

WHOLE SCHOOL POLICY FOR SAFEGUARDING & CHILD PROTECTION

Pendle Community High School and College

The purpose of this safeguarding policy is to ensure every young person who is a registered pupil / student at Pendle Community High School and College (PCHS& C) is safe and protected from harm. This means we will always work to:

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

This policy will give clear direction to staff, volunteers, visitors and parents about expectations and our legal responsibility to safeguard and promote the welfare of all children and young people at our school and college.

As a school we fully recognise the contribution we can make to protect children and young people from harm and to support and promote the welfare of all children who are registered pupils/ students at our school and college.

This policy applies to all pupils, staff, parents, governors, volunteers and visitors.

This policy should be read in conjunction with the School's Safeguarding Portfolio.

This policy applies to all pupils and students on roll. Referral for students who are 18+ will be through the Adult Social Care Safeguarding team.

KEY AREA	
Statutory Guidance	<ul style="list-style-type: none"> • Education Act 2002: Section 175 of the Education Act 2002 requires local education authorities and the governors of maintained schools and further education (FE) colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. • Section 157 of the same act and the Education (Independent Schools Standards) (England) Regulations 2003 require proprietors of independent schools (including academies and city technology colleges) to have arrangements to safeguard and promote the welfare of children who are pupils at the school. • Working Together to Safeguard Children 2018 sets out organisational responsibilities for schools and colleges and this applies to maintained, independent, academies, free schools and alternative non provision academies • Keeping children safe in education 2019: This is statutory guidance from the Department for Education issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) Regulations 2014, and the Non-Maintained Special Schools (England) Regulations 2015. Schools and colleges in England must have regard to it when carrying out their duties to safeguard and promote the welfare of children. Unless otherwise specified, ‘school’ means all schools whether maintained, non-maintained or independent schools (including academies, free schools and alternative provision academies), maintained nursery schools¹ and pupil referral units. ‘College’ means further education colleges and sixth-form colleges as established under the Further and Higher Education Act 1992, and relates to their responsibilities towards children under the age of 18, but excludes 16-19 academies and free schools (which are required to comply with relevant safeguarding legislation by virtue of their funding agreement). This document sets out the legal duties with which schools and colleges must comply and also contains information on what schools and colleges should do (unless they have good reason not to) in order to keep children safe. It should be read alongside statutory guidance Working together to safeguard children, and departmental advice What to do if you are worried a child is being abused - Advice for practitioners. The terms “must” and “should” throughout the guidance. We use the term “must” when the person in

	<p>question is legally required to do something and “should” when the advice set out should be followed unless there is good reason not to.</p> <ul style="list-style-type: none"> • What to do if you are worried a child is being abused – advice for practitioners • Guidance for Safer Working Practice (May 2019) • The Children Act 1989 • The Children Act 2004
<p>Ethos</p>	<p>Pendle Community High School and College recognises that high self-esteem, confidence, peer support and clear lines of communication with trusted adults helps all young people, especially those at risk of, or suffering abuse. We therefore ensure that:</p> <ul style="list-style-type: none"> • ALL staff, volunteers and governors contribute to an ethos where young people feel secure and safe • ALL young people have opportunities to communicate and know that they are listened to • ALL young people's wishes, feelings and views will be taken into account when decisions are being made about how to keep them safe • ALL young people know that they can communicate with any adult in school if they are worried or in difficulty • ALL staff and volunteers will contribute to providing a curriculum which will equip young people with the skills they need to stay safe and be able to communicate when they do not feel safe • ALL staff and volunteers will contribute to providing a curriculum which will help young people develop an attitude which will enable them to enter adulthood successfully and reach their full potential • ALL staff, volunteers and governors will establish effective, supportive and positive relationships with parents, carers, pupils and professionals <p>As a special school we are fully aware that additional barriers can exist when recognising abuse and neglect in this group of children and young people with SEND. These can include:</p> <ul style="list-style-type: none"> • assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration; • being more prone to peer group isolation than other children; • the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs • communication barriers and difficulties in overcoming these barriers. <p>As a school we ensure that all staff are trained extensively to understand the needs of the young people at our school / college, their vulnerabilities and be highly tuned into and sensitive to how abuse may be manifested by the young people's behaviour.</p>
<p>Roles & Responsibilities</p>	<p>Pendle Community High School and College is committed to providing the relevant personnel with clear and explicit roles and responsibilities to ensure accountability when safeguarding children. We therefore ensure that:</p> <p>All adults, including volunteers, working in or on behalf of the school will:</p> <ul style="list-style-type: none"> • Demonstrate an understanding that safeguarding is everyone's responsibility • Maintain and demonstrate a mind set of "it could happen here" • Do all they can within the capacity of their role, to keep ensuring that children are protected from harm • Do all they can within the capacity of their role, to ensure that children grow up in circumstances consistent with safe and effective care

- Do all they can within the capacity of their role, to ensure that children have the best outcomes
- Follow school's policy and procedure for following up pupil/ student absence
- Demonstrate an understanding of the responsibility to provide a safe environment in which children can learn.
- Comply with the code of conduct which includes acceptable use of technologies, staff/ pupil relationships and communications including the use of social media. (Reference on line safety policy, ABP, GSWP 2019)
- Report cases of suspected abuse to the DSL. This will be done as soon as possible using the school's agreed format, verbal report to the DSL followed by recording on the Onwards and Upwards Safeguarding and Behaviour management information system
- Report lower level concerns to the DSL using the school's agreed format, verbal report to the DSL followed by recording on the Onwards and Upwards Safeguarding and Behaviour management information system
- Monitor all pupils, particularly those that are deemed vulnerable
- Report any concerns regarding any adults conduct to the DSL or deputy DSL
- All staff, if they have concerns, these should be acted on immediately and should always speak to the DSL or Deputy, early information sharing being vital in keeping children safe. In exceptional circumstances staff should consider speaking to a member of SLT or Children's Social Care to discuss safeguarding concerns if the DSL is not immediately available.

The Governing Body will:

- Ensure that the policies, procedures and training in **Pendle Community High School and College** are effective and comply with the law at all times
- Ensure that safeguarding policies and procedures are followed by all staff
- Put in place safeguarding responses in cases where children go missing from education
- Appoint a DSL and back-ups and ensure that they are provided with appropriate support, funding, resources and time to carry out their role
- Ensure the school or college contributes to inter-agency working in line with statutory guidance [Working together to safeguard children](#)
- Ensure that safeguarding procedures take into account local guidance including the [Risk sensible model Risk Management Toolkit](#) and [Lancashire Continuum of Need and Thresholds Guidance](#)
- Ensure that staff members undergo safeguarding training at induction
- Ensure that DSLs and all staff, volunteers and Governors are trained and updated regarding safeguarding regularly in compliance with [Keeping Children Safe in Education 2019](#)
- ensure that children are safe online by ensuring that appropriate filters and monitoring systems are in place
- ensure that children are taught about safeguarding
- prevent people who pose a risk of harm from working with children
- ensure there are procedures in place to handle allegations against teachers, Headteachers, principals, volunteers and other staff
- ensure staff in school are aware of, and policies reflect, an understanding of specific issues such as peer on peer abuse and as a special school safeguarding children with disabilities and special educational needs
- ensure that all practice and procedures operate with the **best** interests of the child at their heart
- appoint a designated teacher to promote the education of Children Looked After (CLA)
- ensure that all staff are aware of safeguarding issues and vulnerabilities associated with CLA

The DSLs will:

- take **lead responsibility** for safeguarding and child protection this includes understanding that safeguarding incidents and/or behaviours can be

	<p>associated with factors outside the school or college and/or can occur between children outside the school or college. All staff, but especially the designated safeguarding lead (or deputy) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.</p> <ul style="list-style-type: none"> • DSLs must take a holistic view to ensure wider environmental factors are considered which may be a threat to safety and welfare of children (Contextual Safeguarding). • The DSL will consider when a child is moving school if it would be appropriate to share information in advance of the pupil moving. • The DSL should have details and liaise with the Local Authority Personal Advisors for any Care Leavers. • manage referrals to Children's Social Care, Police and other agencies • work with others in order to improve outcomes for children • attend DSL training every 2 years • undertake Prevent awareness training • update their skills and knowledge on a regular basis, but at least annually • raise awareness of safeguarding throughout school • ensure that this policy is reviewed annually and is available publicly • maintain, update and amend the school's safeguarding portfolio regularly • ensure that parents are aware of school's responsibilities regarding safeguarding and child protection • maintain accurate safeguarding records that are stored securely • be available during school hours • arrange cover of DSL role for any out of hours/out of term activities • represent school in multi-agency meetings • be provided with appropriate support and supervision in order to carry out the role safely and effectively • DSLs will ensure that the school has suitably trained Key Adult /s in order to fulfil its obligations under Operation Encompass. • DSLs will ensure that the school's commitment to Operation Encompass is known throughout the school community via the means of staff training, parental letters, posters, and the school website.
<p>Induction, Training & Updates</p>	<p>Pendle Community High School and College is committed to providing staff and volunteers with the skills and knowledge needed to safeguard children. We therefore ensure that:</p> <ul style="list-style-type: none"> • ALL staff and volunteers will receive Level 1 & 2 Safeguarding Training on induction using LCC Safeguarding Induction Pack which includes Keeping Children Safe in Education (Part One), Guidance for Safer Working Practice, Code of Conduct and Whistleblowing Policy. • Staff induction must include Child Protection Policy, Staff Behaviour Policy(code of conduct), Role of the DSL and Deputies, Pupil Behaviour Policy and Safeguarding response to children who go missing from education • ALL staff and volunteers will receive Level 1 & 2 Safeguarding Training annually • the DSL/s will provide ALL staff, volunteers and governors with regular safeguarding updates • ALL staff, volunteers and governors will read and show an understanding of any updates that are provided • DSLs will attend DSL training every 2 years • DSLs will update their knowledge, skills and understanding of relevant safeguarding issues on a regular basis • The main DSL will undertake Prevent awareness training • At least one member of staff and one governor will attend Safer Recruitment Training. This will be renewed at least every 5 years • ALL staff, volunteers and governors will undertake any additional training on matters such as Child Sexual Exploitation, Prevent, Peer on Peer abuse, Online

	<p>Safety, Private Fostering, Adverse childhood experiences, etc as is deemed necessary by the SLT</p> <ul style="list-style-type: none"> any staff member will discuss any specific training requirements or gaps in knowledge or understanding with the DSL/s
<p>Child Protection</p>	<p>Pendle Community High School and College is committed to PREVENTING abuse, PROTECTING children from abuse and SUPPORTING those involved in cases of abuse. We therefore ensure that:</p> <ul style="list-style-type: none"> ALL staff and volunteers understand the importance of teaching children how to keep themselves safe from all types of abuse ALL staff and volunteers seek out opportunities that are relevant to their role, to teach children the skills to keep themselves safe ALL staff and volunteers make and maintain positive and supportive relationships with children which enable children to feel safe and valued Safeguarding has a high status throughout school by being on the agenda at staff meetings/briefings, information being readily available on notice boards, regular updates ALL staff feel confident in approaching DSLs to raise concerns ALL staff and volunteers have an understanding of the four categories of abuse; NEGLECT, EMOTIONAL ABUSE, SEXUAL ABUSE, PHYSICAL ABUSE We will use Lancashire's Neglect Strategy 2019 and accompanying toolkit to identify and assess children whose developmental needs are being insufficiently met at an early stage, placing them at risk of achieving poor educational, emotional and social outcomes. Lancashire Multi-Agency Neglect Strategy, Neglect Toolkit ALL staff and volunteers understand that there are other ways in which children can be abused and other safeguarding issues and have read Annex A of KCSIE September 2019 <p>Children and the court system Children missing from education Children with family members in prison Child sexual exploitation Child criminal exploitation: county lines Domestic abuse Homelessness So-called 'honour-based' violence Preventing radicalisation Peer on peer abuse Sexual violence and sexual harassment (child to child)</p> <ul style="list-style-type: none"> ALL staff and volunteers have the knowledge, skills and expertise to recognise the signs and symptoms of all types of abuse DSLs keep up to date with emerging and specific safeguarding issues and update training and the School's Safeguarding Portfolio accordingly DSLs update staff and volunteer's knowledge and understanding of such issues in order for them to be able to identify children who are at risk of such specific safeguarding issues ALL staff and volunteers will maintain and demonstrate an attitude of "it can happen here" ALL staff and volunteers are child-centred in their practice and act in the best interests of the child at all times ALL staff recognise and understand that behaviour can be a child's way of communicating distress and changes to behaviour may be an indicator of abuse ALL staff and volunteers have the skills to respond appropriately and sensitively to disclosures or allegations of abuse

	<ul style="list-style-type: none"> • ALL staff and volunteers report cases of suspected abuse to the DSL. This will be done as soon as possible using the school's agreed format • where a child is at risk of immediate harm, ALL staff understand that they must refer to the Police or Children's Social Care • ALL staff and visitors know how to refer to Children's Social Care / Adult Safeguarding • DSLs will make a Section 47 referral to Children's Social Care where a child is in need of protection, has been significantly harmed or is at risk of significant harm, using Lancashire Continuum of Need and Thresholds Guidance, the Risk sensible model and Risk Management Toolkit to determine whether this threshold has been met • DSLs will make a referral to Adult safeguarding where a student 18 + is in need of protection, has been significantly harmed or is at risk of significant harm this referral will be done by telephone • Consent from parents/carers and child (if age appropriate) will be sought prior to this referral, except where this will cause delay or place anyone at risk • Where consent is not given, parents and carers are informed that a referral will still be made, except where this will cause delay or place anyone at risk • DSLs adhere to policy, procedures and guidance from the Lancashire, Safeguarding Children's Board (LSCB) with regard to sharing information • DSLs contribute to Strategy Discussions, Strategy Meetings, Initial and Review Child Protection Conferences, Core Group Meetings and other CP or adult protection and safeguarding meetings • DSLs will attend CP meetings, produce and present reports, liaise with staff, work with parents, work with other agencies and ensure the voice of the child is evidenced throughout these processes • DSLs will attend adult protection / safeguarding meetings, produce and present reports, liaise with staff, work with parents, work with other agencies and ensure the voice of the young person is evidenced throughout these processes • DSLs meet regularly to ensure that decisions made about children who are subjects of CP Plans are agreed and a clear rationale for the decision is documented • A copy of the child's CP Plan is included in the child's individual safeguarding file • ALL staff and volunteers will support victims of abuse in a capacity that is relevant to their role. This will be determined by the DSL • DSLs will determine what information staff members need to know in order to safeguard and support children. This may be different information for different staff • Staff are offered appropriate support and/or supervision that is relevant to their role or involvement in particular cases • Communication and work with parents and carers will always be undertaken in a supportive manner and in the best interests of the child • ALL staff understand that children who perpetrate abuse or display harmful behaviour should be treated as victims first and foremost and supported in the same way a victim of abuse would be supported • Specific programmes of work and support are offered to children and families who are vulnerable • Risk Assessments will be undertaken where a child's behaviour poses a risk to others, themselves or the environment • All staff, if they have concerns, these should be acted on immediately: early information sharing being vital in keeping children safe. In exceptional circumstances staff should consider speaking to a member of SLT or Children's Social Care to discuss safeguarding concerns if the DSL is not immediately available.
Child in Need	<p>Pendle Community High School and College is committed to ensuring the appropriate level of support is offered to a "Child in Need" and their family. We therefore ensure that:</p> <ul style="list-style-type: none"> • DSLs will make a Section 17 referral to Children's Social Care where Early Help has not been successful in reducing risk and meeting unmet needs using

	<p>Lancashire Continuum of Need and Thresholds Guidance and CSC referral form</p> <ul style="list-style-type: none"> • DSLs will make a Section 17 referral to Children's Social Care where there is evidence that the Level 3 threshold has been met on the Continuum of Need • this will be determined and assessed by the DSL using the Lancashire Continuum of Need and Thresholds Guidance, the Risk Sensible model and the Risk Management Toolkit • DSLs will obtain parental consent for the referral and for information to be shared, prior to contacting Children's Social Care • when consent is not given, DSLs will continue to offer Early Help, gather evidence of engagement or lack thereof, disguised compliance, impact on the child, increase in risk or level of unmet need, improvements or deteriorations • DSLs will review such cases regularly and assess whether there is evidence that meets Level 4 threshold on the Continuum of Need. In such cases Child Protection Procedures will be followed • DSLs contribute to Child in Need Meetings and Reviews • DSLs will attend CiN meetings, produce and present reports, liaise with staff, work with parents, work with other agencies and ensure the voice of the child is evidenced throughout these processes • DSLs will meet regularly to ensure that decisions made about children who are subjects of CiN Plans are agreed and a clear rationale for the decision is documented • A copy of the child's CiN Plan is included in the child's individual safeguarding file
<p>Early Help</p>	<p>Pendle Community High School and College is committed to providing our families with the right help at the right time. We therefore ensure that:</p> <ul style="list-style-type: none"> • ALL staff and volunteers can identify the risk factors that indicate a family or pupil may benefit from Early Help • ALL staff and volunteers will use the school's agreed format for letting the DSL know about Early Help requirements • DSLs will undertake a Common Assessment Framework(CAF) assessment, when appropriate, to identify what Early Help is required • DSLs will signpost and refer to appropriate support agencies • DSLs will lead on Team Around the Family (TAF) meetings where is it appropriate for them to do so • DSLs will refer to CSC where Early Help has not been successful in reducing risk and meeting unmet needs using Lancashire Continuum of Need and Thresholds Guidance and CSC referral form • DSLs will utilise Children and Family Wellbeing services by using Request for Service form • DSLs and other identified staff will identify and work with any organisations that are relevant in meeting the needs of pupils and their families • DSLs and other identified staff will initiate and maintain positive and supportive relationships with parents and carers of children who may benefit from Early Help • Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for our pupils who all have special needs and may have specific additional needs <p>In addition, those pupils who may be</p> <ul style="list-style-type: none"> • a young carer • showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups; • frequently missing/goes missing from care or from home; • misusing drugs or alcohol themselves • at risk of modern slavery, trafficking or exploitation • in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse • returned home to their family from care • showing early signs of abuse and/or neglect • at risk of being radicalised or exploited

	<ul style="list-style-type: none"> • a privately fostered child. <p>DSLs will generally be the lead for Early Help cases</p>
<p>Specific Safeguarding</p>	<p>Pendle Community High School and College is committed to keeping our children safe from specific forms of abuse. We therefore ensure that:</p> <p>ALL staff and volunteers understand that there are specific and emerging ways in which children can be abused and other safeguarding issues such as (all the elements below are new and taken from KCSIE 2019 Annex A):</p> <p><u>Children and the court system</u> Children are sometime required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds. They explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.</p> <p>Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.</p> <p><u>Children missing from education</u> All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their school or college’s unauthorised absence and children missing from education procedures.</p> <ul style="list-style-type: none"> • ALL staff and volunteers follow school procedures when a child misses education particularly on repeat occasions to help identify the risk of abuse and neglect • The school’s Attendance Policy is up to date, reviewed annually and includes reference to CME • There is an admissions policy and an attendance register • The Local Authority is informed of any pupil who fails to attend school regularly, or has been absent without the school’s permission for a continuous period of 10 school days or more • where reasonably possible schools and colleges should hold more than one emergency contact number for their pupils and students. • All staff will be aware that children going missing from education can be a warning sign of safeguarding considerations and act on these in line with the policy <p><u>Children with family members in prison</u> Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.</p> <p><u>Child sexual exploitation</u> 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</p>

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. Like all forms of child sex abuse, child sexual exploitation:

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

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

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

Child criminal exploitation: county lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of should be considered. Like other forms of abuse and exploitation, county lines exploitation can affect any child or young person (male or female) under the age of 18 years

- can affect any vulnerable adult over the age of 18 years
- can still be exploitation even if the activity appears consensual
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence
- can be perpetrated by individuals or groups, males or females, and young people or adults
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.
- The school curriculum (whereby sexual relationships/PSHE is delivered) will include relevant information around the risks associated with CSE
- The school **Online Safety Policy** will ensure the safety of children by ensuring they cannot access inappropriate material when using the internet and that suitable filtering software is in place

Domestic abuse

The cross-government definition of domestic violence and abuse is:

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological
- physical
- sexual
- financial
- emotional

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

Advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

[NSPCC- UK domestic-abuse signs symptoms effects](#)

[Refuge what is domestic violence/effects of domestic violence on children](#)

[Safelives: young people and domestic abuse](#)

- ALL staff and volunteers understand what domestic abuse is and the potential impact upon children and how this might be displayed.
The DSLs will: -
- Ensure that the school has suitably trained Key Adult/s in order to fulfil its obligations under Operation Encompass
- Ensure that the school's commitment to Operation Encompass is known throughout the school community via the means of staff training, parental letters, posters and the school website
- **The key adults at PCHS and C are Jenny Bayliss and Alison McConville**
- The following link gives information about Operation Encompass
<https://www.operationencompass.org/>

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: Homeless Reduction Act Factsheets. The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's

circumstances. The department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/ or require accommodation.

So-called 'honour-based' violence

So-called 'honour-based' violence (HBV) encompasses incidents or 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. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. 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.

Actions

If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on **teachers** that requires a different approach (see following section).

FGM

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.

FGM mandatory reporting duty for teachers

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 will be rare for teachers to see visual evidence, and they should **not** be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at: [Mandatory reporting of female genital mutilation procedural information](#).

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. FGM Fact Sheet. Unless the teacher has good reason not to, they should still consider and discuss any such case with the school or college's designated safeguarding lead (or deputy) and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: [FGM Fact Sheet](#).

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 and colleges can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit has published statutory guidance and Multi-agency guidelines, with pages 35-36 of which focus on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmf@fco.gov.uk.

Preventing radicalisation

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools' or colleges' safeguarding approach.

Extremism is the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

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

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media) and settings (such as the internet).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a referral to the Channel programme.

The Prevent duty

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.

The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the Revised Prevent duty guidance: for England and Wales, especially paragraphs 57-76 which are specifically concerned with schools (and also covers childcare). The guidance is set out in terms of four general themes: Risk assessment, working in partnership, staff training, and IT policies.

Additional support

The department has published advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

There is additional guidance: Prevent duty guidance: for further education institutions in England and Wales that applies to colleges.

Educate Against Hate, a website launched by the Her Majesty's Government has been developed to support and equip school and college leaders, teachers, and parents with information, tools and resources (including on the promotion of fundamental British values) to help recognise and address extremism and radicalisation in young people. The platform provides information on and access to training resources for teachers, staff and school and college leaders, some of which are free such as Prevent e-learning, via the Prevent Training catalogue.

Channel

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. Guidance on Channel is available at: Channel guidance, and a Channel awareness e-learning programme is available for staff at: Channel General Awareness.

Designated Safeguarding Lead (and any deputies) should be aware of local procedures for making a Channel referral. As a Channel partner, the school or college may be asked

to attend a Channel panel to discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required.

The school **Online Safety Policy** will ensure the safety of children by ensuring they cannot access terrorist and extremist material when using the internet and that suitable filtering software is in place

Peer on peer abuse

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals. 'Upskirting', this typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

Peer on Peer Abuse occurs when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age; everyone directly involved in peer on peer abuse is under the age of 18.

- ALL staff and volunteers understand that children can abuse other children
- ALL staff and volunteers will inform the DSL of suspected peer abuse
- Peer on peer abuse will be taken as seriously as any other form of abuse
- Physical abuse between peers will be managed under the school's **Positive Behaviour and SEMH Policy** where appropriate
- Emotional abuse between peers will be managed under the school's **Anti-Bullying Policy** where appropriate
- Harmful sexual behaviour will be identified and managed using the **Brook Traffic Light Tool** and with support and guidance from LCC Schools Safeguarding Officer
- *Sexting will be managed on a case by case basis using national and local guidance and advice from LCC Schools Safeguarding Officer, – **Sexting in Schools Guidance***
- ***Sexting in schools and colleges: responding to incidents and safeguarding young people - UK Council for Child Internet Safety. ACPO CPAI Lead's Position on Young People Who Post Self-Taken Indecent Images.***
- In cases of suspected or actual peer on peer abuse a risk assessment will be undertaken and appropriate and proportionate control measures put in place to manage and reduce risk. The DSL will seek advice from LCC Schools Safeguarding Officer
- Referrals to Children's Social Care, Police and/or other appropriate agencies will be made where thresholds are met
- DSLs understand that regarding peer on peer abuse, the victim and the perpetrator are likely to have unmet needs and require support and assessment to determine these.
- The DSL will assess on a case-by-case basis, supported by children's social care and the police if required to ensure the most appropriate response for the children / young people involved.
- The DSL will consider:
 - the wishes of the victim in terms of how they want to proceed
 - the nature of the alleged incident
 - the ages of the children involved
 - the development stages of the children involved
 - any power imbalance between the children
 - is the incident a one-off or a sustained pattern of abuse
 - are there ongoing risks to the victim, other children, school or college staff
 - contextual safeguarding issues

Following a report of sexual violence, the designated safeguarding lead (or deputy) will make an immediate risk and needs assessment, considering:

- the victim
- the alleged perpetrator
- all other children (and if appropriate adult students and staff)
- risk assessments will be recorded and kept under review as a minimum termly

Sexual violence and sexual harassment between children in schools and colleges

Context

Sexual violence and sexual harassment can occur between two children of **any** age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that **all** victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk. Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

What is Sexual violence and sexual harassment?

Sexual violence

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003/105 as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

What is consent?

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs.

Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

Sexual harassment

When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual “jokes” or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.¹⁰⁸ It may include:

- non-consensual sharing of sexual images and videos;
- sexualised online bullying;
- unwanted sexual comments and messages, including, on social media; and
- sexual exploitation; coercion and threats

The response to a report of sexual violence or sexual harassment

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out from paragraph 23 in Part 1 of KCSIE 2018 guidance. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).

Modern Slavery The Modern Slavery Act 2015 places a new statutory duty on public authorities, including schools, to notify the National Crime Agency (NCA) (section 52 of the Act) on observing signs or receiving intelligence relating to modern slavery. The public authority (including schools) bears this obligation where it has ‘reasonable grounds to believe that a person may be a victim of slavery or human trafficking’.

- Staff must be aware of the above and contact the DSL should they suspect or receive information that either parents or their children may be victims of modern slavery. The DSL should then contact the NCA

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

- **Multi Agency Statutory Guidance on FGM**
- http://panlancashirescb.proceduresonline.com/chapters/p_female_mutilation.html
- **Prevent Duty - Prevent duty guidance - Home Office guidance** Prevent duty advice for schools - **DfE advice**
- http://panlancashirescb.proceduresonline.com/chapters/p_violent_extremism.html
- http://panlancashirescb.proceduresonline.com/chapters/p_forced_marriage.html
- **What to do if you suspect a child is being sexually exploited**
- http://panlancashirescb.proceduresonline.com/chapters/p_child_sex_exp.html
- **Sexting in Schools Guidance**
- **Sexting in schools and colleges: responding to incidents and safeguarding young people - UK Council for Child Internet Safety**
- ACPO CPAI Lead’s Position on Young People Who Post Self-Taken Indecent Images
- ADEPIS platform sharing information and resources for schools: covering drug (& alcohol) prevention - *Website developed by Mentor UK*
- Female genital mutilation: information and resources - *Home Office*

	<ul style="list-style-type: none"> • Female genital mutilation: multi agency statutory guidance - <i>DfE, DH, and HO statutory guidance</i> • Forced marriage: information and practice guidelines- <i>Foreign Commonwealth Office and Home Office</i> • Fabricated or induced illness: safeguarding children - <i>DfE, Department for Health and Home Office</i> • Medical-conditions: supporting pupils at school - <i>DfE statutory guidance</i> • Mental health and behaviour - <i>DfE advice</i> • Private fostering: local authorities - <i>DfE statutory guidance</i> • Gangs and youth violence: for schools and colleges- <i>Home Office advice</i> • Ending violence against women and girls 2016-2020 strategy - <i>Home Office strategy</i> • Sexual violence and sexual harassment between children in schools and colleges - <i>DfE advice</i> • Serious violence strategy - <i>Home Office Strategy</i>
<p>Online Safety</p>	<p>Pendle Community High School and College is committed to keeping pupils safe online. We therefore ensure that:</p> <ul style="list-style-type: none"> • ALL staff and volunteers understand that children can be harmed online via hurtful and abusive messages, enticing children to engage in age inappropriate conversations, sharing and production of indecent images or encouraging risk taking behaviour • The school's Online Safety Policy details how we keep pupils safe when using the internet and mobile technology • Online bullying by pupils, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our Anti-bullying / Positive Behaviour and SEMH Policy • There is a clear and explicit procedure for dealing with mobile phones that are brought into school by pupils/ students • DfE advice; Searching, Screening and Confiscation is followed where there is a need to search a pupil for a mobile device • When school become aware of an online safety issue that has occurred outside of school, it is managed in accordance with the school Online Safety Policy • School has appropriate filters and monitoring systems in place regarding use of internet (3G and 4G) in school - these are detailed in the Online Safety Policy.
<p>Record Keeping</p>	<p>Pendle Community High School and College is committed to recording all matters relating to the welfare of children in a relevant format. We therefore ensure that:</p> <ul style="list-style-type: none"> • DSLs will refer to LCC Record Keeping Guidance to assist them in creating and maintaining accurate safeguarding records • All records and information will be maintained in accordance with the General Data protection regulations (GDPR) 2018 • there is an agreed format for reporting all matters relating to child wellbeing, from an early help requirement or "niggle", to a disclosure of abuse • ALL staff use the agreed format for passing on concerns. Namely: concerns should be factual and evidence based. ALL concerns should be passed directly to the DSL verbally or to the back-up DSL followed by them being recorded on the Onwards and Upwards system • ALL concern logs will be kept either in whole school safeguarding system or in an individual pupil safeguarding file • A pupil will have an individual safeguarding file when there has been a number of concerns, an offer of Early Help or the family is, or has been at Level 2 or above on the Continuum of Need • DSLs will record all discussions, decisions and rationale behind decisions and sharing of information in the child's records • DSLs will record evidence of child's wishes, professional challenge, offers of early help and multi-agency working

	<ul style="list-style-type: none"> • When individual pupils are discussed during staff meetings, such as supervision, staff updates or risk assessments etc. pupil information should be anonymised or stored in a secure manner • All safeguarding records will be stored securely in a locked room/cabinet • Only DSLs and other named staff will have access to safeguarding records • A pupil's safeguarding file will be transferred, in its entirety, to the educational establishment where the child moves to, unless there is ongoing legal action • The safeguarding file will be hand delivered to the DSL at the receiving school. If this is not possible, the safeguarding file will be sent by recorded delivery • A receipt will be obtained at time of transfer and the responsibility for the safeguarding records will pass to the receiving school • The educational establishment where the pupil attends at statutory school leaving age (18) will securely retain the safeguarding records until the child's 25th birthday. Safeguarding records will then be destroyed securely • Advice will be sought from legal services and/or Schools Safeguarding Officer if any staff are unclear about any aspects of safeguarding record keeping
Safer Recruitment	<p>Pendle Community High School and College is committed to keeping pupils safe by ensuring that adults who work or volunteer in school are safe to do so. We therefore ensure that:</p> <ul style="list-style-type: none"> • LCC Human Resources guidance is adhered to, to ensure that there is a strong reference and commitment to safeguarding during advertisement, selection and recruitment of new staff • at least one governor and one staff member have attended Safer Recruitment Training in the last 5 years • there are at least 2 people on each selection panel and at least one person on every selection panel has attended Safer Recruitment Training • ALL staff will monitor the conduct of all adults who come into contact with children at school and report any concerns to the DSL, Deputy DSL, Headteacher or Chair of Governors as appropriate • Relevant, proportionate and lawful checks are undertaken on all adults who regularly work at, or visit the school, including a risk assessment for anyone requesting voluntary work. • A Single Central Record is kept of checks that are undertaken on all adults who regularly work at, or visit the school • all staff, including teacher trainees on salaried routes, and supply staff who work at the school. • The SCR should indicate whether the following checks have been carried out or certificates obtained, and the date on which each check was completed/certificate obtained: <ul style="list-style-type: none"> • an identity check. Identification checking guidelines can be found on the GOV.UK website; • a barred list check; • an enhanced DBS check/certificate; • a prohibition from teaching check64; • a section 128 check (for management positions as set out in paragraph 120-121 for independent schools (including academies and free schools)); • further checks on people who have lived or worked outside the UK (see paragraphs 146-147); this would include recording checks for those European Economic Area (EEA) teacher sanctions and restrictions described in paragraph 124; • a check of professional qualifications, where required; and • a check to establish the person's right to work in the United Kingdom. In addition, colleges must record whether the person's position involves 'relevant activity', i.e. regularly caring for, training, supervising or being solely in charge of persons aged under 18. • The SCR is stored securely and only accessed by designated staff and governors. The record is kept electronically and printed for audit purposes • The Headteacher and Safeguarding Governor evidence regular oversight/scrutiny of the SCR using the SCR Audit Sheet

	<ul style="list-style-type: none"> • Evidence of staff member's identity, required qualifications and the right to work in the UK will be kept in individual personnel files • Appropriate information e.g. a letter will be obtained from agencies and other employers that provide staff to work in school • Appropriate information e.g. a letter will be obtained from agencies / alternative education providers where a pupil is not accessing education on site • Individual identity checks will be undertaken on those staff detailed above to ensure they are employees of the named agency/employer • A transfer of control agreement will be used where other agencies/organisations use school premises and are not operating under school's safeguarding policies and procedures • Advice will be sought from Human Resources, LADO and/or Schools Safeguarding Officer if any staff are unclear about any aspects of Safer Recruitment
Allegations of abuse	<p>Pendle Community High School and College understands that when an allegation is made against a member of staff and volunteers, set procedures must be followed. We therefore ensure that:</p> <ul style="list-style-type: none"> • All staff and volunteers are aware of the requirement to, and process of referring allegations against staff to the Headteacher • All staff and volunteers are aware of the requirement to, and process of referring allegations against the Headteacher to the nominated Governor • The Headteacher and/or Chair of Governors will discuss the allegation with the Local Authority Designated Officer (LADO) • LSCB procedures for dealing with allegations against staff will be followed http://panlancashirescb.proceduresonline.com/chapters/p_allegations.html • All staff and volunteers remember that the welfare of the child is paramount and that they have a duty to inform the DSL if any adult's conduct gives cause for concern • All concerns of poor practice or possible child abuse by colleagues and volunteers should be reported to the Headteacher. • Complaints about the Headteacher should be reported to the Chair of Governors • All staff are aware of the school's Whistleblowing Policy which enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place
Visitors	<p>Pendle Community High School and College is committed to keeping pupils safe by ensuring that visitors to school do not pose a risk to children at our school. We therefore ensure that:</p> <ul style="list-style-type: none"> • Visitors to school sign in, read their responsibilities before being allowed access to school/ college, using the Inentry system and wear identification to indicate they have done so • ALL staff and children, where appropriate, will challenge visitors to school who are not wearing correct identification • Visitors sign out when they leave the school • Visitors are aware of who to speak to if they are worried about a child during their visit • Visitors are accompanied during their visit, when children are present, unless they have undergone relevant checks and these are accepted and verified by DSL or Headteacher • Visitors will behave in a way that is compliant with the school's Code of Conduct • Visitors will not use mobile phones or other similar electronic devices during their visit unless agreed by the Headteacher or DSL. • Visitors will not initiate contact or conversations with pupils unless this is relevant and appropriate to the reason for their visit • When there are several visitors to the school at the same time (such as for an assembly etc) there will be adequate staff supervision of children and visitors. A risk assessment will be undertaken if deemed necessary or appropriate

	<ul style="list-style-type: none"> When visitors are undertaking activities with children, content of the activity will be agreed with the Headteacher or DSL, prior to the visit 	
Cameras, Mobile Phones and Devices	<p>Pendle Community High School and College is committed to keeping pupils safe by ensuring that electronic devices such as cameras, phones and tablets are used in an appropriate manner. School will therefore ensure that:</p> <ul style="list-style-type: none"> Parental consent is obtained to take and use photographs and/or videos of children Parental consent is obtained for photographs to be taken by the media for use in relation to promoting or publishing the school Separate parental consent is obtained if any other agency requests to take photographs of any child Parental consent will be valid for 5 years but may be sought more regularly at the discretion of the Headteacher Images will be uploaded to, and stored in a secure place for a relevant amount of time, this may be for longer than the child is at school if appropriate Photographs and videos of children are only taken to provide evidence of their achievements for developmental records or for other school related purposes Staff, visitors, volunteers and students do not use their own mobile phones to take or record any images of children The school's digital camera/s or memory cards must not leave the school setting unless this is agreed by the Headteacher for official school business Photos are printed/uploaded in the setting by staff and once done images are to be immediately removed from the camera's memory Parents are reminded frequently of the risks associated with posting images of children to social media Parents are reminded frequently that they are not permitted to distribute or post images that contain children other than their own Staff, volunteers and visitors will not use mobile phones in toilet or changing areas The Code of Conduct, Acceptable behaviour agreements and On line safety Policy outlines when and where staff, volunteers and visitors can use their mobile phones ALL staff, volunteers and visitors will adhere to the above policies and failure to do so will be addressed appropriately by the Headteacher and/or the Governing Body Pupils' use of mobile phones and other devices will be managed under the school's Home/School Agreement/Acceptable behaviour/ Online Safety Policy DFE Advice; Searching, Screening and Confiscation is followed where there is a need to search a pupil for a mobile device 	
Review Dates	<i>Policy adopted by the Governing Body on:</i>	September 2019
	<i>Policy to be reviewed no later than:</i>	September 2020
Key Personnel and Training Details	<i>Designated Safeguarding Lead (DSL)</i>	Jennifer Bayliss
	<i>Date DSL Training Attended</i>	23rd May 2019 (Refresher)
	<i>Back-up/Deputy DSL(s)</i>	Alison McConville
	<i>Date DSL Training Attended</i>	26th June 2019 (Refresher)
	<i>Prevent Lead</i>	Jennifer Bayliss

	<i>Date Prevent/WRAP training attended</i>	22nd November 2015
	Headteacher	Dr Chris Lingard (Mrs)
	<i>Date safeguarding training attended (state type of training)</i>	9th November 2018 (DSL) (Refresher)
	Chair of Governors	Trevor Ashton
	<i>Date safeguarding training attended (state type of training)</i>	7 th March 2018 PCHS Safeguarding briefing. 2nd Sept 2019 KCSIE Briefing PCHS INSET
	Safeguarding Governor	Angela Ansley
	<i>Date safeguarding training attended (state type of training)</i>	7 th March 2018 PCHS Safeguarding briefing. 21 st June 2018 Safeguarding for Governors, 16 th July 2018 SEN and Disability for Governors
Useful Contacts	LCC Schools Safeguarding Officer	Tammy Tywang 01772 531196 tammy.tywang@lancashire.gov.uk
	Local Authority Designated Officer (LADO)	Tim Booth 01772 536694 tim.booth@lancashire.gov.uk
	Education Early Support Co-ordinators	Jenny Ashton 01772 531643 jennifer.ashton@lancashire.gov.uk Matt Chipchase 01254 220989 matt.chipchase@lancashire.gov.uk
	Lancashire Children's Social Care	0300 1236720 cypreferrals@lancashire.gov.uk
	Whistleblowing	01772 532500 WhistleblowingComplaints@lancashire.gov.uk