

Safeguarding Children Policy

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1. INTRODUCTION

Lealands High School policies are designed to support the school ethos, aims and vision. Lealands is a positive learning community which is fully inclusive to ensure equality of opportunity for all.

Our aims are outlined in our Home School Agreement. We want all members of the school community to:

- Enjoy learning
- Be enquiring
- Achieve the best
- Feel safe and secure
- Be happy
- Be well cared for and supported
- Be challenged and make good progress
- Be prepared for a bright future
- Make a valued contribution
- Enjoy a well ordered and stimulating learning environment

Our vision is to be:

“A centre of excellence, nurturing all learners, whatever their needs or interests, instilling high expectations for all and preparing young people for life and a bright future.”

All staff are required to uphold the ethos and aims of the school through the application of this and all school policies agreed by governors.

2. RATIONALE

The culture of Lealands High School is one that is safe for children and unsafe for adults that may pose a risk to children. In accordance with the DfE document ‘Keeping Children Safe in Education, September 2016’ we follow a child centred and coordinated approach to safeguarding. We believe that safeguarding is the responsibility of **all** adults working or volunteering within the organisation and that all concerns will be reported to the designated safeguarding lead. Essential to this is professional curiosity, openness and transparency where the focus remains on the children attending the establishment. Safeguarding and promoting the welfare of children is **everyone’s** responsibility and everyone who comes into contact with children and their families and carers has a role to play in safeguarding. When carrying out this duty, we consider, at all times, what is in the **best interests** of the child.

Lealands High School fully recognises its statutory duties and the contribution it can make in protecting children from harm and supporting and promoting the welfare of all children who are registered students at our school. The key elements of our policy are **prevention, protection and support**. This policy has been written in line with ‘Keeping Children Safe in Education’ (September 2016) and ‘Working Together to Safeguard Children’ (2015).

When this policy uses the word ‘child’ or ‘children’ it is referring to ‘children and young people’. This policy applies to all staff, parents, governors, volunteers, visitors and students.

Our school promotes an ethos where our students are safe, feel secure, are encouraged to talk and are listened to. We believe that all children have the right to be supported to meet their emotional and social needs as well as their educational needs.

We will contribute to prevention of abuse, victimisation, bullying, exploitation, extreme behaviours, discriminatory views and risk taking behaviours.

We recognise that children who are abused or witness abuse may find it difficult to develop a sense of self worth or view the world in a positive way. For such children, school may be one of the few stable, secure and predictable components in their life. Other children may be vulnerable because they have a disability or they are in care. We seek to provide all our children with the necessary support to keep them safe and build their self-esteem and self-confidence.

We want children at our school to feel able to talk freely to any member of staff or regular visitor if they are worried or concerned about something.

All staff have a responsibility to provide a safe environment in which children can learn and have a responsibility to identify children who may be in need of extra help or who are suffering, or likely to suffer significant harm.

All staff and volunteers will, through induction and training, be aware of systems within the school which support safeguarding and will know how to recognise concerns about a child and know how to manage a disclosure made by a child.

We will not make promises to a child we cannot keep and we will not keep secrets. Every child will be told, by the adult they have chosen to talk to, what will happen next.

Lealands High School will endeavour to provide activities and opportunities throughout the curriculum that will equip our children with the skills they need to stay safe. This will also be extended to include material that will encourage our children to develop essential life skills.

At all times we will work to establish effective working relationships with parents, carers and colleagues from other agencies such as Health or Social Care, the police, health services, and other services to promote the welfare of children and protect them from harm.

The school recognises its responsibility to have due regard to prevent young people from being drawn with terrorism (“the prevent duty”) as detailed in the Counter Terrorism and Security Act 2015. The school will ensure that staff are given appropriate training in how to recognise possible signs of radicalisation and what to do if they have concerns.

The school works closely with external agencies, cooperating with inter-agency working to provide a co-ordinated offer of early help for children identified with the need for additional support.

This policy includes, but is not limited to safeguarding children in specific circumstances

Neglect	Physical abuse
Emotional abuse	Sexual abuse
Children missing education	Children missing from home or care
Bullying, including online/cyber and prejudice-based bullying	Racist, disability and homophobic or transphobic abuse
Gender based violence / violence against women and girls (VAWG)	Radicalisation and /or extremist behaviour
Child Sexual Exploitation and trafficking	The impact of new technologies on sexual behaviour e.g sexting
Teenage relationship abuse	Substance abuse
Missing children and adults	Faith abuse
Gang / youth violence	Domestic abuse / violence
Female Genital Mutilation (FGM)	Forced Marriage
Fabricated / induced illness	Poor parenting
Trafficking	Private fostering
Sexting	Mental health
Hate crime	

Lealands High School will fulfil their local and national responsibilities as laid out in the following documents:-

- Working Together to Safeguard Children (DfE 2015)
- Keeping Children Safe in Education: Statutory guidance for schools and colleges (DfE Sept 2016)
- The Procedures of Luton Safeguarding Children Board
- The Children Act 1989
- The Education Act 2002 s175 / s157
- What to do if you are worried a child is being abused (DfE, 2015)
- Mental Health and Behaviour in Schools: Departmental Advice (DfE 2014)
- Prevent Duty, Counter Terrorism and Security Act 2015
- Serious Crime Act 2015

3. BROAD GOALS

- To ensure that procedures are in place so that every child who is a registered student at our school is safe and protected To give clear direction to all staff, volunteers and regular visitors about how concerns are managed.

- To ensure that **all** staff, (including those who are employed by external contractors (eg Mitie), governors and stakeholders understand their roles in contributing to the safeguarding of children and the procedures that should be followed.
- To ensure that **all** staff know who is the Designated Safeguarding Lead (including child protection), who deputises for them, and what their role is.
- To ensure that all safer recruitment procedures are understood and followed.
- To ensure that **all** staff are developed in their awareness of the risks and vulnerabilities children face.
- To alert staff to the signs and indicators that all might not be well.
- To ensure that **all** staff understand the early help process and are prepared to identify children who may benefit from early help.
- To contribute to the establishment of a safe, resilient and robust ethos in the school, built on mutual respect, and shared values.
- To reduce the potential risks children face of being exposed to violence, extremism, exploitation, or victimisation.
- To ensure that all educational visits procedures are understood and followed.
- To ensure that all fire drill procedures are understood and followed.
- To provide support and intervention at the earliest possible opportunity in the least intrusive way in accordance with Luton LSCB Thresholds Framework.
- To build a culture focused on securing improved outcomes for children and consider what difference support or interventions have made on children's lived experiences.
- To build a culture of openness and transparency where all staff are able to demonstrate understanding of their role and responsibility to safeguard and promote the welfare of children.

4. STUDENT IMPACT & OTHER OUTCOMES

- All students are safe and protected on the school site, whilst on educational visits or travelling by minibus.
- All students feel safe and secure, know who to confide in and are confident to do so.
- All students are aware of the fire drill procedures and can follow them correctly.
- All appropriate paperwork for all elements is completed accurately, and returned to the appropriate person on time.

5. APPLICATION

5.1 Child Protection

All staff should be aware of the guidance issued by Luton Safeguarding Children Board Threshold Framework to ensure children in order to secure the support and intervention at the earliest possible opportunity in the least intrusive way. (<http://lutonlscb.org.uk/pdfs/threshold-framework.pdf>). This document is integral to safeguarding children in Luton educational establishments and will always be used to underpin decision

5.1.2 Safeguarding Children Training

- 'Keeping Children Safe in Education' (September 2016) states that **all** staff should receive appropriate safeguarding training which is regularly updated... and should receive safeguarding and training updates (for example via email, e-bulletins and staff meetings). It also states that **all** staff should be aware of the early help process and understand their role within it and that they should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989.
- **All** staff in school who are in regular contact with children will attend basic safeguarding children training in line with the advice from the LSCB. This is referred to as 'Level 1'

safeguarding children training and is provided in school. As well as this, all staff receive regular safeguarding and training updates.

- Those staff who have ‘particular responsibilities’ with regard to safeguarding children attend more comprehensive Level 1 training and further training provided by the Local Safeguarding Children Board (LSCB).
- Designated safeguarding leads attend level 2 training and undergo updated child protection training every two years.
- Relevant staff including Child Protection lead will attend training to keep updated in all aspects of Child Protection including Child Sexual Exploitation (CSE) and Radicalisation (WRAP).
- All staff will be expected to sign to confirm they have read the document ‘Keeping Children Safe in Education (September 2016)).

5.1.3 Induction

- When staff join our school they are informed of the safeguarding children arrangements in place. They are given a copy of this policy and told who the Designated Safeguarding Lead is, what this role entails and who acts in their absence. They are also given a copy of:
 - The Staff Code of Conduct.
 - The school’s behaviour policy
 - The whistleblowing procedure
- The induction programme includes basic safeguarding information relating to signs and symptoms of abuse, how to manage a disclosure from a child, when and how to record a concern about the welfare of a child.
- All regular visitors and volunteers to our school are told where our policy is kept and who is the Designated Safeguarding Lead. They are given a copy of our Safeguarding Leaflet.
- When new students join our school, all parents and carers are informed that we have a safeguarding policy. This is available for all to see on our school website. Parents and carers are informed of our legal duty to assist our colleagues in social care with child protection enquiries and what happens should we have cause to make a referral to another agency.
- All staff are advised to maintain an attitude of ‘**it could happen here**’ where safeguarding is concerned . When concerned about the welfare of a child, staff members always act in the **best** interest of the child.

5.1.4 Recording & Reporting concerns about the Safety & Welfare of a Child ([Appendix A](#))

- **All** staff, volunteers and visitors have a responsibility be alert to signs and indicators of possible abuse and to take prompt action if they are concerned about the safety and welfare of a child.
- If a child is suffering or likely to suffer ‘significant harm’ ([Appendices B & C](#)) action must be taken immediately including informing the Designated Safeguarding Lead.
- All concerns about the safety and welfare of a child must be taken seriously.
- **All** staff, volunteers and visitors should:
 - record the concern, using the school’s safeguarding children recording system and share this concern with the Designated Safeguarding lead. (In certain circumstances, individuals may refer to children’s social care directly.);
 - speak to the school’s Designated Safeguarding Lead or the person who acts in their absence.

- agree with this person what action should be taken, by whom and when it will be reviewed.

5.1.5 **Non-urgent or Low Level Concerns**

All concerns about a child should initiate some form of action.

Staff, volunteers & visitors at the school will be watching for signs that a student is under stress. Students are normally under stress from time to time, arising from pressures at school or at home. This stress may manifest itself in unusual behaviour – a quiet student becoming boisterous, a student becoming quiet and withdrawn, sometimes even tearful.

Concerns that are of a non-urgent or low-level nature should still be recorded centrally using the school's safeguarding children recording system. Parents or carers should be informed of the concern, **unless** informing them would put the child at risk of harm. This record should be passed to the Designated Safeguarding Lead.

Recording and acting upon low level or non-urgent concerns about a child is important in order to recognise the cumulative effect of some types of abuse, or if any patterns emerge.

5.1.6 **Informing parents and carers**

We ensure that parents and carers have an understanding of our responsibility to promote the safety and welfare of students by making our obligations clear in the school prospectus.

In most cases parents and carers should be informed when concerns have been raised about their child. It is important that parents and carers are given an opportunity to address concerns raised. Parents and carers will be informed by the Designated Safeguarding Lead or by a member of staff authorised by him.

Parents and carers will generally be informed if a referral is to be made to the Children & Families Service within Children & Learning or any other agency but the final judgement about whether this is the case will be left to the Designated Safeguarding Lead.

Parents **must not** be informed if it is believed that by doing so would put the child at risk, for example, if the child has made a disclosure of sexual or physical abuse. In this event immediate advice should be sought from the Children & Families Services' Initial Assessment Team.

Parents / carers will be informed about our safeguarding policy through the school website.

5.1.7 **The Role of the Headteacher**

The Headteacher of the school will ensure that:

- the policies and procedures adopted by the Governing Body take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by the Local Safeguarding Children Board (LSCB) and that these policies are fully implemented, and followed by all staff;
- sufficient resources and time are allocated to enable the Designated Safeguarding Lead and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children;
- all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner.

5.1.8 **The Role of the Governing Body**

The Governing Body of the school will ensure:

- The school contribute to inter-agency working in line with statutory guidance Working Together to Safeguard Children 2015. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans.
- The school will allow access for children’s social care from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment
- The safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by the Local Safeguarding Children Board (LSCB).
- The school has an effective safeguarding policy in accordance with the procedures of Luton Safeguarding Children Board. These describe the procedures which are in accordance with government guidance and refer to locally agreed inter-agency procedures put in place by the LSCB. The Governing Body will ensure that the Policy is updated annually, and is available publicly either via the school website.
- The school initiates appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future.
- That the Head Teacher ensures that safeguarding policies and procedures which have been adopted by the Governing Body are consistently implemented.
- The school has a staff code of conduct which includes - staff/child relationships and communications including the use of social media.
- The school has procedures for managing allegations and concerns about adults that work or volunteer with children and that these include the procedures for making referrals to the DBS in accordance with legal duties.
- The school operates, “safer recruitment” procedures and ensures that appropriate checks are carried out on all new staff and relevant volunteers.
- Mr Ward, Deputy Headteacher, acts as a Designated Safeguarding Lead which is clearly defined within the role holder’s job description and that this person has the appropriate authority, time, training, funding and resources to undertake this role as per Keeping Children Safe in Education, September 2016 .
- The Designated Safeguarding Lead attends appropriate refresher training every two years and remains updated to changes or development on a regular basis .
- The school has designated a teacher with appropriate training, skills and knowledge to promote the educational achievement of Looked After Children.
- The Head Teacher and all other staff who work with children undertake training yearly and are updated with developments more regularly.
- Temporary staff and volunteers are made aware of the school’s arrangements for child protection and their responsibilities.
- The school remedies any deficiencies or weaknesses brought to its attention without delay.
- The school has procedures for dealing with allegations of abuse against staff/volunteers.
- The governing body reviews its policies/procedures annually .
- The Nominated Governor for child protection at the school is Mr Altaf Hussain. The Nominated Governor is responsible for liaising with the Head Teacher and Designated Safeguarding Lead over all matters regarding child protection issues. The role is strategic rather than operational – they will not be involved in concerns about individual children.

- The Nominated Governor liaises with the Head Teacher and the Designated Safeguarding Lead to contribute to the production of an annual report for governors.
- Ensure a member of the governing body, is nominated to liaise with the designated officer from the relevant local authority and partner agencies in the event of allegations of abuse made against the Head Teacher.
- Ensure that procedures are in place to manage allegations against other children that are commensurate with Luton LSCB procedures such as those for sexually problematic and harmful behaviours.
- Ensure that there are processes in place which enables children and young people to express their wishes and feelings and provide feedback.

5.1.9 The Role of the Designated Safeguarding Lead

The Designated Safeguarding Lead has a specific responsibility for championing the importance of safeguarding and promoting the welfare of all children and young people registered at the school.

The role of the Designated Safeguarding Lead includes:

- liaising with the Governing Body, Local Authority and other agencies in line with 'Working Together to Safeguard Children 2015;
- acting as the first point of contact with the Local Authority with regard to safeguarding children matters;
- provision of information to the Local Authority on how the school discharges its duties with regard to safeguarding children. Liaison with the Governing Body and Local Authority with regard to any deficiencies of practice or procedure and how these may be rectified;
- considering how children may be taught about safeguarding including online, through teaching and learning opportunities and part of providing a broad and balanced curriculum.

Referrals to the Children & Families Department & Other Agencies

- Supporting and enabling staff to make effective referrals to the Children & Families Service and other agencies where there are concerns that a child is being abused.
- Holding a copy of all referrals made to the Children & Families Service and referrals to other agencies related to safeguarding children matters.
- Liaison with the Headteacher to inform him of any issues and ongoing investigations and ensure there is always cover for this role.

Training

- Making sure that **all** staff receive up-to-date training appropriate to their role in line with the advice from the LCSB.
- Ensuring that staff have received information on safeguarding children at induction.
- Ensuring all staff with specific responsibility for safeguarding children attend more in depth training.
- Ensuring **all** staff understand internal reporting and recording systems and are clear about what to do if they are worried about a child or if they feel a child is in danger or at risk of harm
- Ensuring all staff understand the Early Help process and the role they play within this process.

Raising Awareness

- Ensuring all staff and volunteers are aware of the school’s Safeguarding Children policy and it is readily available and reviewed annually.
- Keeping up-to-date with changes in local policy and procedure and take account of guidance issued by the Department for Education (DfE).

Recording Concerns

- Managing the school’s safeguarding children recording system.
- When children leave the establishment, ensuring their child protection or safeguarding file relating to them is copied for new establishment as soon as possible, but transferred separately from the main student file. (See Appendix D - The Role of the Designated Safeguarding Lead).

5.1.10 Our role in the prevention of abuse

We will provide opportunities for children to develop skills, concepts, attitudes and knowledge that promote their safety and well-being together with preparing children for life in modern Britain and embedding fundamental

The curriculum

Relevant issues will be addressed through the citizenship curriculum, Tutor Time and assemblies, as well as other areas of the curriculum for example self-esteem, emotional literacy, assertiveness, power, sex and relationship education, e-safety and bullying. This will be undertaken with reference to guidance around how to promote children’s spiritual, moral, social and cultural development.

Other areas of work

All our policies which address issues of power and potential harm to ensure a whole school approach such as

- | | |
|-------------------------------|--------------------|
| • Safe Recruitment | Physical Restraint |
| • Code of Conduct | PSHE |
| • Visitor / External speakers | Disqualification |
| • E-Safety | Social Networking |
| • Whistleblowing | Health and Safety |
| • Children missing Education | Bullying |
| • Inclusion | |

Our safeguarding policy cannot be separated from the general ethos of the school, which should ensure that children are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to.

5.1.11 Multi-agency work

We work in partnership with other agencies in the best interests of the children. The school will, where necessary, liaise with the school nurse, initiate an Early Help Assessment, and make referrals to children’s social care. Referrals and contacts should be made by the Designated Safeguarding Lead to either the Early Help Hub, or the Rapid Intervention and Assessment Team depending on the level of need. Where the child already has a social worker, the request for service should go immediately to the social worker involved, or in their absence to their team manager or Duty Worker.

We will co-operate with any child protection enquiries conducted by children’s social care: the school will ensure representation at appropriate inter-agency meetings such as team around the family meetings, initial and review child protection conferences, together with core group meetings.

We will provide reports as required for these meetings in accordance with the LSCB interagency procedures. If the school is unable to attend, a written report will be sent. The report will, wherever possible, be shared with parents / carers at least 24 hours prior to the meeting.

Where there are concerns about a child who may be at risk of or experiencing Child Sexual Exploitation, in addition to the processes referred to above the school will make a referral to the Child Sexual Exploitation Panel in accordance with Local procedures.

Where there are concerns that a child or young person may be, or is at risk of becoming involved in gang related activity, a referral will be made to the MAG panel in accordance with Local procedures

Where a child is subject to an inter-agency child protection plan, child in need plan or early help assessment, the school will contribute to the preparation, implementation and review of the plan as appropriate.

If a child has been exposed to domestic abuse or violence the school will contribute to the Multi Agency Risk Assessment process as appropriate. This is in addition to providing early help and support in accordance with the Luton LSCB Threshold Framework.

5.1.12 Our role in supporting children

We will offer appropriate support to individual children who have experienced abuse or who have abused others.

An individual support plan will be devised, implemented and reviewed regularly for these children. This plan will detail areas of support, who will be involved, and the child's wishes and feelings. A written outline of the individual support plan will be kept in the child's child protection record.

Children and young people who abuse others will be responded to in a way that meets their needs as well as protecting others within the school community. The school will seek support from other agencies in accordance with Local Interagency procedures which may include providing early help or making a child protection referral depending on the nature of the abuse / harmful behaviour. We will ensure that the needs of children and young people who abuse others will be considered separately from the needs of their victims.

We will ensure the school works in partnership with parents / carers and other agencies as appropriate.

5.1.13 Children with additional needs

Lealands High School recognises that while all children have a right to be safe, some children may be more vulnerable to abuse, for example those with a disability or special educational need, those living with domestic violence or drug / alcohol abusing parents, etc.

When the school is considering excluding, either fixed term or permanently, a vulnerable child and / or a child who is the subject of a child protection plan or where there is an existing child protection file, we will call a multi-agency risk-assessment meeting prior to making the decision to exclude. In the event of a one-off serious incident resulting in an immediate decision to exclude, the risk assessment *must* be completed prior to convening a meeting of the Governing Body

5.1.14 Children in specific circumstances

Guidance on children in specific circumstances is in Luton Safeguarding Children Board / Luton Borough Council procedures as listed below

- Abuse Linked to Spiritual Belief
- Child Sexual Exploitation

- Safeguarding Children vulnerable to Gang Activity
- Supporting individuals vulnerable to violent extremism
- Private Fostering
- Children missing from home or care
- Children missing education
- Children of Parents who Misuse Substances
- Children of Parents with Learning Difficulties
- Working with parents/carers with mental health problems
- Working with parents/carers with disabilities
- Disabled Children
- Protocol for dealing with domestic violence when children are involved
- E-Safety – Children Exposed to Abuse through the Digital Media
- Fabricated or Induced Illness
- Female Genital Mutilation
- Forced Marriage / Honour Based Violence
- Practice Guidance & Procedures to distinguish between healthy and abusive sexual behaviours in children and young people
- Safeguarding children who may have been trafficked
- Protocol & Guidance; Working with Sexually Active Young People
- Working with hostile, non-compliant clients and those who use disguised compliance

5.1.15 Safeguarding children who are vulnerable to extremism

Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

Lealands High School values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both children and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion. Essential to this school is fundamental British values of Democracy, Rule of Law, Equality of Opportunity, Freedom of Speech and the rights of all Women and Men to live free from persecution of any kind and it would be expected that views and opinions expressed would be commensurate with these.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Lealands High School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in [Appendix B](#).

Lealands High School seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

Risk reduction

The school governors, the Head Teacher and the Designated Safeguarding Lead will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's RS curriculum, SEND policy, assembly policy, the use of school premises by external agencies, integration of children by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy.

This risk assessment will be reviewed as part of the annual s175 return that is monitored by the local authority and the local safeguarding children board.

Response

Our school, like all others, is required to identify a Prevent Single Point of Contact (SPOC) who is the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism. **The SPOC for Lealands High School is Sam Ward.**

When any member of staff has concerns that a child may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC and to the Designated Safeguarding Lead if this is not the same person. If a child or Young Person is thought to be at risk of radicalisation, a referral to Channel Panel will be made using the Early Help Assessment form.

Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

Staff have received WRAP training in order to raise awareness of Prevent and to understand their role in ensuring vulnerabilities are recognised and appropriate support or intervention is secured.

5.1.16 Safeguarding children who are vulnerable to exploitation, forced marriage, honour based violence, female genital mutilation or trafficking.

Our safeguarding policy above through the school's values, ethos and behaviour policies provides the basic platform to ensure children and young people are given the support to respect themselves and others, stand up for themselves and protect each other.

Our school keeps itself up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation.

Our staff are supported through training to recognise warning signs and symptoms in relation to specific issues, include such issues in an age appropriate way in their curriculum,

Our school works with and engages our families and communities to talk about such issues,

Our staff are supported to talk to families about sensitive concerns in relation to their children and to find ways to address them together wherever possible. However, if a child is thought to be at risk of significant harm and discussing this with the parent may increase the risk of harm, advice will be sought from Children's Social Care Rapid Intervention and Assessment Team and a referral will be made

Our Designated Safeguarding Lead knows where to seek and get advice as necessary.

5.1.17 CHILDREN MISSING FROM EDUCATION (CME)

All children, regardless of their circumstances, are entitled to a full time education, which is suitable to their age, ability, aptitude and any special educational needs they may have. All staff understand that a child going missing from education is a potential indicator of abuse or neglect and such children are

at risk of being victims of harm, exploitation or radicalisation. Staff follow clear procedures for unauthorised absence and for dealing with children that go missing from education. Electronic registers are taken in every lesson during the day and absence is followed up promptly by our attendance officer. All staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, female genital mutilation and forced marriage.

When a new student starts at Lealands they are placed on the admission register at the beginning of the first day on which the school has agreed, or been notified, that the pupil will attend the school. If a pupil fails to attend on this day, the school will notify the local authority at the earliest opportunity to prevent the child from going missing from education. Our attendance officer, working closely with the Education Welfare Officer will inform the local authority 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 a parent notifies school that a pupil will live at another address, we record in the admission register:

- the full name of the parent with whom the pupil will live;
- the new address;
- the date from when it is expected the pupil will live at this address.

Where a parent of a pupil notifies the school that the pupil is registered at another school or will be attending a different school in future, we record in the admission register the name of the new school and the date on which the pupil first attended or is due to start attending that school.

We notify the local authority when a pupil's name is to be deleted from the admission register under any of the fifteen grounds set out in the Education (Pupil Registration) (England) Regulations 2006.

A pupil's name will only be deleted from the admission register if the school and the local authority have failed to establish the pupil's whereabouts after jointly making reasonable enquiries.

If we notify the local authority that a pupil's name is to be deleted from the admission register, we will provide the local authority with:

the full name of the pupil;
the full name and address of any parent with whom the pupil lives;
at least one telephone number of the parent with whom the pupil lives;
the full name and address of the parent with whom the pupil is going to live and the date the pupil is expected to start living there;
the name of pupil's destination school and the pupil's expected start date there.

We consider whether it is appropriate to highlight any contextual information of a vulnerable child who is missing education, such as any safeguarding concerns.

5.1.18 WHAT WE DO WHEN WE ARE CONCERNED

All concerns will be viewed alongside the LSCB Thresholds Framework in order to ensure the appropriate support or intervention is provided at the earliest opportunity in the least intrusive way.

Where risk factors are present but there is no evidence of a particular risk then our Designated Safeguarding Lead /SPOC advises us on preventative work that can be done within school to engage the child into mainstream activities and social groups. The DSL may well be the person who talks to and has conversations with the child's family, sharing the school's concern about the young person's vulnerability and how the family and school can work together to reduce the risk.

If, in consultation with the LSCB Thresholds Framework the level of concern sits at Level 2 or 3, an Early Help Assessment will be completed with the consent of the parent / carer. Additional support or advice for this work may be sought from the Early Intervention Hub / Stronger Families team. In cases where it is not possible to obtain consent from the Parent / Carer the school will seek advice from the Early Help Hub.

The school will review each case to ensure that any support or intervention provided has impacted positively on the welfare / safety of the child or young person and that improvement is sustained.

In the event that provision of Early Help has not led to improvements for the child / young person, or concerns escalate, the school will follow the step-up procedures published by the LSCB

In consultation with the LSCB Thresholds Framework, if the concerns about the child or young person indicate that they may be at risk of, or suffering significant harm a referral will be made to the Rapid Intervention and Assessment Team. The parent will be informed of the referral unless informing the parent may place the child / young person at increased risk of harm.

If the school are concerned that a child / young person has experienced or is at risk of FGM Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the school or college's designated safeguarding lead 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. A Child Protection referral will be made to the Rapid Intervention and Assessment Team in accordance with interagency procedures produced by the LSCB.

If the school are concerned that a child may be at risk of significant harm in relation to radicalisation or involvement in violent extremism a child protection referral will be made to the Rapid Intervention and Assessment Team.

If a member of staff has concerns about poor or unsafe practice and potential failures in the school's safeguarding regime there are appropriate whistleblowing procedures in place for such concerns to be raised if they feel unable to raise an issue with the senior leadership team.

5.1.19 Child Protection Conferences & Core Groups

Members of staff may be asked to attend child protection conferences and/or relevant core group meetings, on behalf of the school, in respect of individual children.

The person attending from school will often be the Designated Safeguarding Lead or another member of staff depending on their role or involvement with the child. The person attending will have as much relevant up-to-date information about the child as possible.

A child protection conference will be convened if it is considered the child/ren are suffering or at risk of suffering significant harm. Review conferences and regular core group meetings will be held to monitor the child protection plan.

All reports for child protection conferences (where time allows) will be prepared in advance of the meeting. The information contained in the report will be shared with parents at the conference and will include information relating to the child's physical, emotional and intellectual development.

Child protection conferences can be upsetting for parents/carers and we recognise that school staff are likely to have more contact with parents than other professionals involved. We will work in an open and honest way with all parents and carers. Our responsibility is to safeguard and promote the welfare of all children and our aim is to achieve this in partnership with our parents.

5.1.20 Managing Allegations and Concerns against Staff and Volunteers

The school complies with the LSCB procedures for managing allegations about adults that work or volunteer with children in all circumstances

This procedure should be used in any case in which it is alleged that a member of staff, governor, visiting professional or volunteer has:

- Behaved in a way that has harmed a child or may have harmed a child;
- Possibly committed a criminal offence against or related to a child; or
- Behaved in a way that indicates s/he may pose a risk of harm to children

Although it is an uncomfortable thought, we are aware and acknowledge that there is the potential for staff in school to abuse children.

All staff working within our organisation must report any potential safeguarding concerns about an individual's behaviour towards children and young people immediately. Allegations or concerns about colleagues and visitors must be reported direct to the Head Teacher unless the concern relates to Head Teacher. If the concern relates to the Head Teacher, it must be reported immediately to the Chair of Governors. Alternatively concerns can be reported directly to the Designated Officer in children's social care, who will liaise with the Chair of Governors and they will decide on any action required.

If the Head Teacher are not available the member of staff should report their concerns to the most senior member of staff available who will make contact with the Designated Officer and discuss the concerns. Contact into the Designated Officer should happen at the earliest possible opportunity within 1 working day.

The Designated Officer in Luton can be contacted on 01582 548069.

The Designated Officer may request a referral, if this is requested the referral will be completed and submitted within 1 working day.

The school will engage with the Designated Officer at all stages of the management of the allegation / concern and comply with the Statutory Guidance contained within Keeping Children Safe in Education (September 2016) and the local procedures published by the LSCB. In this regard, the school will consider whether it is necessary to suspend the member of staff while the case is being managed, however all reasonable alternatives to manage the risk will be considered.

Should the school dismiss a member of staff/volunteer as a result of a substantiated allegation, or should a member of staff/volunteer resign before an investigation has been completed, in accordance with Statutory Duty a referral to the Disclosure and Barring Service will be made. If the member of staff is a qualified teacher, the school will in accordance with published guidance from the Department for Education consider whether a referral to the National College of Teaching and Leadership (NCTL) should be made.

The school will adhere to the Statutory Guidance contained within Keeping Children Safe in Education (September 2016) with regard to record keeping, references and compromise agreements.

5.1.21 Complaints or Concerns expressed by Students, Staff or Volunteers

Lealands High School recognises that listening to children is an important and essential part of safeguarding them against abuse and neglect. To this end any expression of dissatisfaction or disquiet in relation to an individual child will be listened to and acted upon to in order to safeguard his/her welfare.

We will also seek to ensure that the child or adult who makes a complaint is informed not only about the action the school will take but also the length of time that will be required to resolve the complaint. The school will also endeavour to keep the child or adult regularly informed as to the progress of his/her complaint.

5.1.21 All visitors to the school will be monitored by the following procedures:

- identification before entry – who and why are they visiting;
- if visitor e.g. L.A – ask for identification;
- reception contacts appropriate person;
- visitor signs in and is given a visitor's pass;
- visitor will be appropriately supervised at all times according to the specific situation and

- the nature of the role being undertaken;
- at end of visit escorted back to reception to sign out and return badge;
- any visitors on the school site without a badge must be questioned by a member of staff.

5.1.22 Access to Buildings

External doors to the school building are locked during formal lesson time and can only be opened with the use of a fob. These include the main entrance to reception, the entrance to the sports hall and the student entrance at 'crossways'.

All members of staff are responsible for communicating and implementing all procedures regarding safeguarding, in being vigilant and in being role models. Specific details of procedures to follow in the incident of an intruder on site can be found in section 8.9.

5.1.23 Other Relevant Policies

The Governing Body's legal responsibility for safeguarding the welfare of children goes beyond basic child protection procedures.

The duty is to ensure that safeguarding permeates all activity and functions. This policy, therefore, specifically incorporates the following policies:

- Educational Visits (including work experience)
- Fire Drill Procedures
- Minibus Safety
- Safer Recruitment

and complements and supports:

- Behaviour management
- First Aid and the Administration of Medicines
- Health & Safety
- Curriculum
- Equal Opportunities
- ICT and Access to the Internet

The above list is not exhaustive but when undertaking development or planning of any kind the school will need to consider safeguarding matters.

5.1.21 Internal Contacts

Designated Safeguarding Officer:

Mr S Ward Ext 315232

Person who acts in the absence of the Designated Safeguarding Lead:

Mrs S Oliver (Child Protection) Ext 315233

In the absence of both of the above, then please contact any of the SLT as follows:

Mr J Burridge Ext 315223

Mr J Hall Ext 315273

Mr W Cullum Ext 315446

Mrs R Bendefy Ext 315220

Miss A Orr Ext 315274

Mr I Little Ext 315216

Governor responsible for Safeguarding Children: Mr A Hussain

External Contacts

Paul James - Designated Officer (was LADO) 01582 548069

Initial Assessment Team 01582 547815/6

Emergency Duty Team 0870 2385465

Police Child Abuse Investigation Team 01582 394103

Safeguarding Children in Education Officer 01582 548069

The school's recruitment processes conform to the guidance set out in *'Keeping Children Safe in Education'* (Sept 2016).

Safer recruitment procedures at Lealands help to deter, reject or identify people who might abuse children. The level of DBS check undertaken and the question as to whether a prohibition check is required, depends on the role and duties of an applicant.

Kath Nilsson (HR) holds responsibility for the Single Central Record (SCR) and will ensure that it is kept up-to-date and accurate and safe at all times. This will include all employed staff (including supply staff) and all others who work regularly with children (including volunteers). The SCR will include information on the following checks and the dates of their completion with the initials of the member of staff who made the check:

- An identity check;
- A barred list check;
- An enhanced DBS check;
- A prohibition from teaching check;
- Further checks on people living or working outside the UK;
- A check of professional qualifications;
- A check to establish a person's right to work in the UK.

An enhanced DBS check with barred list information will be undertaken for all employed staff engaging in regulated activity ([Appendix E](#)). The school will ensure that all staff at the school including volunteers will have an enhanced DBS check including those who are not employed by the school but have frequent contact with students. Supervised volunteers who do not work in the school frequently will not require a DBS check. In all these cases, the volunteer will be with a member of Lealands staff at all times.

In relation to staff working for an agency and third party organisations (e.g. Youthscape, Brook, Relate, Chums etc.), Kath Nilsson will ensure that they have written notification that the organisation has carried out the checks on the individuals who will be working at the school.

In relation to contractors working in the school, Kath Nilsson and Johanna Goslin will ensure that the contractor or any employee of the contractor, has been subject to the appropriate level of DBS check and if this has not been done, that they are appropriately

Staff starting at the school will show a completed DBS certificate before they take up the post or as soon as practicable afterwards. If this is not possible during the first days, the member of staff will be appropriately and reasonably supervised to ensure the safety of children. No member of staff will start at the school unless a barred list check has been completed.

All staff involved in interviewing and selecting staff are responsible for incorporating appropriate procedures into the process, eg appropriate safer recruitment check and questions.

Kath Nilsson and Johanna Goslin are responsible for the administrative procedures in the recruitment and selection process.

When a new member of staff is appointed, a number of pre-appointment checks will be carried out including:

- Verifying a candidate's identity;
- Obtaining a certificate for an enhanced DBS check with barred list information for those in regulated activity;
- Obtain a barred list check if an individual is to start work before a DBS certificate is available;
- Check that the candidate is not subject to a prohibition order issued by the Secretary of State;
- Before and during the interview process and induction, verify the candidate's mental and physical fitness to carry out their work responsibilities.

During the interview process, the school will always ask for written information about previous employment history and check that information is not contradictory or incomplete. References will always be obtained and scrutinised and any concerns resolved satisfactorily before appointment is confirmed. Any information about past disciplinary action or allegations will be considered carefully when assessing the applicant's suitability for a post.

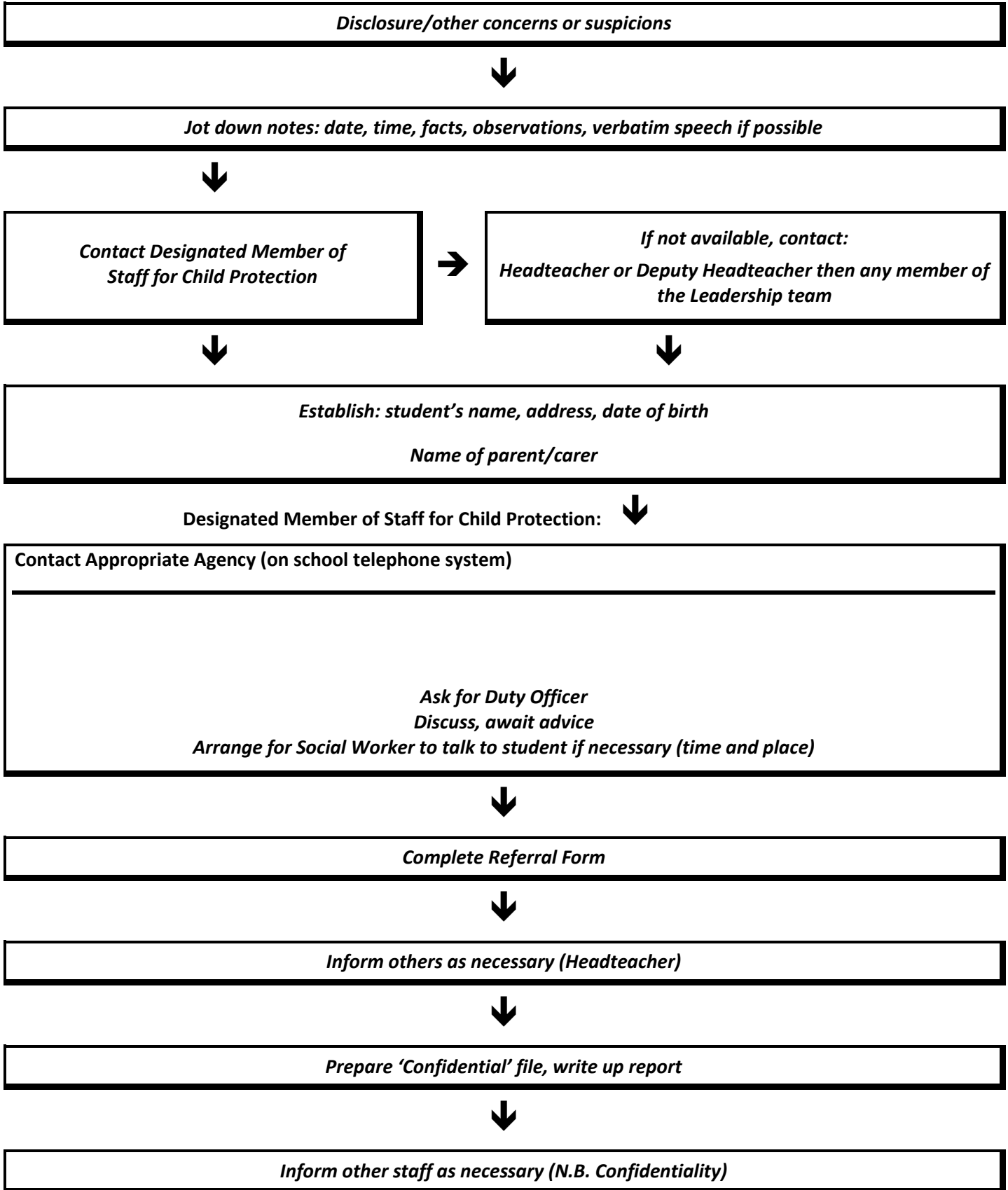
Mr Burridge, Mr Ward, Mr Little, Mr Cullum and Mr Nilsson have undertaken Safer Recruitment training. One of the above will be involved in **all** staff / volunteer recruitment processes and sit on the recruitment panel.

Staff support

We recognise the stressful and traumatic nature of safeguarding and child protection work. We will support staff by providing an opportunity to talk through their anxieties with the Designated Safeguarding Lead and to seek further support as appropriate.

APPENDIX A

RECORDING & REPORTING CONCERNS ABOUT THE SAFETY & WELFARE OF A CHILD



DEALING WITH A DISCLOSURE OF ABUSE

When a child tells me about abuse s/he has suffered, what must I remember?

- Stay calm.
- Do not communicate shock, anger or embarrassment.
- Reassure the child. Tell her/him you are pleased that s/he is speaking to you.
- Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
- Tell the child that it is not her/his fault.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
- Do not tell the child that what s/he experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what s/he has told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations.

NB It is not education staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

Immediately afterwards

You must not deal with this yourself. Clear indications or disclosure of abuse must be reported to children's social care without delay, by the Head Teacher or the Designated Safeguarding Lead.

Children making a disclosure may do so with difficulty, having chosen carefully to whom they will speak. Listening to and supporting a child/young person who has been abused can be traumatic for the adults involved. Support for you will be available from your Designated Safeguarding Lead or Head Teacher.

ALLEGATIONS ABOUT A MEMBER OF STAFF, GOVERNOR OR VOLUNTEER

1. Inappropriate behaviour by staff/volunteers could take the following forms:
 - **Physical**
For example the intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects or inappropriate physical handling.
 - **Emotional**
For example intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes that discriminate on the grounds of race, gender, disability or sexuality. Excessive or aggressive shouting
 - **Sexual**
For example sexualised behaviour towards peers, sexual harassment, sexual communication including via social networking, email, text, grooming behavior, sexual assault and rape.
 - **Neglect**
For example failing to act to protect a child or children, failing to seek medical attention or failure to meet a child's basic needs
2. If a child makes an allegation or raises a concern about a member of staff, governor, visitor or volunteer the Head Teacher should be informed immediately. If the allegation or concern may fall within the following criteria the Designated Officer will be contacted at the earliest possible opportunity and within 1 working day.
 - Behaved in a way that has harmed a child or may have harmed a child;
 - Possibly committed a criminal offence against or related to a child; or
 - Behaved in a way that indicates s/he may pose a risk of harm to children

The Head Teacher will not carry out the investigation him or interview pupils.

3. If a child makes an allegation of physical abuse against an adult that works with children and there are visible bruises, marks or injuries or if a child makes an allegation of sexual abuse against an adult that works with children, Child Protection procedures will be followed and a referral made to the Rapid Interventions and Assessment Team. The Designated Officer will also be informed.
3. The Head Teacher must exercise, and be accountable for, their professional judgement on the action to be taken, as follows ;
 - If the actions of the member of staff, are felt likely to fall within the scope of the interagency allegation management procedures as stated in point 2, the Head Teacher will notify the Designated Officer (Tel: 01582 548069). The Designated Officer will liaise with the Head Teacher and advise about action to be taken which will be in accordance with the interagency procedures for managing allegations.
 - If the Head Teacher is uncertain whether the concern or allegation falls within the scope of the allegation management procedures a consultation with the Designated Officer will take place and the advice provided will be acted upon. This consultation and the advice offered will be recorded and held on file.
4. Where an allegation has been made against the Head Teacher, then the Chair of the Governing Body takes on the role of liaising with the Designated Officer team in determining the appropriate way forward. For details of this specific procedure see the Section on [Allegations against Staff and Volunteers](#) in the procedures of Luton Safeguarding Children Board.

**LUTON BOROUGH COUNCIL
SAFEGUARDING CHILDREN
RECORDING FORM**



VERY IMPORTANT: If you consider the concern to be of an urgent nature action should be taken immediately and this recording form completed afterwards.

PLEASE KEEP THIS FORM SAFE – DO NOT LEAVE IT FOR OTHERS TO SEE

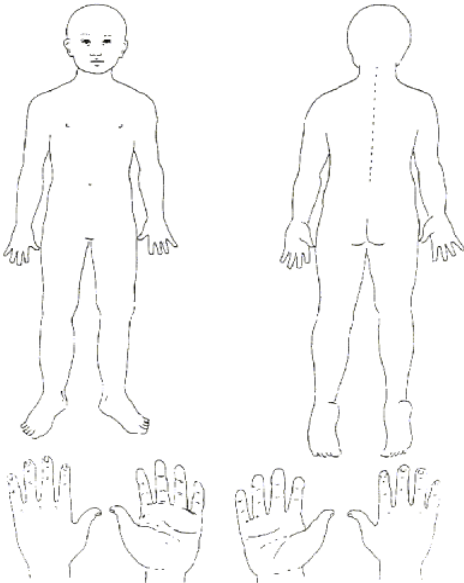
Child's Name:		Date of Concern:	
Your Name:		Job Title:	

1	<p>Concern: Describe the event or observation (see reverse for body map). If the child has made a disclosure, record what the child said, using his/her own words on a piece of paper and attach to this form.</p>
2	<p>Impact: Is there any identifiable impact on the child, i.e. their physical or emotional wellbeing?</p>

3	Now, take this form to the Designated Senior Member of Staff for Child Protection
4	Discuss the concern with the Designated Person and agree what actions to take. They will keep this form on file and add a brief summary of the concern, impact and planned actions to a chronology sheet.
5	Agree when and how the actions will be reviewed. Today's Date (if different from above)

BODY MAP

If concern is about a mark or injury, circle area of body where marks appear, use box 1 overleaf to describe the mark. In this event seek advice immediately.

	<p>Notes</p>
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<p>For Designated Person Use Only</p>	<p>When the actions have been completed and reviewed, make a note of the outcome here.</p>
Large empty box for notes	

APPENDIX B

DEFINITIONS OF HARM

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

All staff should have an awareness of the large number of safeguarding issues and that behaviours linked to the likes of drug taking, alcohol abuse, sexting and truanting put children in danger. They should be aware that safeguarding issues can manifest themselves via peer on peer abuse.

Significant Harm

The threshold that justifies compulsory intervention in family life and gives Local Authorities a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child who is suffering or likely to suffer significant harm.

Abuse

Abuse is a form of maltreatment of a child. Someone may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

Physical Abuse

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

The following may be indicators of physical abuse (this is not designed to be used as a checklist):

- Multiple bruises in clusters, or of uniform shape;
- Bruises that carry an imprint, such as a hand or a belt;
- Bite marks;
- Round burn marks;
- Multiple burn marks and burns on unusual areas of the body such as the back, shoulders or buttocks;
- An injury that is not consistent with the account given;
- Changing or different accounts of how an injury occurred;
- Bald patches;
- Symptoms of drug or alcohol intoxication or poisoning;
- Unaccountable covering of limbs, even in hot weather;
- Fear of going home or parents being contacted;
- Fear of medical help;
- Fear of changing for PE;
- Inexplicable fear of adults or over-compliance;
- Violence or aggression towards others including bullying; or
- Isolation from peers.

Sexual Abuse

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 children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

The following may be indicators of sexual abuse (this is not designed to be used as a checklist):

- Sexually explicit play or behaviour or age-inappropriate knowledge;
- Anal or vaginal discharge, soreness or scratching;

- Reluctance to go home;
- Inability to concentrate, tiredness;
- Refusal to communicate;
- Thrush, persistent complaints of stomach disorders or pains;
- Eating disorders, for example anorexia nervosa and bulimia;
- Attention seeking behaviour, self-mutilation, substance abuse;
- Aggressive behaviour including sexual harassment or molestation;
- Unusual compliance;
- Regressive behaviour, enuresis, soiling;
- Frequent or open masturbation, touching others inappropriately;
- Depression, withdrawal, isolation from peer group;
- Reluctance to undress for PE or swimming; or
- Bruises or scratches in the genital area.

Sexual Exploitation

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them.

Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of 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.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- Protect a child from physical and emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate care-givers);
- Ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

The following may be indicators of neglect (this is not designed to be used as a checklist):

- Constant hunger;
- Stealing, scavenging and/or hoarding food;
- Frequent tiredness or listlessness;
- Frequently dirty or unkempt;
- Often poorly or inappropriately clad for the weather;
- Poor school attendance or often late for school;
- Poor concentration;
- Affection or attention seeking behaviour;

- Illnesses or injuries that are left untreated;
- Failure to achieve developmental milestones, for example growth, weight;
- Failure to develop intellectually or socially;
- Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings;
- The child is regularly not collected or received from school;
- The child is left at home alone or with inappropriate carers.

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.

It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of 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 children. These may include interactions that are beyond the child's developmental capability, as well as over protection and the limitation of exploration and learning, or preventing a child in participating in normal social interaction.

It may involve seeing or hearing the ill treatment of another.

It may involve serious bullying (including cyber bullying) causing children to frequently feel frightened or in danger, or the exploitation or corruption of children.

Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone. The following may be indicators of emotional abuse (this is not designed to be used as a checklist):

- The child consistently describes him/herself in very negative ways – as stupid, naughty, hopeless, ugly;
- Over-reaction to mistakes;
- Delayed physical, mental or emotional development;
- Sudden speech or sensory disorders;
- Inappropriate emotional responses, fantasies;
- Behaviours such as rocking, banging head, regression, tics and twitches;
- Self harming, drug or solvent abuse;
- Fear of parents being contacted;
- Running away;
- Compulsive stealing;
- Appetite disorders - anorexia nervosa, bulimia;
- Soiling, smearing faeces, enuresis.

N.B.: Some situations where children stop communication suddenly (known as "traumatic mutism") can indicate maltreatment.

Further information on so-called 'honour based' violence (including FGM)

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 in any doubt, staff should 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.

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.

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.

RESPONSES FROM PARENTS

Research and experience indicates that the following responses from parents may suggest a cause for concern across all four categories:

- Delay in seeking treatment that is obviously needed;
- Unawareness or denial of any injury, pain or loss of function (for example, a fractured limb);
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development;
- Reluctance to give information or failure to mention other known relevant injuries;
- Frequent presentation of minor injuries;
- A persistently negative attitude towards the child;
- Unrealistic expectations or constant complaints about the child;
- Alcohol misuse or other drug/substance misuse;
- Parents request removal of the child from home;

Violence between adults in the household.

DISABLED CHILDREN

When working with children with disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:

- A bruise in a site that might not be of concern on an ambulant child such as the shin, might be of concern on a non-mobile child;
- Not getting enough help with feeding leading to malnourishment;
- Poor toileting arrangements;
- Lack of stimulation;
- Unjustified and/or excessive use of restraint;
- Rough handling, extreme behaviour modification such as deprivation of medication, food or clothing, disabling wheelchair batteries;
- Unwillingness to try to learn a child's means of communication;
- Ill-fitting equipment. for example callipers, sleep boards, inappropriate splinting;
- Misappropriation of a child's finances;
- Inappropriate invasive procedures.

CHILDREN VULNERABLE TO RADICALISATION

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as:
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.
3. Extremism is defined by the Crown Prosecution Service as:
The demonstration of unacceptable behaviour by using any means or medium to express views which:
 - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
 - Seek to provoke others to terrorist acts;
 - Encourage other serious criminal activity or seek to provoke others to serious criminal acts;
 - Foster hatred which might lead to inter-community violence in the UK.

4. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
5. Children may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
6. Indicators of vulnerability include:
 - Identity Crisis – the child is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
 - Personal Crisis – the child may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging; Personal Circumstances – migration; local community tensions; and events affecting the child’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
 - Unmet Aspirations – the child may have perceptions of injustice; a feeling of failure; rejection of civic life;
 - Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
 - Special Educational Need – children may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.
7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.
8. More critical risk factors could include:
 - Being in contact with extremist recruiters;
 - Accessing violent extremist websites, especially those with a social networking element;
 - Possessing or accessing violent extremist literature;
 - Using extremist narratives and a global ideology to explain personal disadvantage;
 - Justifying the use of violence to solve societal issues;
 - Joining or seeking to join extremist organisations;
 - Significant changes to appearance and / or behaviour;
 - Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

APPENDIX C



Schools Protocol for Indecent Images

Is the image (video) of a person 18 or under

Yes

No

Is the image more than just nakedness

May be a crime if an adult is showing a child indecent images. Consider following safeguarding protocols

Yes

No

Has there been wide distribution of the image 20 +

Yes

No

Has the child in the image been forced into the act

Yes

No

Was the image created on a webcam or computer

Yes

No

Has the image been downloaded to a computer or put on the internet

Yes

No

The matter can be dealt with in school. Please be mindful if the student(s) concerned have been involved in this type of incident before. Assistance in giving advice to students can be sought from your Local Policing Team by calling 101.

Yes

No

This will need to be dealt with by the online investigation unit. Please email the police public protection unit support team CPT2@bedfordshire.pnn.police.uk or call 01234 846968/846965

APPENDIX D

ROLE OF THE DESIGNATED SAFEGUARDING LEAD AND THE ROLE OF THE SINGLE POINT OF CONTACT (SPOC) – PREVENTING VIOLENT EXTREMISM

THE DESIGNATED SAFEGUARDING LEAD

Our Designated Safeguarding Lead is Mr Sam Ward (Deputy Headteacher) . Working closely with Sam is our Senior PSM , Mrs Sharon Oliver, who manages Child Protection issues. Our Designated Safeguarding Lead will provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as the early help hub, children’s social care. Health, police etc. This person has lead responsibility and management oversight for safeguarding and child protection. The Head Teacher will be ultimately responsible for coordinating all child protection activity within the school.

The Designated Safeguarding Lead will lead regular case monitoring reviews of vulnerable children. These reviews, together with any actions arising from the review and the rationale for decision making will be recorded in case files.

When the school has concerns about a child, the Designated Safeguarding Lead will decide what steps should be taken in accordance with the LSCB Thresholds Framework and initiate a response accordingly. The Head Teacher will be kept apprised of cases as appropriate

Safeguarding and child protection information will be dealt with in a confidential manner and in accordance with the LSCB information sharing guidance. Staff will be informed of relevant details only when the Designated Safeguarding Lead feels their having knowledge of a situation will improve their ability to deal with an individual child and / or family. A written record will be made of what information has been shared with whom, and when.

Safeguarding and child protection records will be stored securely in a central place separate from academic records. Individual files will be kept for each child: the school will not keep family files.

Access to safeguarding and child protection records by staff other than by the Designated Safeguarding Lead will be restricted, and a written record will be kept of who has had access to them and when.

Parents will usually be aware of information held on their children and kept up to date regarding any concerns or developments by the appropriate members of staff. General communications with parents will be in line with any home school policies and give due regard to which adults have parental responsibility.

Do not disclose to a parent any information held on a child if this would put the child at risk of significant harm. In such circumstances advice will be sought from Children’s Social Care.

If a child moves from our school, child protection records will be forwarded on to the Designated Safeguarding Lead at the new school, with due regard to their confidential nature and in line with current government guidance on the transfer of such records. Direct contact between the two schools may be necessary, especially on transfer from primary to secondary schools. We will record where and to whom the records have been passed and the date. The practice guidance produced by Luton Safeguarding Children Board will be adhered to in relation to archiving child protection records.

If sending by post, children’s records will be sent by “Special/Recorded Delivery”. For audit purposes a note of all children’s records transferred or received should be kept in either paper or electronic format. This will include the child’s name, date of birth, where and to whom the records have been sent and the date sent and/or received.

If a child is permanently excluded and moves to a Pupil Referral Unit, child protection records will be forwarded on to the relevant organisation.

Where a vulnerable young person is moving to a Further Education establishment, consideration will be given to the student's wishes and feelings on their child protection information being passed on in order that the FE establishment can provide appropriate support.

When a Designated Safeguarding Lead resigns their post or no longer has child protection responsibility, there will be a full face to face handover/exchange of information with the new post holder.

In exceptional circumstances when a face to face handover is unfeasible, the Head Teacher will ensure that the new post holder is fully conversant with all procedures and case files.

The Designated Safeguarding Lead will receive appropriate training carried out every two years in order to understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.

PREVENTING VIOLENT EXTREMISM - ROLES AND RESPONSIBILITIES OF THE SINGLE POINT OF CONTACT (SPOC)

The SPOC for Lealands High School is Sam Ward, who is responsible for:

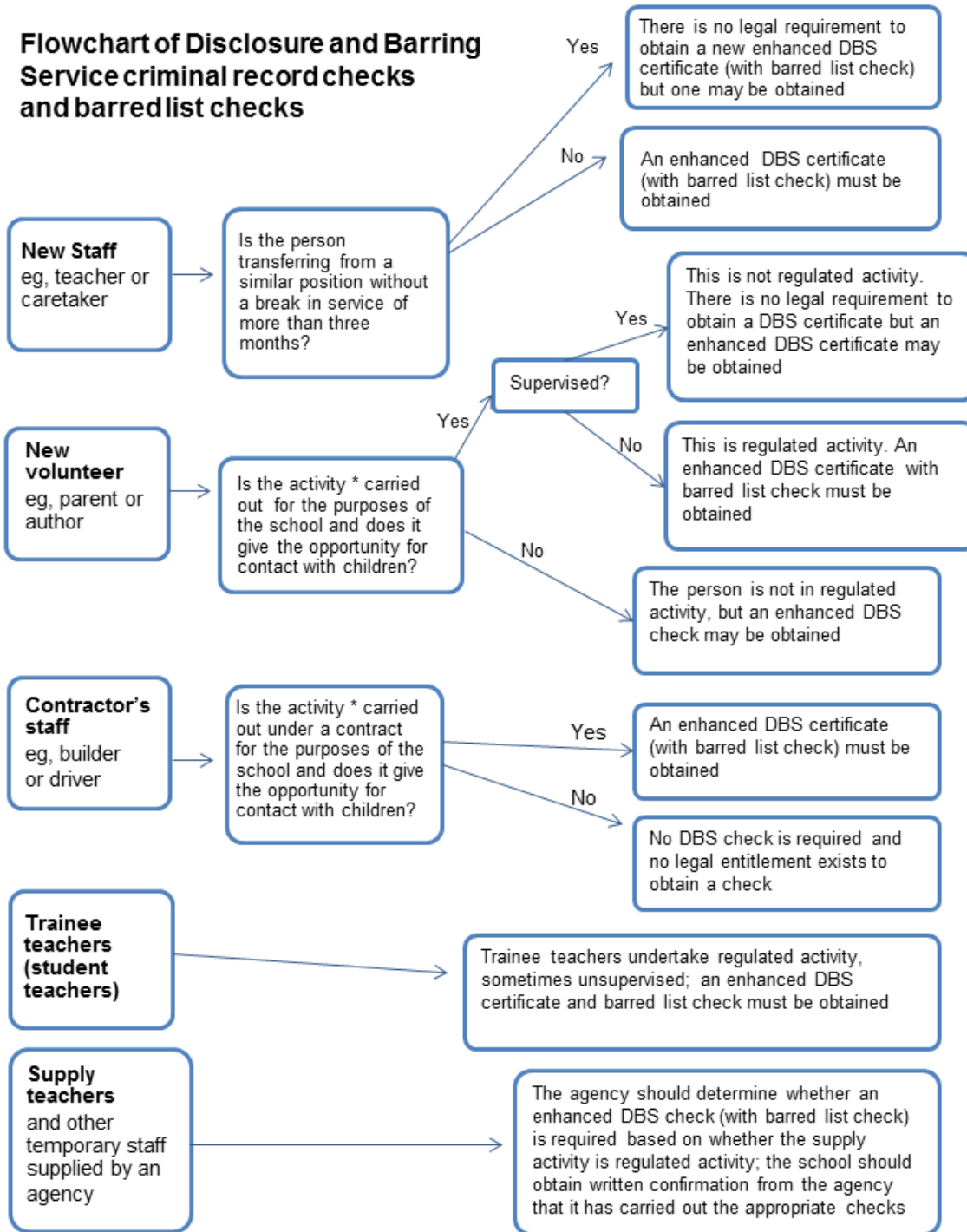
- Ensuring that staff of the school are aware that you are the SPOC in relation to protecting children from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing children from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- Raising awareness about the role and responsibilities of Lealands High School in relation to protecting children from radicalisation and involvement in terrorism;
- Monitoring the effect in practice of the school's RE curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- Raising awareness within the school about the safeguarding processes relating to protecting children from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the school for case discussions relating to children who may be at risk of radicalisation or involved in terrorism;
- Collating relevant information from in relation to referrals of vulnerable children into the Channel* process;
- Attending Channel* meetings as necessary and carrying out any actions as agreed;
- Reporting progress on actions to the Channel* Co-ordinator;
- Sharing any relevant additional information in a timely manner.

*Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the West Midlands Police Counter-Terrorism Unit, and it aims to;

- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
- Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity;
- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

APPENDIX E

Flowchart of Disclosure and Barring Service criminal record checks and barred list checks



* Activities listed under the guidance's definition of regulated activity and which are carried out 'frequently'

7 EDUCATIONAL VISITS

Lealands supports the challenge of education beyond the classroom. Educational visits bring the curriculum alive and have huge benefits in encouraging and consolidating the learning process. Experiences of this type develop self-esteem, thought for others, listening to others and sharing, learning to manage the safety of self and friends, and learning to overcome problems. The school's over-riding responsibility is to ensure the safety of students, staff and other volunteers taking part in school visits.

An educational visit is deemed to be any venture, taking place outside the physical bounds of the school; such visits organised in the name of the school must adhere to this policy and follow the guidelines as set out in the document – Luton Borough Council, Educational Visits – A Guide to Good Practice.

Before planning a trip or visit, permission must be obtained from the Deputy Headteacher who maintains the school diary. Permission will only be given if it does not impinge on other aspects of the school's work, e.g. excessive cover requirements.

7.1 Planning & Approval Process

7.1.1 Local Trips (Type A)

Trips within the county or neighbouring area, such as a traffic census outside the school gate or sports teams at away fixtures will be deemed local visits; at the beginning of the year parents/carers will be asked to consent to all such trips. Parents will be informed of fixtures or local visits by text message.

7.1.2 Distant, Residential & Overseas Trips (Type B & C)

In principle the majority of visits should be proposed at the beginning of the academic year, if not as soon as possible. An 'Educational Visits – Proposal Form' must be completed and given to the EVC for initial approval. After this, the students and parents can be presented with initial information about the visit. The party organiser or leader must then complete a detailed **Risk Assessment and Management Plan** before final approval is given by the school (EVC, Headteacher & Nominated Governor) and, where required, by the Council.

7.1.3 Risk Assessment

All risk assessments must be completed by the party leader highlighting risks and control measures in place ([Appendix G](#)). The document must be signed by all staff attending the trip and a hard copy must then be submitted to the Educational Visits Co-ordinator. In addition, an email copy of the risk assessment and any letters sent to parents/carers must be sent to the Educational Visits Co-ordinator.

7.1.4 Staffing

All party leaders will be teachers or staff who have led and managed previous successful visits or be accompanied by teachers with such experience. Levels of adult supervision will be in line with the Luton Borough Council guidelines. Details can be obtained from the Educational Visits Co-ordinator. All adults who will be alone with groups of students must have an enhanced DBS check. All adults must be fully briefed about their roles and responsibilities by the party leader.

7.1.5 Parental Information

Parents/Carers must be told in writing about the visit and should be given adequate notice. Where outside contractors are being used their names must be given. If the visit involves a known hazard/risk parents must be informed in writing at the time of giving the initial information. Students and parents must be given the opportunity before the journey to meet/telephone the party leader to discuss matters relating to the trip.

- 7.1.6 Charging
- Party organisers/leaders must draw up a budget for the visit, and cover the whole cost of the arranged activities. The VAT liability should be clarified before the final costs are determined. An account of all monies paid into the School Fund must be kept by the party organiser/leader, and an income/expenditure statement supplied to the Business Manager, no later than one month after the visit.
- 7.1.7 Insurance
- It is essential that adequate insurance cover is put in place. The Council's insurance scheme indemnifies staff, governors and volunteers and gives them protection in respect of claims made against them personally.
- Visits require extra insurance where these comprise of overseas visits or they are defined as adventurous. Cover is also needed for residential visits or those where tickets have been purchased. Details of the school's insurance arrangements can be obtained from the Finance Office.
- 7.1.8 Expectations of Students & Parents/Carers
- The school policy towards Behaviour Management will apply during all visits, students must understand that the Code of Behaviour' should be followed. Students and parents/carers must be clearly informed in writing by the party leader of the consequences of falling short of these expectations. This may involve collection of the child from distant locations, which would involve a substantial cost.
- 7.1.9 Emergency Procedures
- Prior to the visit the Educational Visit – Proposal Form ([Appendix F](#)) should be completed and passed to the Educational Visits Co-ordinator. Party leaders must have an accurate list of student's contact numbers and any other information relevant to the visit. An accurate list of all members on the visit with their up to date contact numbers should be given to the Educational Visits Co-ordinator, Student Services and main reception on departure. Parents/Carers must be provided with contact details. The party leader should carry the school mobile phone in case of emergency.
- In the event of a serious emergency all actions must be recorded and reported back to the school.
- 7.1.10 Evaluation
- All visits must be evaluated and any 'near miss' experiences reported for future reference. If third party providers have been used, form EV4 must be completed and handed to the Educational Visits Co-ordinator.
- 7.1.11 Work Experience
- In relation to students attending short term or extended work experience placements, all administration is completed by *Develop - Education Business Partnership* who undertake their own risk assessments and ensure that the relevant checks (including insurance) are undertaken.

APPENDIX F
EDUCATIONAL VISITS INFORMATION PACK



Educational Visit & Fixture - Proposal Form

(This should be completed as soon as possible - approval must be given before letters are sent to parents)

Name of organiser:

Contact Number of Organiser:

Name of Party Leader (if different):

Contact Number of Party Leader:

Name of Deputy Leader:

Contact Number of Deputy Leader:

Location of Visit (Full Address):

.....

Mode of Travel/Coach Details & Address:

.....

Proposed dates of Departure & Return:

Year Groups involved:

Number of Students: Boys: Girls:

Number of Staff: Teachers..... Adults:

Activities:

.....

.....

Estimated Cost per Student:

Names of Contracting Agencies:

.....

Signature of Organiser: Date:

Signature of Deputy Headteacher: Date:

The above Educational Visit has now been approved at this stage. It is now expected that the Organiser/ Party Leader/Deputy Leader are familiar with and follow the procedures and guidelines set out in the Luton Borough Council Off-Site Educational Visits Policy and the Lealands High School Policy on Educational Visits.

Signature of Educational Visits Co-ordinator: Date:



Lealands
High School

Risk Assessment Form (APPENDIX G)

Visit:

Date of Visit:

Time of Visit:

Location (full address):

Activity:

Supervising Teachers:

.....

Support Staff:

Total Members of Staff:

PROCESS	HAZARDS	RISK ASSESSMENT	CONTROL MEASURES

PROCESS	HAZARDS	RISK ASSESSMENT	CONTROL MEASURES

I confirm that I have read the above risk assessment and I will adhere to all the terms and procedures to the best of my ability:

Name: Signature: Date:

Name: Signature: Date:

Risk Assessment Form

Visit: Trip to Shuttleworth College

Date of Visit: Thursday 22Nd May 2012

Time of Visit: Departing 12.30pm – Returning 3pm (approx)

Location: Old Warden Park, Biggleswade, SG18 9DX - 01767 626 222

Activity: (12 Students) Year 10 – Careers Fair

Supervising Teachers:

PROCESS	HAZARDS	RISK ASSESSMENT	CONTROL MEASURES
Travelling to and from Shuttleworth college on the school mini-bus.	Personal injury	(1) Collision with another vehicle and/or obstacle.	<ul style="list-style-type: none"> Ensure that seat belts are on prior to departure. There should be an appointed group leader for the mini-bus plus 1 support teacher. Staff should sit in different areas of the mini-bus to ensure supervision of all young people. Inform school(SLT, Headteacher) and police of collision.
	Stranded off school site	(2) Struck by unsecured baggage.	<ul style="list-style-type: none"> Make sure that luggage is stowed safely without blocking emergency exits.
		(3) Breakdown/ Late	<ul style="list-style-type: none"> Make sure there is a mobile phone on the mini-bus. School mobile phone will be carried at all times. In a case of break down the group leader will make an assessment of whether to keep students on the mini-bus or to move them to a safer area. Remaining on the mini-bus alongside high speed roads may not be the best option.

PROCESS	HAZARDS	RISK ASSESSMENT	CONTROL MEASURES
			<ul style="list-style-type: none"> In case transport is broken down Party leader (RF/GF) will inform school/parents and arrange alternative transport ASAP. Parents will be informed of delay and approx time of departure. Students will be taken to a safe area away from hazards such as roads and traffic to wait. The mini bus has breakdown cover via the insurance policy The breakdown cover is provided by the RAC and it is full UK cover including home start, roadside recovery and alternative transportation for all passengers. The telephone number for RAC is 0800 1075868 First Aid kit will be carried on the minibus in case of minor injury such as cuts, bruises.
		(5) Threatened by another member of the public	<ul style="list-style-type: none"> Students should be told to: <ol style="list-style-type: none"> contact RF if they feel threatened at any time. avoid interaction with other members of the public. use toilet facilities in minimum groups of two. report ALL incidents to RF, who will notify College staff.
		(6) Injury of any sort	<ul style="list-style-type: none"> Students should be told to listen carefully to general safety instructions. RF should be notified of an injury as soon as possible.
Within the college	Personal injury Loss/theft of property/money Illness Missing meeting times	(7) Pick-pockets/snatch thefts	<ul style="list-style-type: none"> Students should be told to; <ol style="list-style-type: none"> only take money they are likely to need. keep money secured in a pocket at all times.
		(8) Fire/Evacuation/Lost/Late	<ul style="list-style-type: none"> In case of fire/evacuation or lost, late: once at the venue students will be shown fire exits, fire assembly points and informed if any fire drills will be taking place. In case lost/late students will be shown reception/helpdesks areas to contact. Students should be told to; <ol style="list-style-type: none"> be aware of the location of supervised meeting point. remember appointed meeting times. seek help from college help desk points.

PROCESS	HAZARDS	RISK ASSESSMENT	CONTROL MEASURES
		(9) General/ illness	<ul style="list-style-type: none"> • Students should be told to seek help from staff or RF if feeling ill. • Ensure all students with medical reasons have the relevant medication with them, e.g. for students suffering for asthma they will need their inhaler. • Briefing of party leaders/adults – ensure all are aware of these procedures • Ensure the venue are aware of the visit and have mobile number of visit leader <p>Will inform reception of safe return once back in school.</p>

I confirm that I have read the above risk assessment and I will adhere to all the terms and procedures to the best of my ability:

Name: Signature: Date:
 (Trip Leader)

Name: Signature: Date:

Emergency Card (Visit Leader)

This 'card' must remain with the Visit Leader at all times on a visit

In the event of a significant incident or accident that **does not** involve serious injury or fatality, and/or **is not** likely to attract media attention, the Visit Leader should seek advice from their establishment emergency contact(s). This should normally include a member Senior Management of the establishment.

In the event of an incident that **does** involve serious injury or fatality, and/or **is** likely to attract media attention, the Visit Leader should adopt the following protocol:

1. Assess the situation;
2. Safeguard uninjured members of the group (including self);
3. Attend to any casualties;
4. Call emergency services, if appropriate.
(999 or appropriate local number if abroad, Europe 112, North America 911)
5. **Contact the LA Emergency Contact Number (01582 546083)** and request the help of the Luton Borough Council Duty Emergency Planning Officer.

**Luton Borough Council Emergency Contact – 01582 546083
or if abroad - +44 1582 546083**

Ask for Duty Emergency Planning Officer (DEPO)

Be prepared to give:

- Your name and Establishment/Group
- Phone number & back up phone numbers
- Exact Location
- Nature of Incident
- Number in the Group

You will be called back within 30 minutes so try not to make outgoing calls until contact is made. You will be given advice and asked what the Council can do to support you.

Then:

- Contact your establishment, EVC or Home Contact (see below) and seek further advice. If you are unable to do this, Luton Borough Council will contact your establishment on your behalf.
- If practicable, delegate party leadership to the Deputy Leader, in order that you can be contactable at all times, and to enable you to coordinate all necessary actions;
- You will be provided with a dedicated number to refer all press, media, parental, or other enquiries to the Council and for continuing contact with the Council during the incident.
- Wherever possible, prevent group members from using telephones or mobiles, or going on-line until such time as this has been agreed by Luton Borough Council.
- Do not allow any member of the group to discuss liability with any other party.

When the incident is under control:

- Seek further and full details of the incident, how and why it happened so far as can be established at this stage;
- Maintain a detailed written log of all actions taken and conversations held, together with a timescale – It may be appropriate to ask someone else to do this;
- Contact the British Consulate / Embassy if abroad.

Name	Home	Mobile
Establishment: Lealands High School	01582 611600	
Luton Borough Council Emergency Call Centre (for initial contact during an emergency only)	01582 546083	-

If the visit will be outside normal establishment hours:

Establishment Contact	Mrs Johanna Goslin	
Head of Establishment	Mr J. Burridge	
	Mr S. Ward	
Other/EVC	Mr Abdul Quddus	
	Mr Ian Little	

Our Ref: ??/??

Date

Dear Parent/Carer

Trip Information.....

If you have any questions please do not hesitate to contact me.

Yours sincerely

Staff



Sample Trip Letter

Title of Trip
Date of Trip

I give / do not give* permission for my son/daughter to attend the NAME OF TRIP AND DATE

*My child will be making their own way home/ *My child will be collected from school

***Please delete as appropriate**

Student Name: Form:

Emergency Contact Number:

Medical Details:

Signature of Parent/Carer: Date:

Please return to: STAFF by DATE

8 EMERGENCY EVACUATION PROCEDURES

An emergency evacuation warning is given by a continuous undulating siren. Fire notices and exit routes are displayed clearly throughout the school and these should be followed in the case of an evacuation.

It is important that the evacuation procedures are followed whenever the alarm is activated.

Staff must ensure that all doors and windows are closed on evacuation and that no person re-enters the building until instructed it is safe to do so.

The Evacuation Assembly point is the school field, a plan is detailed in [Appendix H](#).

8.1 Student Registers

On hearing the fire alarm, teachers are to evacuate students in a controlled manner to the assembly point on the field.

Once on the field students are to line up in their tutor groups at the designated area on the field.

Tutors will be responsible for taking the registers and Head of Year will be responsible for ensuring that students are behaving sensibly.

Alex Maczugowska (Attendance Officer) is responsible for taking out all registers and the student signing out book to the assembly point. In her absence this role will be covered by another member of staff line managed by Johanna Gosling.

Pastoral Support Managers are to collect the associated registers for their year group from Alex Maczugowska and distribute to tutors. In the absence of a PSM this will be carried out by the Head of Year.

Tutors are to check their register and once completed return these to the PSM. At the same time they should be advising the PSM if any students are missing.

Once the PSM has received all of the registers they will return these to Alex Maczugowska and confirm if everybody is accounted for or if there are any missing students. If there are missing students Alex Maczugowska will check the student signing out book.

Once Alex Maczugowska has all registers she will confirm to the Fire Officer (Johanna Goslin) that everybody is accounted for or if any students are missing.

Johanna Goslin will confirm to the Headteacher, John Burridge, that all students have been accounted for or if any students are missing. In the absence of the Headteacher this will be the Deputy Headteacher, Sam Ward.

8.2 Staff Registers

All staff who are not tutors or involved in the process above should assemble at their designated assembly point on the school field in order to be registered. Once this has been completed they should join the rest of the staff to support with the students in their linked year groups (detailed in [Appendix H](#)).

Abdul Quddus is responsible for accounting for all teaching and teaching support staff.

Johanna Goslin is responsible for accounting for all admin and technical staff.

Teresa Profeta/Hafiza Shah are responsible for accounting for all visitors.

Doreen Peacock is responsible for accounting for all catering staff.

All those responsible for staff registers will report to the Fire Officer (Johanna Goslin) to confirm that everybody is accounted for or if anybody is missing.

Johanna Goslin will confirm to the Headteacher or the Deputy Headteacher, in the absence of the Headteacher, that all staff and visitors are accounted for if anybody is missing.

8.3 Fire Wardens

The school's Facilities Management Company (MITIE) act as Fire Wardens and ensure that the school has been fully evacuated whilst at the same time checking for signs of fire.

All members of staff have a responsibility to ensure that their area (classroom, office, etc.) has been fully evacuated and that windows and doors have been closed.

8.4 Locating the source of the Alarm

The school's Facility Management Company (MITIE) are responsible for locating the source of the alarm.

On the alarm sounding they will identify on the alarm panel where the alarm has been activated. They will then investigate whether this has been set off accidentally or if there is actual cause for evacuation. They will then report back to the Fire Officer their findings.

If the alarm has been triggered accidentally the site team will reset the alarm panel and silence the alarm.

If the site team confirm that there is an emergency situation the Fire Officer is to call the appropriate emergency service and ask them to attend the site.

The Fire Officer will report back to the Headteacher to confirm whether it is a false activation or an emergency situation.

If there is an emergency situation the fire alarm is to continually sound and should not be silenced.

8.5 Re-occupation of the Building

There should be no re-entry to the building if there is a confirmed emergency situation.

The buildings should only be re-occupied once the Fire Officer has confirmed to the Headteacher/Deputy that it is a false activation and that everybody has been accounted for.

Only the Headteacher or the Deputy Headteacher, in the absence of the Headteacher, can authorise the re-occupation of the building.

Once authorisation has been given, students and staff should re-enter the building in a controlled manner one year group at a time. All students and teachers should return to the lesson they were at the time of the alarm sounding.

8.6 Confirmed Emergency Situation

In a confirmed emergency situation the Fire Service are to be called by the Fire Officer.

The Fire Officer should also contact LBC Health & Safety division.

All staff, students and visitors are to remain on the school field.

The Fire Officer is to liaise with the Fire Service concerning the situation and keep the Headteacher/Deputy Headteacher updated.

If re-occupation of the property is not possible the school's Contingency Plan should be followed.

8.7 Defined Duties

Alex Maczugowska (AMZ) – takes all student registers onto the field and distributes to Pastoral Support Managers. PSMs confirm back to AMZ once the registers have been completed if all accounted for. If any students are missing AMZ is to check against the student signing out book. AMZ confirms to the Fire Officer (Johanna Goslin) if all students are accounted for or if there are any missing.

Pastoral Support Managers (PSMs) (Heads of Year in absence of PSM) – Collect the registers from AMZ and distribute to tutors. Once registers are completed they should be returned to AMZ and AMZ should be advised if anyone is missing.

Tutors – Once they receive the register from the PSM they take a register of their tutor group. The register is then handed back to the PSM with confirmation that everybody has been accounted for or detailing if anybody is missing. Tutors are to ensure their tutor group behave in a suitable manner.

Heads of Year – If the PSM is absent the Head of Year will fulfil the role of the PSM. If the PSM is present the Head of Year is to ensure that the year group are behaving in a suitable manner and assist with the registers if needed.

Abdul Quddus – is responsible for accounting for all teaching and teaching support staff who are not tutors.

Johanna Goslin and Michelle Sarsfield– are responsible for accounting for all admin and technical staff.

Teresa Profeta– is responsible for accounting for all visitors.

Doreen Peacock – is responsible for accounting for all of the kitchen staff.

MITIE (site team) – are responsible for locating the source of the alarm. They are to report to the Fire Officer if the alarm is false or if it is an actual emergency situation. In the case of a false alarm they are to silence the alarm, in the case of an actual emergency situation it is to continue sounding. MITIE are to act as fire wardens and ensure that the premises as been fully evacuated.

Fire Officer – Johanna Goslin is the Fire Officer. The Fire Officer is responsible for confirming to the Headteacher that everybody has been accounted for or if anybody is missing. The Fire Officer also informs the Headteacher if it is a false activation or an emergency situation. In an emergency situation, the Fire Officer will call the appropriate emergency service. If the emergency services are called, the Fire Officer will liaise with them concerning the situation keeping the Headteacher updated at all times. In the absence of the Fire Officer this role will be completed by the Deputy Headteacher.

Headteacher & Deputy Headteacher – The Headteacher is responsible for confirming it is safe to re-occupy the premises this should only be done once everybody has been accounted for and it has been confirmed as a false alarm. In an emergency situation, the school's critical incident/contingency plan is to be implemented by the Headteacher. In the absence of the Headteacher this will be completed by the Deputy Headteacher.

8.8 Emergency Situations - Exams

In the event of a fire alarm invigilators should adhere to the following instructions:

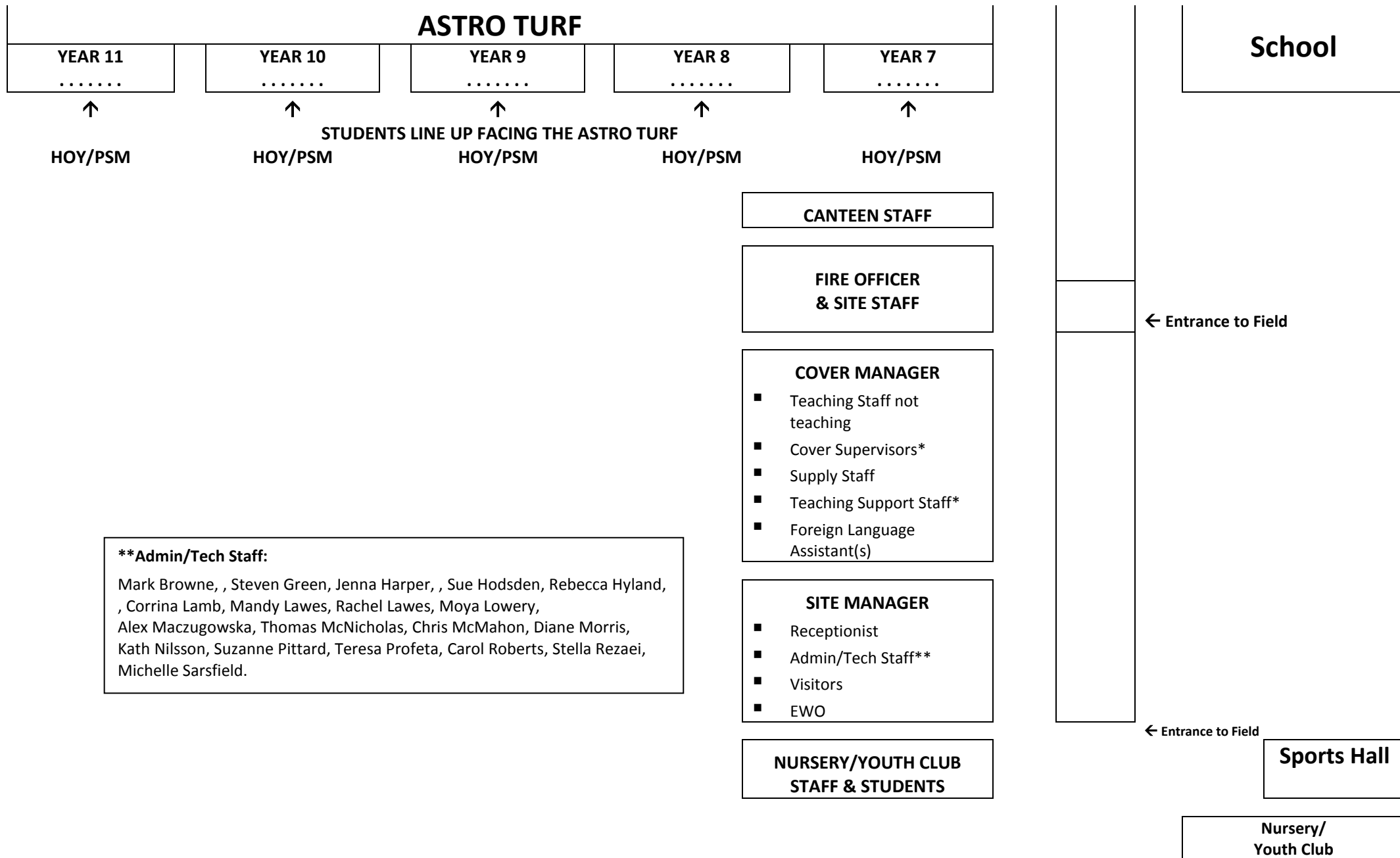
1. Children should be told to stop writing.
2. A note of the time the fire alarm started should be written on the white board.
3. The senior Invigilator in the venue should pick up the attendance register.
4. Students should be instructed to remain in absolute silence throughout the evacuation from beginning to end and all papers and belongings should be left in the exam venue.

5. Follow the directions for the exit to be used from the room (displayed in each venue).
6. Students should be dismissed from the venue in single file unless otherwise directed by a member of staff and remain in orderly lines to ensure a speedy exit and avoid congestion at the exits.
7. Once outside, students should remain grouped on the playing field in the allocated area away from the rest of the students, in silence and closely supervised.
8. Attendance should be taken by an invigilator as soon as possible and passed to the Fire Officer to ensure anyone missing can be located as soon as possible.
9. Students should remain silent throughout and be informed that any communication will result in them not being able to return to the venue upon conclusion of the evacuation to complete the exam. A log of any malpractice needs to be kept throughout the evacuation.
10. When instructed by the Fire Officer that it is safe to return to the venue, ensure that students maintain the silence and return to the venue in a single, orderly line.
11. When all candidates are seated a note of the time should be made on the white board and students should be given the full time in which to complete the examination.
12. The Examinations Manager will apply for special consideration following the exam, any malpractice is to be reported to the Examinations Manager to be included in the report to the board.

8.9 Emergency Procedure for Intruder on Site (Lockdown)

In the event of an intruder on site or any other emergency requiring staff/students to remain in offices/classrooms, the lesson change bell will be rung for a longer period of 15+ pips. On hearing this, staff and students should remain in offices/classrooms or move to the nearest free room. Blinds should be closed and doors locked (where possible). Staff and students should be positioned away from windows/visual panels. Nobody should leave the room until given the 'all clear' from a member of the SLT. If an intruder is seen on site, reception should be contacted immediately.

APPENDIX H – Emergency Evacuation – Plan of School Field



****Admin/Tech Staff:**
 Mark Browne, , Steven Green, Jenna Harper, , Sue Hodsden, Rebecca Hyland, , Corrina Lamb, Mandy Lawes, Rachel Lawes, Moya Lowery, Alex Maczugowska, Thomas McNicholas, Chris McMahon, Diane Morris, Kath Nilsson, Suzanne Pittard, Teresa Profeta, Carol Roberts, Stella Rezaei, Michelle Sarsfield.

9 MINIBUS SAFETY PROCEDURES

9.1 Requirements

All drivers will complete a recognised course of minibus training and be accredited before they are allowed to use a minibus on school business. Initially this course of training will be the Luton Borough Council Minibus Driver Accredited Scheme. No member of staff who has completed a morning and an afternoon session of work may then drive a minibus on a return journey where the planned total distance (or time) exceeds fifty miles (or two hours).

On all occasions when the minibus is taken out there must now be a list of occupants left with main reception and a checklist given to the minibus driver.

When a driver undertakes a single planned journey of up to two hours, a rest period is voluntary. When a driver undertakes a planned single journey of between two and three hours, a half hour break is compulsory.

There must be a second driver for any minibus undertaking a planned single journey of more than three hours. Neither driver may drive for more than three hours in any four. Neither driver may drive for more than two hours without a break.

Where possible, an additional adult should accompany students on each trip. Any driver who is not a member of staff shall be subject to the same requirements as staff.

Every person on a minibus must wear a seat belt. The driver will check that all passengers are wearing seat belts correctly before commencing a journey.

Drivers are required to observe all legal requirements including speed limits. No alcohol is allowed on minibuses and drivers are required to have a zero intake of alcohol.

Any hired or borrowed minibus must have forward-facing seats and be fitted with seat belts, which must be worn.

Minibus roof racks must be used for the storage of large luggage, and the driver will be responsible for seeing this is properly secured. There must be a clear passage for emergency escape.

Extra-curricular activities (excluding school sporting activities and visits related to coursework) must be costed at 25p per mile.

All minibuses will be maintained to a high standard and every driver will make a report of any defects, in writing to the minibus coordinator. A minibus may not be used unless the minibus coordinator has confirmed there are no known safety defects. All drivers should make a visual check of the minibus before starting a journey.

Any breach of the policy will be investigated and disciplinary action taken if appropriate. Any driver found to have behaved irresponsibly will be removed from the list of approved drivers. Any breach of the policy due to negligence of the staff will not affect the legal rights of students and others travelling in the minibus in the event of an accident.

All mileage travelled by a driver must be logged and accounted for. The log will be checked every month and all mileage must be accounted for.

All users of the school minibus must book the bus at least one week in advance and inform the Business Manager of the nature of their journey.

A Minibus Hire Form must be filled in at least 7 working days before any trip involving:

- staff hiring the minibus for non-school use;
- hire by approved outside bodies;
- any school trip outside a 25 mile radius of Luton.

9.1.1 **Additional Notes**

- The school recommends the use of coaches for long road journeys, where practical.
- Students and staff should be alert to the possibilities of safety hazards in alternative forms of transport.
- The school is aware that alternative transport will be more expensive than the minibus and that consequently fewer students may be able to afford to go on trips. The school regrets this but cannot compromise its position on safety.
- The school wishes to support and encourage staff and others who wish to organise trips, visits and similar activities.
- The school hopes that from time to time it may be possible for organisers to hire accredited drivers or to provide appropriate staff cover for lessons enabling after school trips to take place. The school will endeavour to maintain a list of retired staff, parents or others who may be willing to drive subject to becoming accredited.
- Where staff or others have not reached the required standard at the end of the accreditation test, they may not drive students until the standard is achieved. However, such drivers may practise in a school minibus but under the supervision of an accredited driver. They are encouraged to undertake the defensive driver course organised through Bedfordshire County Council. This course is also open to drivers who have reached the required standard.
- Fire extinguishers and first aid kits are carried in school buses.
- School insurance covers staff who organise trips whatever travel Arrangements are made.
- In case of emergency, the school mobile telephone must be taken on all journeys outside of the Luton area.

9.1.2 **Procedures following an Accident or Theft from the Minibus**

In the event of an incident requiring the hospitalisation of either a member of staff or student or serious theft then the school **MUST** be informed by telephoning the Business Manager on 01582 611600 and he will then contact a member of the SLT.

If you are involved in an accident:

- Seek medical attention if necessary.
- Don't admit blame
- Give other parties involved your name, address and details of the vehicle's owner.
- If anyone is injured, you must produce your insurance certificate.
- If you cannot comply with the above, you must report the accident at a police station or to a police officer as soon as reasonably practicable, but within 24 hours.
- Before leaving the scene, obtain information from everyone involved including potential witnesses.

- Get names, addresses and phone numbers of all passengers in each vehicle.
- If possible, make sketch of the scene, noting width of road, speed limits and weather conditions.
- Always call the school's insurance company straight away to report the accident.
- A form will be kept in the Minibus Log Book which must be completed at the time of the incident and given to a senior member of staff as soon as possible but no later than the beginning of the following school day. This will record:
 - The nature of the incident;
 - The personal injuries that have occurred;
 - The damage to the vehicle and to any third party vehicles;
 - The loss of personal effects and other property.

10 EMERGENCY PROCEDURES

10.1 Dealing with Serious Incidents in the Classroom & Requests for Support on Site

A Support Duty Rota of senior members of staff will be made available at the start of each year. In the case of an emergency or when a member of staff feels they need support, will they please follow these procedures:

- telephone extension 315380 to ask Receptionist to alert the senior member of staff on duty;
- if a telephone is not available, please send a reliable member of your teaching group to the nearest teacher/subject leader so that help can be requested;
- if time permits, please send an incident sheet or inform Receptionist of the nature and location of the emergency. The senior member of staff on duty will be informed by the Receptionist and will attend as soon as possible;
- all incidents that require a senior member of staff to be called should be entered on SIMS and followed up by the teacher or subject leader.

10.2 Code 5 Emergency - Intrusion onto the School Site/Serious Internal Incidents

If any person is seen acting strangely or aggressively on the school site (indoors or outside) a member of staff must follow the details below.

The member of staff should contact reception on 315380 to inform them of the intruder.

Reception should contact the Headteacher's PA who will inform the Headteacher or in his absence the Deputy Headteacher to assess the situation.

If, in the view of the member of staff, the situation is serious, a member of the office staff should not only to carry out the above but should also call for the Police (999).

Once the situation has been assessed by a member of the SLT, it may be decided to carry out a CODE 5 procedure as follows:

Action	Responsible Person	Notes
Raise the alarm	Reception Staff	<p>If 'panic button' used - police are automatically contacted and should arrive at site.</p> <p>Mitie should call Reception to check status – if no answer proceed with caution and call Headteacher's PA/Headteacher's office before sending senior staff to reception.</p> <p>If reception staff answer codeword "Mr Berkely is not available" signals need for 'lock down' due to intruder.</p> <p>If intruder is not in reception, reception staff should inform the Headteacher and/or Headteacher's PA or next available SLT and sound the 'lock down' alarm signal (10+ rings of the normal lesson change over bell).</p> <p>Staff training and induction for all new starters needed on signal and procedure.</p>
Sound alarm for 'lock down' (10+ sounds of the lesson change bell)	Reception staff/ Headteacher/next available member of SLT All staff/students to remain in 'lock down' until a member of SLT comes to the room or speaks to them directly to give the 'all clear'.	<p>Lesson change/lock down signal (intermittent pips) is distinct from the fire alarm (continuous bell).</p> <p>Lock down alarm will only be used to signal the beginning of a lock down. If the alarm or bells are heard again after this, they should be ignored (normal lesson change bells may continue).</p> <p>End of lock down will be signalled by direct instruction from a member of SLT visiting the room and speaking to staff.</p> <p>Under no circumstances should staff 'pass on' an all clear message nor assume all clear due to other staff and students moving out of rooms.</p> <p>If the fire alarm is heard during a lock down, staff should proceed with great caution; and ideally checking status with SLT.</p>

Action	Responsible Person	Notes
<p>Staff and students remain in classrooms until all clear is given. If lock down alarm is at break, lunchtime or lesson change-over, staff and students should move quickly and sensibly to their next lesson room. Duty staff should remain at their posts until students are safely in rooms.</p>	<p>All staff.</p>	<p>Students and staff (during lesson time) who are not in classrooms when alarm sounds for 'lock down' should move quickly to the nearest available classroom/ office space and shut the door (lock door if possible). Windows and blinds should be closed although caution should be exercised and staff and students should avoid being obviously visible at windows or doors. Students and staff should move away from windows and doors where possible to avoid being seen from corridors and outside spaces.</p>
<p>Informing students</p>	<p>Staff should tell students that "there is an emergency and we are to remain very quietly where we are until we receive further instructions".</p>	<p>Students should be reminded to remain calm and quiet.</p>
<p>Close down school to visitors</p>	<p>Reception staff following instruction from the Headteacher or next available member of SLT.</p>	<p>Phones and doors should not be answered and doors shut and locked where possible.</p>
<p>Gather information and coordinate responses</p>	<p>Headteacher or Deputy Headteacher in his absence.</p>	<p>No action should be taken without hearing it directly from the Headteacher or Deputy Headteacher. A cascade of information system will be used where appropriate (see below). In most circumstances, Headteacher will call or text SLT on their school mobiles to arrange a time and place to meet when/where possible.</p>
<p>Call emergency services</p>	<p>Headteacher or Deputy Headteacher in his absence.</p>	
<p>Contact LA</p>	<p>Headteacher or Deputy Headteacher in his absence.</p>	
<p>Designating roles to staff</p>	<p>Headteacher or the Deputy Headteacher in his absence.</p>	<p>Roles might include contacting parents, informing or updating staff, liaising with emergency services, etc.</p>

Action	Responsible Person	Notes
Monitoring CCTV	Business Manager.	To keep Headteacher informed via mobile/phone contact.
Dealing with any casualties	First aiders under the direction of the Headteacher/Deputy Headteacher. Matron to ensure first aiders have necessary supplies.	Only after SLT have released staff/students by giving the 'all clear'. Matron to ensure stocks of emergency supplies are sustained at adequate levels for a serious emergency.
Communicating with staff during incident	SLT under direction of Headteacher only (or Deputy Headteacher in the absence of the Headteacher).	SLT to always have their Lealands mobile with them, charged and switched on vibrate during the school day. Other staff should not make decisions or cause confusion by communicating about the incident without the express permission of the appropriate senior leader.
Moving students from outside PE areas	PE staff.	Go to nearest classroom or office on hearing the signal or to the elearning centre if in doubt as to safety of school site. PE staff will be informed by the most appropriate method depending on circumstances – phone/SLT/megaphone siren.
Signal end of 'lock down' – SLT to speak directly to staff in each room to give all clear (no bells/pips).	SLT only.	Lock down alarm will only be used to signal the beginning of a lock down. If the alarm or bells are heard again after this, they should be ignored (normal lesson change bells may continue). End of lock down will be signalled by direct instruction from a member of SLT visiting the room and speaking to staff. Under no circumstances should staff 'pass on' an 'all clear' message nor assume all clear due to other staff and students moving out of rooms. If the fire alarm is heard during a lock down, staff should proceed with great caution; and ideally checking status with SLT.
Ensuring all students and staff are accounted for at the end of emergency	Attendance Officer and Business Manager.	Lists to be printed and provided to class teachers to check. Checked lists returned to Business Manager via Heads of Year.

Cascade for communication

1. Headteacher – Mr Burridge
2. Deputy Headteacher – Mr Ward
3. Mr Cullum
4. Mr Hall
5. Mr Little
6. Miss Orr
7. Mrs Bendefy
8. Mr Dowling

10.3 Contacting parents

No contact should be made with parents without the consent of the Headteacher. Students should be reminded that alerting parents through mobile phone contact at times of emergency may bring their parents to school and put them in unnecessary danger as well as causing confusion and potential upset. The Headteacher will put a message on the website/text parents at the earliest safe opportunity with any information regarding an incident.

11 ADMINISTRATION OF MEDICATION

In compliance with the Borough of Luton Education Service we are now able to administer paracetamol tablets for pain relief in school. This is safer than students carrying around their own tablets.

Other medication, i.e. antibiotics, etc., will still be administered in school but will need a parental consent form to be completed. Medication that is required three times a day should be given at eight hourly intervals i.e. 7.00 am, 4.00 pm and 11.00 pm and, therefore, does not need to be taken during school hours. All medication prescribed and brought into school must be in its original container with the pharmacist's instructions and the student's name.

Any asthmatic students should have filled in an asthma card, available from the Medical Room. Asthmatic students are encouraged to carry their own inhalers around with them and should have a spare one in the Medical Room in case of an emergency.

In cases of sickness and diarrhoea students should not return to school until 48 hours after the last attack.

Parents should:

- complete the 'consent' form for administration of paracetamol in school;
- discourage their son/daughter from bringing any medication into school;
- contact the school and complete a form giving your permission for administration of any routine prescribed drugs;
- inform the school of any changes of contact number in case of # illness/accident.

12. MONITORING, EVALUATION & REVIEW

This policy will be reviewed annually by the Deputy Headteacher and the Governing Body.

The Headteacher has overall responsibility for the successful implementation of this policy.

Subject team leaders are responsible for monitoring the successful implementation of this policy within their subject teams.

The Deputy Headteacher, Business Manager and Human Resource Administrator are responsible for monitoring the safer recruitment process.

The Deputy Headteacher is responsible for monitoring safeguarding and child protection procedures.

The Business Manager is responsible for monitoring fire drill procedures and mini bus safety.

The Deputy Headteacher, Business Manager and Cover Manager are responsible for monitoring educational visits.

The Deputy Headteacher Business Manager and Human Resources Administrator is responsible for the Single Central Register and all associated checks.