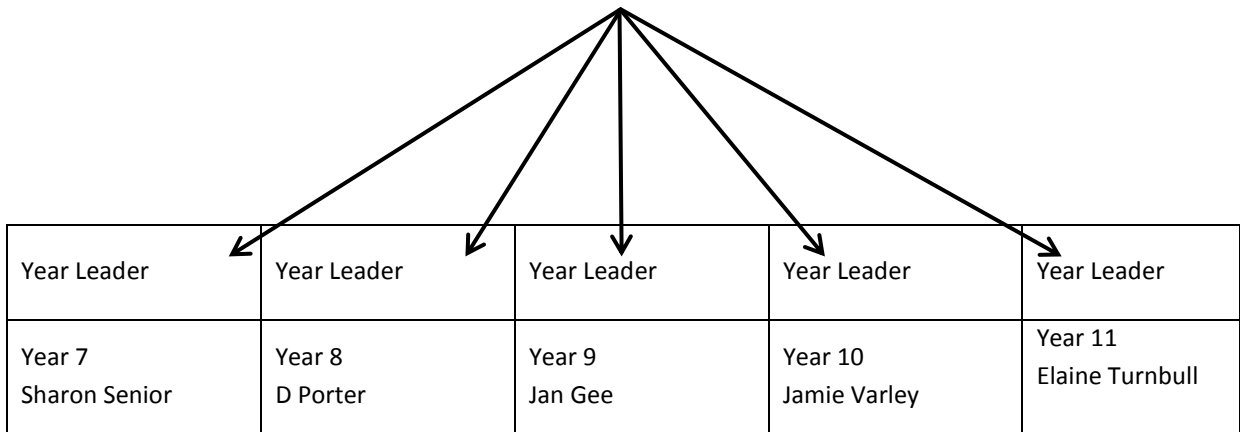
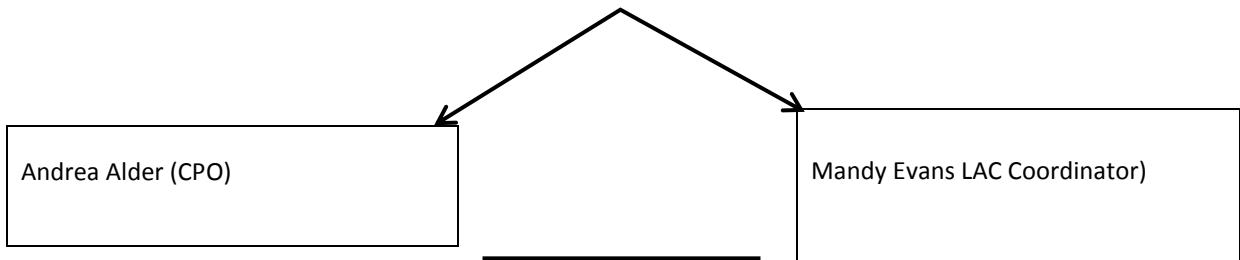
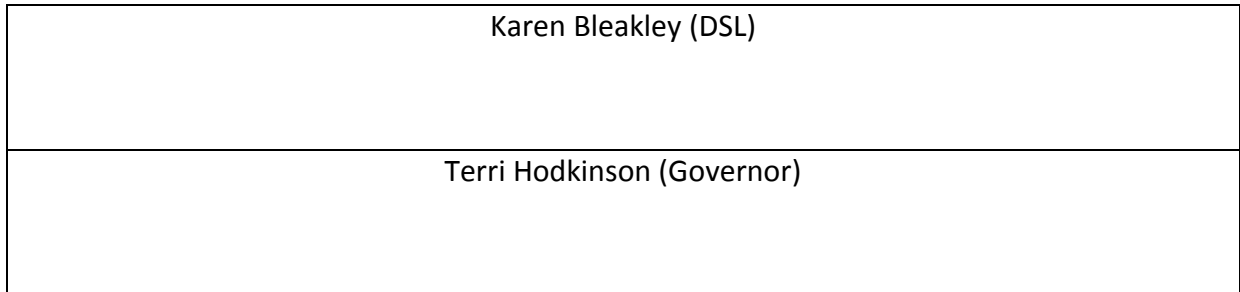
.....

Staff name (Block Capitals):	Role:
Signature:	Date:
Do you need further support? Yes / No	
Have you spoken with Karen Bleakley Yes / No	

Signature of designated person:	Date:
Action taken by designated person:	
Referred to <u>Senior</u> Designated Person (Karen Bleakley) Yes / No	

All welfare concerns forms to be passed to the Senior Designated Leader – Karen Bleakley (DSL), in her absence give to Andrea Alder, Safeguarding Officer.

**Safeguarding Welfare Structure**



Continued from overleaf

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**Appendix B**



## **What to do if you are concerned about a child's / young person's welfare.**

### Taking action

Any child, in any family in any school could become a victim of abuse. Staff should always maintain an attitude of "it could happen here".

Key points for staff to remember for taking action are:

- in an emergency take the action necessary to help the child, if necessary call 999
- report your concern as soon as possible to the DSP, definitely by the end of the day
- do not start your own investigation
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- complete a record of concern
- seek support for yourself if you are distressed.

### **If you are concerned about a pupil's welfare**

There will be occasions when staff may suspect that a pupil may be at risk, but have no 'real' evidence. The pupil's behaviour may have changed, their artwork could be bizarre, and they may write stories or poetry that reveal confusion or distress, or physical but inconclusive signs may have been noticed. In these circumstances, staff will try to give the pupil the opportunity to talk. The signs they have noticed may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill or an accident has occurred. It is fine for staff to ask the pupil if they are OK or if they can help in any way.

Staff should use the welfare concern form to record these early concerns. If the pupil does begin to reveal that they are being harmed, staff should follow the advice below. Following an initial conversation with the pupil, if the member of staff remains concerned, they should discuss their concerns with the DSP.

Concerns which do not meet the threshold for child protection intervention will be managed through the Early Help.

### **If a pupil discloses to you**

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault. Sometimes they may not be aware that what is happening is abusive.

If a pupil talks to a member of staff about any risks to their safety or wellbeing, the staff member will need to let the pupil know that they must pass the information on – staff are not allowed to keep secrets. The point at which they tell the pupil this is a matter for professional judgement. If they jump in immediately the pupil may think that they do not want to listen, if left until the very end of the conversation, the pupil may feel that they have been misled into revealing more than they would have otherwise.

During their conversations with the pupils staff will:

- allow them to speak freely
- remain calm and not overreact – the pupil may stop talking if they feel they are upsetting their listener
- give reassuring nods or words of comfort – ‘I’m so sorry this has happened’, ‘I want to help’, ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’
- not be afraid of silences – staff must remember how hard this must be for the pupil
- under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the pupil’s mother think about all this
- at an appropriate time tell the pupil that in order to help them, the member of staff must pass the information on and explain to whom and why
- not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused
- avoid admonishing the child for not disclosing earlier. Saying things such as ‘I do wish you had told me about this when it started’ or ‘I can’t believe what I’m hearing’ may be the staff member’s way of being supportive but may be interpreted by the child to mean that they have done something wrong
- tell the pupil what will happen next. The pupil may agree to go to see the designated senior person. Otherwise let them know that someone will come to see them before the end of the day.
- report verbally to the DSP even if the child has promised to do it by themselves
- write up their conversation as soon as possible on the record of concern form and hand it to the designated person
- seek support if they feel distressed.

### **What happens next?**

#### Notifying parents

The school will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively and the DSP will make contact with the parent in the event of a concern, suspicion or disclosure.

However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from pupil’s social care.

### **Confidentiality and sharing information**

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the pupil and staff involved but also to ensure that information being released into the public domain does not compromise evidence.

Staff should only discuss concerns with the designated senior person, Principal or Chair of Governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a ‘need-to-know’ basis.

However, following a number of cases where senior leaders in school had failed to act upon concerns raised by staff, **Keeping Pupils Safe in Education (2015) emphasises that any member of staff can contact pupil’s social care if they are concerned about a child.**

Child protection information will be stored and handled in line with the Data Protection Act 1998.

Information sharing is guided by the following principles. The information is:

- necessary and proportionate
- relevant
- adequate
- accurate
- timely
- secure

Information sharing decisions will be recorded, whether or not the decision is taken to share.

The record of concern forms and other written information will be stored in a locked facility and] any electronic information will be password protected and only made available to relevant individuals.

The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

The school's confidentiality and information-sharing policy is available to parents and pupils on request.

### **Referral to Pupil's Social Care**

The DSP will make a referral to pupil's social care if it is believed that a pupil is suffering or is at risk of suffering significant harm. The pupil (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.

Any member of staff may make a direct referral to pupil's social care if they genuinely believe independent action is necessary to protect a child.

### **Reporting directly to child protection agencies**

Staff should follow the reporting procedures outlined in this policy. However, they may also share information directly with pupil's social care, police or the NSPCC if:

- the situation is an emergency and the designated senior person, their deputy, the Principal / Principal teacher and the chair of governors are all unavailable
- they are convinced that a direct report is the only way to ensure the pupil's safety
- for any other reason they make a judgement that direct referral is in the best interests of the child.

## Early Help – Blackpool- Useful Contacts

Advice and guidance	Buzz Bus 01253 476010
Anxiety	<a href="http://braveonlinehelp.com/services/purchase-2">http://braveonlinehelp.com/services/purchase-2</a>
Behaviour	Educational Diversity <a href="mailto:pamela.aspin@blackpool.gov.uk">pamela.aspin@blackpool.gov.uk</a>
Bereavement	Linden Centre 01253 595552
Bullying	<a href="https://tootoot.co.uk/">https://tootoot.co.uk/</a> Anti-bullying alliance <a href="http://anti-bullyingalliance.org.uk/advice/">http://anti-bullyingalliance.org.uk/advice/</a> <a href="http://www.bullying.co.uk/">http://www.bullying.co.uk/</a>
Careers	Connexions 01253 754840
Children’s Centres	Baines 01253 699085 Claremont 01253 621703 Grange Park 01253 476480 Kincraig 01253 354059 Mereside 01253 839739 Revoe 01253 798016 St Cuthbert’s and Palatine 01253 313201 Talbot and Brunswick 01253 651190 Thames 01253 361981 The Together Centre 07500 835268 Unity Academy 01253 478129
CSE	Awaken 01253 607063 Pace UK <a href="http://paceuk.info/">http://paceuk.info/</a>
Cyber bullying	<a href="https://www.mobileguardian.com/">https://www.mobileguardian.com/</a>
Disability care	Safe hands 01253 922 922 / 01253 407 903

Domestic Violence	The Den 0300 32 32 100 Safenet 07866 510728 Fylde Coast Women's Aid
Drug and alcohol services	The Hub 01253 476010 NSPCC FEDUP programme 01253 307810
Eating disorders	b.e.a.t 0345 634 1414
Families	Families in Need team 01253 607319
Food banks	<a href="http://www.blackpoolfoodpartnership.org.uk/Getting%20Help.html">http://www.blackpoolfoodpartnership.org.uk/Getting%20Help.html</a>
Furniture and house clearance	Helping Hand 01253 601170
Grants for disadvantaged children	Swallowdale Trust 07919 154952 <a href="mailto:secswallowdale@hotmail.co.uk">secswallowdale@hotmail.co.uk</a> <a href="http://www.swallowdaletrust.co.uk">www.swallowdaletrust.co.uk</a>
Health	School nurse 01253 951740 / 951982 / 951719
Housing	Calico – 0800 169 2407 / 01282 686300
Legal aid	<a href="http://www.legalaiduk.net/solicitors-blackpool/">http://www.legalaiduk.net/solicitors-blackpool/</a>
Mental Health	CAMHS 01253 921700
Online counselling	<a href="http://xenzone.com/contact_us.php">http://xenzone.com/contact_us.php</a> Kooth
Parenting	Triple P <a href="http://www.triplep-parenting.uk.net/uk-en/find-help/triple-p-online/">http://www.triplep-parenting.uk.net/uk-en/find-help/triple-p-online/</a> Online product at £72. <a href="http://www.vodafone.com/content/digital-parenting/tools/parental-controls.html">http://www.vodafone.com/content/digital-parenting/tools/parental-controls.html</a>
Play	P.I.P (Play inclusion project) 01253 899883
Poverty	Blackpool Ladies Sick Poor Association 01253 694228
Private Fostering	Blackpool Private Fostering <a href="https://www.blackpool.gov.uk/Residents/Health-and-social-care/Children-and-families/Childrens-social-care/Private-">https://www.blackpool.gov.uk/Residents/Health-and-social-care/Children-and-families/Childrens-social-care/Private-</a>

	<a href="#">fostering.aspx</a>
Self Harm	<a href="http://www.youngminds.org.uk">www.youngminds.org.uk</a> 0808 802 5544 <a href="http://alumina.selfharm.co.uk/">http://alumina.selfharm.co.uk/</a> alumina@selfharm.co.uk
Sexual Health	Connect 01253 751047 Wish Team 01253 476010
Suicide prevention	Papyrus 0800 068 41 41 ASIST training – through Public Health Blackpool (for Professionals ) <a href="mailto:emily.davis@blackpool.gov.uk">emily.davis@blackpool.gov.uk</a>
Therapeutic play and leisure	Aspired futures 01253 769755 – Suzanne Williams
Unhealthy relationships / CSE	Street Safe 01772 256900
Victim Support	0808 168 9111
Young carers	01253 393748 <a href="http://www.blackpoolcarers.org">www.blackpoolcarers.org</a>
Young Offenders	YOT team – 01253 478686
Youth work	URpotential 01253 344 398
Women’s Aid	01254 583032

Family Information Service -

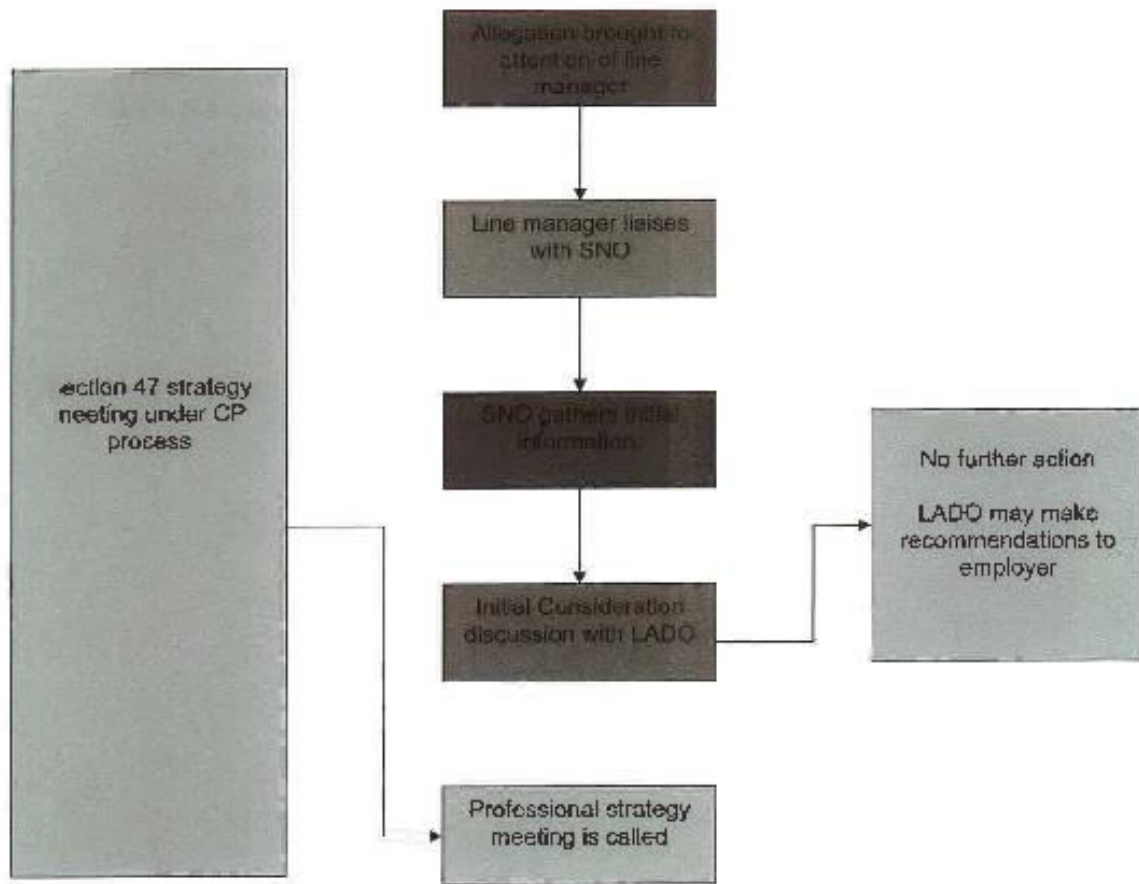
<https://blackpool.fsd.org.uk/kb5/blackpool/fsd/home.page>

**0800 092 2332**

Contact details for LADO

Amanda Quirk on 01253 477848

Allegations - RE: LADO  
Flow Chart



Police investigation  
(Takes precedence)

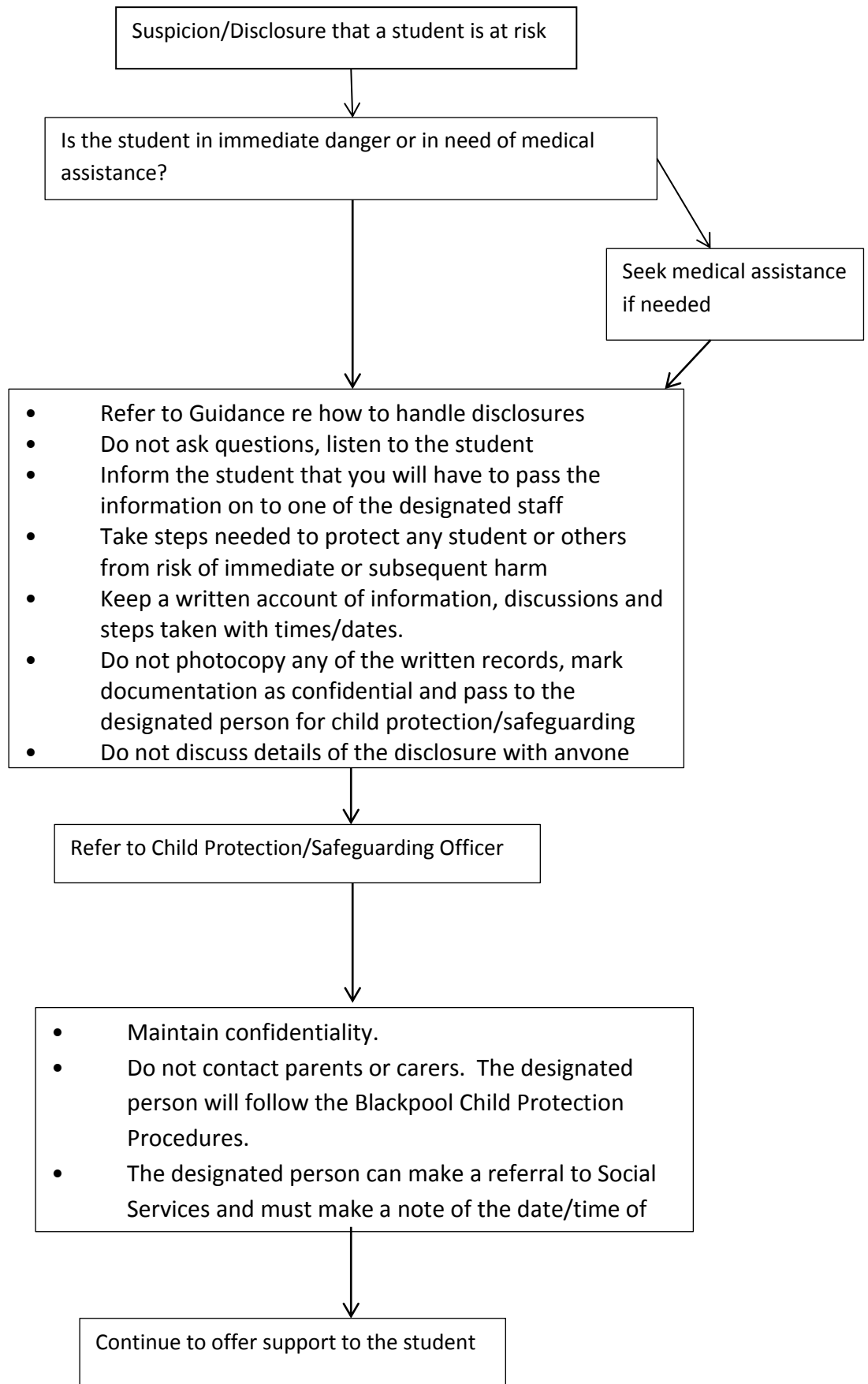
Social Care investigation  
(Protection of child is paramount)

Disciplinary sanction  
(Care must be taken not to subjugise)

Case Reviewed,  
resolved and closed  
by LADO

Possible disciplinary /  
dismissal and referral  
to DBS and / or  
regulatory body

## South Shore Academy Suspected cases of abuse – Flow Chart





## South Shore Academy mental/wellbeing concerns

