

Policy Title	Safeguarding, Child Protection & Promoting the Welfare of Children
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Policy author/s	Shazam Mahmood - Assistant Head Teacher
Policy developed in consultation with:	<ul style="list-style-type: none"> • Safeguarding in Education team for Luton Council • Culture and Character Team • Safeguarding Officer • School Governing Body
Staff with overall responsibility for development, implementation and review	<ul style="list-style-type: none"> • Senior Strategic Safeguarding Lead • Culture and Character Team • Safeguarding Officer • School Governing Body
Target audience	All Site Users
Associated policies/ documents	<ul style="list-style-type: none"> • Working together to safeguard Children (DfE 2018) • Keeping Children Safe in Education (DfE 2020) • Safeguarding Policy • Complaints Procedure Statement • Drugs Policy • E Safety Policy • Equal Opportunities - race, equality, gender & disability • Home-school Agreement Document • SRE Policy • Special Educational Needs • Staff Code of Conduct policy • Equality and Diversity Policy • Allegations of abuse against staff • Anti-Bullying Policy • Attendance Policy • Code of Conduct Agreement • Teaching and Learning Policy • Uniform Policy
Date approved by Governors	5 February 2021
Chair of Governors	Yvette Roberts
Headteacher	Gwyneth Gibson



**SAFEGUARDING,
CHILD PROTECTION
AND PROMOTING THE WELFARE OF
CHILDREN**

School Acknowledgment

At Lea Manor High School, we are committed to safeguarding and child protection in line with the statutory guidance. As required, all staff have read and understood part one of 'Keeping Children Safe in Education' (2020).

Role	Name	Contact Details
Headteacher	G Gibson	malcolmc@leamanor.luton.sch.uk
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Looked After Children Co-ordinator	Dan Gregory	gregoryd@leamanor.luton.sch.uk

Local Multi Agency Safeguarding Arrangement

The Children and Social Work Act 2017 (the Act) replaces Local Safeguarding Children Boards with the new local safeguarding arrangements led by three safeguarding partners (local authorities, chief officers of police and clinical commissioning groups.) The Act places a duty on those partners to make arrangements for themselves and relevant agencies they deem appropriate, to work together for the purpose of safeguarding and promoting the welfare of children in their area. Education is one of the relevant agencies. In Luton, the arrangements continue to be referred to as the Local Safeguarding Children and Adult's Board.

CONTENTS

1. Policy statement and principles
2. Child Protection and Safeguarding Statement
3. Roles and Responsibilities
4. Looked After Children
5. Identifying Concerns
6. Categories of Abuse
7. Children with Special Educational Needs
8. Confidentiality
9. Recording and Monitoring
10. Safer Recruitment and Selection
11. Involving Parents/Carers
12. Multi-Agency Work
13. Responding to an allegation or concern about a member of staff.

SECTION 1: Policy Statement and Principles

Lea Manor High School recognises its responsibilities for safeguarding students and protecting them from harm.

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

Children includes everyone under the age of 18.

At Lea Manor High School, Assistant Headteacher is the Designated Safeguarding Lead and he is supported by 7 other colleagues that have been fully trained to support students in our school with safeguarding matters. The team consists of SG Officer, Key Stage 3 and 4 Deans and four Heads of Year.

There are a variety of statutory policies that link to this policy including: Staff Code of Conduct, Safer Recruitment policy, allegations against staff, complaints, behaviour, children missing in education and on-line safety.

This Child Protection Policy will be reviewed by the Designated Safeguarding Lead Shazam Mahmood on a regular basis to ensure it remains current and incorporates all revisions made to local or national safeguarding guidance. This policy will be fully reviewed as a minimum once a year and provided to the Governing Body for approval and sign off.

Role	Name	Contact Details
Designated Governor for Child Protection/Safeguarding	Yvette Roberts	chair@leamanor.luton.sch.uk
Designated Safeguarding Lead	Shazam Mahmood	mahmoods@leamanor.luton.sch.uk
Safeguarding Officer Deputy Designated Safeguarding Lead	Jane Robinson	RobinsonJ@leamanor.luton.sch.uk
Safeguarding Leads	Emma Lloyd-Hepden Jamie Campbell Daniel Gregory Owen Malcolm Chloe Ward Renee Kunde	Lloyd-Hepdene@leamanor.luton.sch.uk CampbellJ@leamanor.luton.sch.uk GregoryD@leamanor.luton.sch.uk MalcolmO@leamanor.luton.sch.uk WardC@leamanor.luton.sch.uk KundeR@leamanor.luton.sch.uk
LA Safeguarding in Education Manager	Cathy Sears	01582 548984
LA Child Protection Contact/LADO	Paul James	LADO@luton.gov.uk 01582 548069
MASH - (Multi-agency Safeguarding Hub)		mash@luton.gov.uk 01582 547653

Emergency Duty Team (Children's Social care)	01582 405109 0300 300 8123
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Our policy applies to all staff, governors and volunteers working in the school and takes into account statutory guidance provided by the Department for Education and local guidance issued by the Luton Children Safeguarding Board.

We will ensure that all parents/carers are made aware of our responsibilities with regard to child protection procedures and how we will safeguard and promote the welfare of their children through the publication of this school child protection policy.

These duties and responsibilities, as set out within the Education Act 2002 sec175 and 157, DfE Statutory Guidance Keeping Children Safe in Education 2020 and HM Working Together to Safeguard Children 2018 are incorporated into this policy.

During the Covid-19 pandemic we have systems in place to ensure we always have a DSL available ready to respond to any concerns that are raised. The safeguarding team work closely with social workers and they are fully set up online to be able to attend virtual meetings if face to face is not possible due to a local lockdown.

SECTION 2 Child Protection and Safeguarding Statement

At Lea Manor High School, we recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We will endeavour to provide a safe and welcoming environment where children are respected and valued. We will be alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The procedures contained in this policy apply to all staff, volunteers, governors and staff of Lea Manor High School and are consistent with those of Luton Children Safeguarding Board.

Safeguarding children is defined as:

The actions we take to promote the welfare of children and protect them from harm are everyone's responsibility. Everyone who comes into contact with children and families has a role to play.

Safeguarding and promoting the welfare of children is defined as:

- Protecting children from maltreatment.
- Preventing impairment of children's mental and physical health or development.
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.
- Working Together to Safeguard Children 2018 (page 6) – "a child is defined as anyone who has not yet reached their 18th birthday. 'Children' therefore means 'children and young people' throughout"

Safeguarding is not just about protecting children from deliberate harm. It also relates to the broader aspects of care and education including:

- Pupils' health and safety and emotional well-being, and their mental and physical health or development.
- Meeting the needs of children with special educational needs and/or disabilities.
- The use of reasonable force.
- Meeting the needs of children with medical conditions.
- Providing first aid.
- Educational visits and off- site education.
- Intimate care and emotional wellbeing.
- On-line safety and associated issues.
- Appropriate arrangements to ensure school security, taking into account the local context.
- Keeping children safe from risks, harm and exploitation: KCSIE 2020 Annex A.

Safeguarding can involve a range of potential issues such as:

- Neglect, physical abuse, sexual abuse and emotional abuse.
- Bullying, including online bullying (by text message, on social networking sites, and prejudice-based bullying).
- Peer on Peer abuse.
- Racist, disability- based, homophobic, bi-phobic or transphobic abuse.
- Gender based violence/violence against women and girls.
- Extremist behaviour and/or radicalisation.
- Child sexual exploitation, human trafficking, modern slavery or exploitation.
- The impact of new technologies, including 'sexting' and accessing pornography.
- Child on Child Sexual Violence and Sexual Harassment (defined in KCSiE 2020 Part Five pages 69 to 77).
- Issues which may be specific to a local area or population, for example gang activity, knife crime, youth violence, criminal child exploitation (CCE) and County Lines.
- Is in family circumstances which present challenges for the child, such as drug and alcohol misuse, adult mental health issues.

- Is at risk of or from serious violence and violent crime (KCSiE 2020 paragraphs 31 and 32).
- Particular issues affecting children including domestic abuse and violence, female genital mutilation and honour-based abuse and forced marriage.
- ‘Upskirting’- The Voyeurism (Offences) Act, which is commonly known as Upskirting Act, came into force on 12th April 2019. Upskirting is a criminal offence and reportable by all teachers (KCSiE 2020, Annex A page 94).

Lea Manor High School Ethos of “No Shortcuts to Success” demonstrates that the effective safeguarding of children can only be achieved by putting children at the centre of a system where we listen and hear what they say. Every individual within our school will play their part, including working with professionals from other agencies, to meet the needs of our most vulnerable children and keep them safe. We will take opportunities to teach children about important safeguarding issues in a way that is age appropriate, our Heads of Year structure allows us to disseminate information to year groups tailored to their age group through our dedicated pastoral times. We always put students at the centre of our safeguarding arrangements and listen carefully to the children, ensuring we hear their voices.

Our school is led by senior members of staff and governors whose aims are to provide a safe environment and vigilant culture where children and young people can learn and be safeguarded. If there are safeguarding concerns, we will respond with appropriate action in a timely manner for those children who may need help or who may be suffering, or likely to suffer, significant harm.

Where staff members have concerns about a child (as opposed to a child being in immediate danger) they will decide what action to take in conjunction with the Designated Safeguarding Lead. Although we advocate that any staff can make a referral to children’s social care, especially where a child is identified as being in immediate danger, they should however ensure that the Designated Safeguarding Lead (DSL), or a member of the senior leadership team is informed as soon as possible and subsequently record all factual information on CPOMS.

We also ensure that all our staff are clear that whilst they should discuss and agree with the DSL / DDSL any actions to be taken, they are able to escalate their concerns and contact social care to seek support for the child if despite the discussion with the DSL / DDSL their concerns remain. Staff are also informed of the school whistle blowing procedures and the contact details for the Local Authority LADO and NSPCC helpline. To support students with their mental health and wellbeing we have a Well-being team who work closely with the heads of year and Safeguarding Officer to ensure timely and appropriate support is provided to our students. When students are identified as experiencing well-being issues, they are referred to our team of Well Being Team through a referral document, this outlines support and strategies for that particular student.

Our rigorous induction programme covers all aspects of safeguarding procedures staff, supply staff and volunteers receive appropriate safeguarding information during inductions and on a regular basis. We use our INSET and Twilight CPD sessions to revisit Safeguarding throughout the academic year.

The Designated Safeguarding Lead (DSL) or Safeguarding Officer, who is familiar with national and local guidance, will share concerns, where appropriate, with the relevant agencies.

The DSL and Safeguarding Officer are in regular contact with Luton Safeguarding Board. This allows the DSL team to be aware of current issues and respond in the most efficient way, and informing the most relevant agencies that present at the forum.

Our Child Protection Policy

- There are six main elements to our policy:
- Providing a safe environment in which children can learn and develop.
- Ensuring we practise safe recruitment in checking the suitability of staff and volunteers to work with children.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases of abuse.
- Supporting pupils who have been abused or harmed in accordance with his/her child protection plan.
- Raising awareness of safeguarding children, child protection processes and equipping children with the skills needed to keep them safe.
- Working in partnership with agencies and safeguarding partners in the 'best interest of the child'.

We recognise that because of the day to day contact with children, school staff are well placed to observe the outward signs of abuse.

The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to and heard.
- Ensure children know that there are trusted adults in the school who they can approach if they are worried.
- Ensure that every effort is made to establish effective working relationships with parents, carers and colleagues from other agencies.
- Include opportunities in the PSHE curriculum and Pastoral sessions/Assemblies for children to develop the skills they need to recognise and stay safe from abuse by:
 - Recognising and managing risks including online, sexual exploitation, sexting and running away, as well as radicalisation.
 - Developing healthy relationships and awareness of domestic violence, and abuse which is linked to 'honour' such as female genital mutilation and forced marriage, bullying and peer on peer abuse.
 - Recognising how pressure from others can affect their behaviour.
 - Knowing that as a school we will act swiftly to address any concerns related to serious violence, gang and knife crime or child on child sexual violence or sexual harassment incidents.

Lea Manor High School supports the development of our students' academic, social and emotional skills. We deliver daily pastoral sessions that cover a wide variety of pastoral topics including what constitutes a

healthy relationship, how to recognise the risks associated with sexual exploitation, domestic abuse, relationship abuse, peer on peer abuse and emotional abuse, and are made aware of any support that they may need. This is also supported by a series of assemblies throughout the academic year.

We will:

- Take all reasonable measures to ensure any risk of harm to children's welfare is minimised.
- Take all appropriate actions to address concerns about the welfare of a child, working to local policies and procedures in full working partnership with agencies.
- Ensure robust child protection arrangements are in place and embedded in the daily life and practice of the school.
- Promote pupil health and safety.
- Promote safe practice, and challenge unsafe practice.
- Ensure that procedures are in place to deal with allegations of abuse against teachers and other staff including volunteers (KCSiE 2020 Part Four Pages 56 to 68), and the DDSCP local multi-agency procedures.
- Provide first aid and meet the health needs of children with medical conditions
- Ensure school site security.
- Address drugs and substance misuse issues.
- Work with all agencies regarding missing children, anti-social behaviour/gang activity and violence in the community/knife crime and children at risk of sexual exploitation.

Everyone having a duty to safeguard children inside/outside the school environment including school trips, extended school activities, vocational placements and alternative education packages. For overnight stays/residential the safeguarding team meets with trip leaders beforehand to share any information that the trip leader needs to be aware of. They also have a direct number to contact the safeguarding team should a safeguarding concern arise during the trip.

For children who receive off-site education or have alternative learning experiences in place we check DBS certificates and safeguarding policies from the providers. The school also work closely with our local police and the Youth Offending Team.

We will follow the procedures set out by the Luton Safeguarding Children Board and take account of guidance issued by the DfE in Keeping Children Safe in Education 2020 to:

- Ensure we have a Designated Safeguarding Lead (Mr S Mahmood), Safeguarding Officer (MS J Robinson), and the Safeguarding Team have received appropriate training and support for this role.
- The Designated Safeguarding Lead role is written into Mr S Mahmood's job description and clarifies the role and responsibilities included (as defined in KCSiE 2020 Annex B).

- Ensure we have a nominated governor responsible for child protection/safeguarding. (Mrs Y Roberts)
- Ensure that we have a Designated Teacher for Looked After Children (LAC). (Mr D Gregory)
- Ensure every member of staff (including temporary, supply staff and volunteers) and the governing body knows the name of the Designated Safeguarding Lead and the Safeguarding Team responsible for child protection, and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and their responsibility for referring any concerns to the Designated Safeguarding Lead, or to children's social care/police if a child is in immediate danger.
- Ensure all staff and volunteers are aware of the early help process and understand their role in making referrals or contributing to early help offers and arrangements.
- Ensure that there is a whistleblowing policy and culture where staff can raise concerns about unsafe practice, and that these concerns will be taken seriously.
- Ensure that there is a complaints system in place for children and families.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection and safeguarding by setting out its obligations in the school prospectus and on the school's website.
- Notify Children's Social Care if there is an unexplained absence for a child who is subject to a child protection plan and where no contact can be established with the child or a parent or appropriate adult linked to the child.
- Develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters, including attendance at child protection conferences.
- Keep CPOMS records of concerns about children, even where there is no need to refer the matter immediately; documenting and collating information on individual children to support early identification, referral and actions to safeguard.
- Ensure that we follow robust processes to respond when children are missing from education or missing from home or care.
- Follow procedures where an allegation is made against a member of staff or volunteer.
- Ensure safe recruitment practices are always followed.
- Apply confidentiality appropriately.
- Apply the Luton Safeguarding Children Board escalation procedures if there are any concerns about the actions or inaction of social care staff or staff from other agencies.

We recognise that children who are abused or who witness violence may find it difficult to develop a positive sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. We also recognise that there are children who are more vulnerable than others, which include children with special educational needs and or disabilities.

Our school will endeavour to support the pupil through:

- Developing the content of the curriculum by ensuring that we meet the needs of the PSHE curriculum 2020, whilst also being proactive to local concerns and adapting our curriculum to deliver lessons/ assemblies/ emergency student briefings as and where appropriate.
- Maintaining a school ethos which promotes a positive, supportive and secure environment, and which gives pupils a sense of them being valued.
- The school behaviour policy and anti-bullying policy which is kept up to date with national and local guidance and which is aimed at supporting vulnerable pupils in our school.
- Our school will proactively ensure that all children know that some behaviours are unacceptable and will need to be addressed but as members of our school they are valued and will be supported through the time required to deal with any abuse or harm that has occurred, or outcomes from incidents.
- In our school we run a system based on restorative justice, all teachers work closely with students to discuss behaviour incidents including what went wrong, how everyone is feeling and what actions are required to ensure the behaviour is not repeated. Our pastoral Team and Inclusion Team offer support to students who need additional support in managing their emotions.
- Liaison with other agencies that support the pupil such as Children's Social Care (in line with the Threshold Document), Behaviour Support Service and Education Psychology Service and Early Help Assessment (EHA), etc.
- Ensuring that, where a pupil leaves and is subject to a child protection plan, child in need plan or where there have been wider safeguarding concerns, their information is transferred to the new school immediately and that the child's social worker is informed.
- Ensuring that the vulnerability of children with special educational needs and or disabilities is recognised and fully supported by our SENCo, Teaching Assistants and Pastoral Team.

Safe Staff and Supporting Staff

- The leadership team and governing body of the school will ensure that all safer working practices and recruitment procedures are followed in accordance with the guidance set out in KCSiE 2020 Part Three.

- School leaders, staff and members of the governing body will be appropriately trained in safer working practices and access the safer recruitment training.
- Statutory pre-employment checks and references from previous employers are an essential part of the recruitment process. We will ensure we adopt the appropriate necessary procedures to carry out the checks required and were any concerns arise we will seek advice and act in accordance with national guidance.
- The school has in place recruitment, selection and vetting procedures in accordance with KCSiE 2020 Part Three and maintains a Single Central Record (SCR), which is reviewed regularly and updated in accordance with KCSiE 2020 Part Three paragraphs 164 to 171.
- Staff will have access to advice on the boundaries of appropriate behaviour and will be aware of the School Employee Code of Conduct, which includes contact between staff and pupils outside the work context.
- Newly appointed staff and will be receive Safeguarding training, including appropriate behaviours and setting boundaries.
- In the event of any complaint or allegation against a member of staff, the Headteacher (or the Designated Safeguarding Lead) if the Headteacher is not present, will be notified immediately. If it relates to the Headteacher, the chair of governors will be informed without delay. We will respond to all allegations robustly and appropriately in collaboration with the Local Authority Designated Officer (LADO).
- Staff may find some of the issues relating to child protection and the broader areas of safeguarding upsetting and may need support which should be provided by speaking to their line manager, Lea Manor High School has trained staff to deliver supervision if required.
- All new employees will be appropriately inducted to their role

SECTION 3: Roles and Responsibilities

The Department for Education has provided key documents which offer clear and detailed information about the role and responsibilities of schools, governors and school staff with regards to the safeguarding of children and young people; some of the documents are as follows:

- Keeping children safe in education – Statutory guidance for schools and colleges (September 2020) (<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>)

Note: all staff working directly with children must have read part 1 and Appendix A ‘Further safeguarding information’ of Keeping children safe in education – Statutory guidance for schools and colleges (September 2020). Each school within the Chiltern Learning Trust will ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part 1 of the guidance.

- What to do if you’re worried a child is being abused – Advice for practitioners (March 2015) ([https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What to do if you re worried a child is being abused.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf))

- Working together to safeguard children – A guide to inter-agency working to safeguard and promote the welfare of children (July 2018)
(<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>)
- Additionally, in light of the impact of Coronavirus on schools and their safeguarding arrangements, the Government has produced additional Coronavirus-related guidance which can be located on the Department for Education website

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone in our school who comes into contact with children and their families has a role to play in safeguarding children. All staff in our school consider, at all times, what is in the best interests of children. Staff in the school hold a variety of roles that contribute to keeping children safe, classroom teachers are aware of how to raise concerns and Learning Family Leads work closely with Heads of Year, Key Stage Deans and the wider pastoral team to support children about whom the school have safeguarding concerns.

All staff within our school are important as they are in a position to identify concerns early and provide help to children to prevent concerns from escalating. All staff contribute to providing a safe environment in which children can learn by contributing to a bigger picture in reporting all of their concerns regardless of how minor/ insignificant they may seem at the time. This is embedded into the culture of the school and all staff understand the importance of their contribution in keeping all of our children safe.

The school recognises the importance of children and social workers meeting during the school day where required and we have a robust Safeguarding Team to work with social care and safeguarding partners to ensure children subject to child protection, child in need and LAC plans are kept safe and the child's needs are met at any time of the day. We also in emergency cases work during the school holidays for high level cases.

We understand that children who need a social worker due to safeguarding or welfare needs, are potentially at greater risk of harm, we work very closely with all external agencies to address safeguarding and child protection concerns in this area.

We do recognise how a child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educational disadvantage in facing barriers to attendance, learning, behaviour and mental health (see KCSiE 2020 paragraph 109). The Heads of Year and Safeguarding Team all support in this agenda.

We sign post children, parents and carers to for support, in school and through our website, posters around the school, Learning Family Time and during staff briefings and pastoral briefings.

Safeguarding Training

All our staff are aware of systems within school and these are explained to them as part of staff induction, which include our Safeguarding Training, the employee code of conduct, CPOMS training, Prevent training and reading Keeping Children Safe in Education 2020 part 1 and Appendix A.

Our school utilises an online checklist when staff are inducted which includes the above, but also other policy and procedural information.

All our staff receive safeguarding and child protection training. In addition, to this training all staff members receive child protection and safeguarding updates when required, but at least annually.

LSCB provides DSL training and staff are kept up to date with any local or national changes to safeguarding guidance via our DSLs. We have also registered with the National College and our team have completed elements of their Safeguarding Training through their portal.

All our staff know what to do if a child is raising concerns or makes a disclosure of abuse and/or neglect. Staff will maintain a level of confidentiality whilst liaising with the Designated Safeguarding Lead and children's social care if necessary. Our staff will never promise a child that they will not tell anyone about a disclosure or allegation, recognising this may not be in the best interest of the child.

Staff responsibilities

Senior Leadership/Management Team responsibilities:

- Contribute to inter-agency working in line with HM Working Together to Safeguard Children 2018 guidance.
- Provide a co-ordinated offer of early help when additional needs of children are identified.
- Ensure all staff, supply staff and volunteers are alert to the definitions of abuse and indicators (KCSiE 2020 paragraphs 19 to 28), and through access to regular training opportunities and updates.
- Ensure staff are alert to the various factors that can increase the need for early help (KCSiE 2020 paragraph 18).
- Working with Children's Social Care, support their assessment and planning processes including the school's attendance at conference and core group meetings as appropriate.
- Carry out tasks delegated by the governing body such as training of staff, safer recruitment and maintaining a single central register.
- Provide support and advice on all matters pertaining to safeguarding and child protection to all staff regardless of their position within the school.
- Treat any information shared by staff or pupils with respect and follow agreed policies and procedures.
- Ensure that allegations or concerns against staff are dealt with in accordance with guidance from Department for Education (DfE KCSiE 2020 Part Four 'Allegations of abuse made against teachers, and other staff, including supply teachers and volunteers').
- KCSiE 2020 Part Four 'Allegations of Abuse made against teachers including supply teachers, other staff and volunteers and contractors', paragraph 211: Includes behaviours which covers where an individual has behaved or may have behaved in a way that indicates they may not be suitable to work with children. The reason is because of transferrable risk. Where a member of staff or volunteer is involved in an incident outside of schools/college which did not involve children but could have an impact on their suitability to work with children.

Teachers (including NQTs) and Headteachers - Professional Duty

The Teachers Standards 2012 remind us that teachers, newly qualified teachers and headteachers should safeguard children and maintain public trust in the teaching profession as part of our professional duties.

The Children and Social Work Act of 2017, places responsibilities for designated teachers to have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

Care leavers are treated exactly the same as other children who are currently looked after. The designated LAC teacher will work with them as a mentor and support them throughout their time in the school.

Designated Safeguarding Lead

We have a Designated Safeguarding Lead who takes lead responsibility for safeguarding children and child protection who has received appropriate training and support for this role. The Designated Safeguarding Lead is a senior member of the school leadership team and their responsibilities are explicit in their job description.

We also have a Safeguarding Officer and 2 Key Stage deans, who will provide cover for the Designated Safeguarding Lead when they are not available. They will provide additional support to ensure the responsibilities for child protection and safeguarding children are fully embedded within the school ethos and that specific duties are discharged. They will assist the Designated Safeguarding Lead in managing referrals, attending Child Protection Conferences, reviews and meetings and supporting the child/children.

We acknowledge the need for effective and appropriate communication between all members of staff in relation to safeguarding pupils. Our Designated Safeguarding Lead will ensure there is a structured procedure within the school, which will be followed by all of the members of the school community in cases of suspected abuse.

The Designated Safeguarding Lead is expected to:

Manage Referrals

- Refer cases of suspected abuse or allegations to the relevant investigating agencies.
- Support staff who make referrals to children's social care and other referral pathways.
- Refer cases where a person is dismissed or left due to risk/harm to a child and the DBS as required.

The DSL and Safeguarding Team meet on a weekly basis to review our current vulnerable pupils. This ensures that everyone is fully informed and able to respond to the needs of children subject to safeguarding concerns.

Where students are identified as vulnerable or have safeguarding concerns, they are allocated a key worker who will be their point of contact in school and will liaise with home and external agencies. This person will engage with the student in school and give the student confidence in speaking about their issues as they know that the keyworker is aware of all situations, allowing trust to be built and an openness to share information.

Work with others

- Liaise with the Headteacher to inform him/her of any issues and ongoing investigations.

- As required, liaise with the 'case manager' (as per Part Four of KCSiE 2020) and the LADO where there are child protection concerns/allegations that relate to a member of staff.
- Liaise with the case manager and the LADO/ LADO Allegation Officer where there are concerns about a staff member.
- Liaise with staff on matters of safety and safeguarding and deciding when to make a referral by liaising with other agencies and acts as a source of support, advice and expertise for other staff.
- Take part in strategy discussions or attend inter-agency meetings and/or support other staff to do so and to contribute to the assessment of children.
- Liaise with the local authority and other agencies in line with HM Working Together to Safeguard Children 2018 and the Luton Safeguarding Children Board procedures and practice guidance.

Undertake training

- Formal Designated Safeguarding Lead training will be undertaken every two years. Informal training and updating of knowledge and skills will be at regular intervals, undertaken at least annually. The Designated Safeguarding Lead is responsible for their own training and should obtain access to resources or any relevant refresher training.
- The Designated Safeguarding Lead is also responsible for ensuring all other staff with designated safeguarding responsibilities access up to date and timely safeguarding training and maintains a register or data base to evidence the training.

The training undertaken should enable the Designated Safeguarding Lead to:

- Understand the assessment process for providing early help and intervention
- Have a working knowledge of how the Luton Safeguarding Children Board operates, the conduct of a child protection conference, and be able to attend and contribute to these effectively when required to do so.
- Ensure that each member of staff has access to the child protection policy and procedures.
- Be alert to the specific needs of children in need, including those with special educational needs and or disabilities and young carers.
- Be able to keep detailed, accurate, secure written records of concerns and referrals.
- Understand the Prevent Duty and provide advice and support to staff on protecting and preventing children from the risk of radicalisation and being grooming into extremist behaviours and attitudes (KCSiE 2020 Annex A pages 89 to 91).
- Understand the reporting requirements for FGM.
- Understand and support children to keep safe when online and when they are learning at home. (KCSiE 2020 Paragraph 92 and Annex C).

- Encourage a culture of protecting children; listening to children and their wishes and feelings.

Raise awareness

- Ensure that the child protection policies are known, understood and used appropriately.
- Ensure that the child protection policy is reviewed annually in consultation with staff members, and procedures are updated and reviewed regularly and implemented, and that the governing body is kept up to date and actively involved.
- Work strategically to ensure policies and procedures are up to date and drive and support development work within the school.
- Ensure that the child protection policy is available to parents and carers and uploaded to the school website and make parents/carers aware that referrals may be made about suspected abuse or neglect.
- Ensure all staff receive induction training covering child protection before working with children and can recognise and report any concerns immediately as they arise.

Child Protection file

- The Designated Safeguarding Lead is responsible for ensuring that when a child leaves the school their safeguarding file is transferred to the new school or college at the same time the child goes on roll of its new school or education provision.

All concerns are logged via CPOMS and electronic records kept. Requests for information are shared where required by external agencies, and reports completed to allow external agencies to support students where necessary.

Should a student transfer, on acknowledgment from the new institution that they are on roll, we will transfer their records electronically where possible, or in person where local, or via recorded delivery if required, with the receiving school signing to say that they have received the records.

Availability

- During term time the Designated Safeguarding Lead (or a Deputy) will always be available (during school hours) for staff in the school to discuss any safeguarding concerns. Appropriate arrangements will also need to be in place for any out of school hours' activities in line with the guidance contained in DfE KCSiE 2020 paragraphs 45 and 46, 67 to 73, and Annex B.

Headteacher

The Headteacher of the school will ensure that:

- The policies and procedures adopted by the governing body are fully implemented and followed by all staff.

- The school has an up to date Single Central Record (SCR) which is reviewed regularly and is compliant with statutory guidance.
- 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 inter-agency meetings, and contributing to the assessment of children.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies.
- The Headteacher will ensure all staff including supply teachers and volunteers have access to and read and understand the requirements placed on them through: - the Whole School Child Protection Policy; the Staff Code of Conduct Policy.
- The Headteacher will ensure there are mechanisms in place to assist staff to fully understand and discharge their role and responsibilities as set out in KCSiE 2020.
- Where there is an allegation made against a member of staff (either paid or unpaid) that meets the criteria for a referral to the LADO, then the Headteacher will discuss the allegation immediately with the LADO (within 24 hours) and ensure that cases are managed as per Part Four of KCSiE (2020). If the allegation is against the Headteacher, then the Chair of the Governing Body will manage the allegation – see below.

The Governing Body

- The governing board will approve this policy at each review, ensure it complies with the law and hold the headteacher to account for its implementation.
- The governing board will appoint a senior board level (or equivalent) lead to monitor the effectiveness of this policy in conjunction with the full governing board. This is always a different person from the DSL.
- The chair of governors will act as the ‘case manager’ in the event that an allegation of abuse is made against the headteacher, where appropriate.
- All governors will read Keeping Children Safe in Education.

SECTION 4: Looked After Children

We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, we will ensure that:

- Appropriate staff have relevant information about children’s looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements.

- The DSL has details of children's social workers and relevant virtual school heads.
- We have appointed a designated teacher, (Mr D Gregory), who is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with statutory guidance.
- The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role.

As part of their role, the designated teacher will:

- Work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to.
- Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans.

SECTION 5: Identifying Concerns

All members of staff and governors will know how to identify pupils who may be being harmed and then how to respond to a pupil who discloses abuse, or where others raise concerns about them. Our staff are familiar with procedures to be followed.

Some of the following signs might be indicators of abuse or neglect:

- Children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed;
- Children with clothes which are ill-fitting and/or dirty;
- Children with consistently poor hygiene;
- Children who make strong efforts to avoid specific family members or friends, without an obvious reason;
- Children who don't want to change clothes in front of others or participate in physical activities;
- Children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry;
- Children who talk about being left home alone, with inappropriate carers or with strangers;
- Children who reach developmental milestones, such as learning to speak or walk, late, with no medical reason;
- Children who are regularly missing from school or education;
- Children who are reluctant to go home after school;
- Children with poor school attendance and punctuality, or who are consistently late being picked up;

- Parents who are dismissive and non-responsive to practitioners' concerns;
- Parents who collect their children from school when drunk, or under the influence of drugs, are influenced by gangs and drug and knife crime;
- Children who have limited or no support or supervision when online and or using social media sites outside of their understanding or age limits.
- Children who drink alcohol regularly from an early age;
- Children who are concerned for younger siblings without explaining why;
- Children who talk about running away; and
- Children who shy away from being touched or flinch at sudden movements.
- Children with mental or physical health issues or needs.
- Children or young people with 'carer responsibilities beyond their age or limitations'.

Our staff will be familiar with procedures to be followed regardless of their role in school.

SECTION 6: Categories of Abuse

All Lea manor staff are aware of the categories of abuse and the possible indicators.

The four categories of child abuse are as follows:

1. Physical Abuse
2. Emotional Abuse
3. Sexual Abuse
4. Neglect

Physical Abuse:

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

Some of the Possible Indicators Could Include:

May be recognised by: Children with frequent injuries, injury such as bruising, bite marks, burns and scalds, fractures but also by aggressive behaviour. It may also be an indicator of concern where a parent gives an explanation inconsistent with the injury or gives several different explanations for the injury.

Emotional Abuse:

The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as over

protection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Some of the Possible Indicators could include:

May be recognised by: Developmental delay, attachment issues, aggressive behaviour, appeasing behaviour, watchfulness or stillness, low self-esteem, withdrawn or a loner, or having difficulty in forming relationships. Emotional abuse may be difficult to recognise as signs are usually behavioural rather than physical. Signs of emotional abuse may be associated or similar to other forms of abuse so presence of emotional abuse may indicate other abuse is prevalent as well.

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.

Some of the Possible Indicators Could Include:

May be recognised by: Inappropriate sexualised conduct, age inappropriate sexualised play or conversation, sexually harmful behaviour – contact or non-contact, self-harm, eating disorders, continual, inappropriate or excessive masturbation, anxiousness or unwillingness to remove clothes – sports/ PE etc., pain or itching in genital area, blood on underclothes, bruising in genital region and/or inner thighs etc.

Neglect:

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

Some of the Possible Indicators Could Include:

May be recognised by: Being constantly hungry; constantly tired; have a poor state of clothing; be emaciated; have untreated medical problems; be frequently late or have poor or non-attendance at school; have low self-esteem; display neurotic behaviour and/or have poor social relationships, have poor personal hygiene. A neglected child may also be apathetic, fail to thrive, or be left with or in the care of adults under the influence of alcohol or drug misuse.

Recent Factors:

Upskirting typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Upskirting is discussed within our school and staff have been informed this is now a criminal offence and the actions that should be taken to report it.

Sexting (also known as youth produced sexual imagery) is the sharing of sexual imagery (photos or videos) by children. Any incidents are recorded on CPOMS and an investigation initiated following procedures from UKCCIS, the key consideration is for staff not to view or forward illegal images of a child. The highlighted advice provides more details on what to do when viewing an image is unavoidable.

In the scenario of a localised lockdown we feel we have further supported our children and their parents by raising awareness of on-line abuse which maybe a greater issue when children are not in attendance at schools through our assemblies and information provided through our Anti Bullying Lead (Ms C Ward).

At Lea Manor High School, we are working in partnership with Luton Council and Bedfordshire Police to identify and provide appropriate support to pupils who have experienced domestic abuse in their household; nationally, this scheme is called Operation Encompass and locally as Relay. In order to achieve this, Luton Council will share police information with the nominated Relay SPOC of all domestic incidents where one of our pupils has been affected. On receipt of this information, the nominated Relay SPOC will decide on the appropriate support the child requires-silent or overt.

All information sharing and resulting actions will be undertaken with the 'LC Protocol for Domestic Abuse-Notifications to Schools.' We will record this information and store this information in accordance with the record keeping procedures outlined in this policy.

Contextualised Safeguarding

We recognise safeguarding incidents and/or behaviours can be associated with factors outside of the school and/or can occur between children outside of school. All our staff, but particularly our Designated Safeguarding Leads (DSLs) will consider the context within which such incidents and or behaviours occur. We recognise this is known as 'contextual safeguarding' and will consider by assessing whether wider environmental factors are present in a child's life that threaten their safety or welfare. In such cases we will work with safeguarding agencies and support the child and family as part of any referral process.

Our staff will be alert to the potential needs for early help for a child who:

- is disabled and has specific additional needs.
- has special educational needs (whether or not they have a statutory education, health and care plan EHCP).
- is a young carer.
- is showing signs of being drawn into anti-social behaviour, including gang involvement and association with organised crime groups.

- is frequently missing/goes missing from care or from home.
- is misusing drugs or alcohol themselves.
- is at risk of modern-day slavery, trafficking or exploitation.
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse.
- has returned home to their family from care.
- is showing early signs of abuse and/or neglect.
- is at risk of being radicalised or exploited.
- has an age inappropriate understanding of sexualised behaviours.
- is privately fostered.

Peer on Peer Abuse

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”.

We also recognise the gendered nature of peer-on-peer abuse. However, all peer-on-peer abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under our school’s behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, up skirting or sexually inappropriate pictures or videos (including sexting)

If a pupil makes an allegation of abuse against another pupil:

- The allegation must be recorded and reported to the DSL / DDSL, individual staff do not investigate.
- The DSL / DDSL will contact the local authority children’s social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL / DDSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed
- The DSL / DDSL will contact the children and adolescent mental health services (CAMHS), if appropriate

At Lea Manor High School, we have minimised the risk of peer-on-peer abuse by:

- Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensuring pupils know they can talk to staff confidentially
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

SECTION 7: Children with Special Education Needs

We recognise that pupils with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- Pupils being more prone to peer group isolation than other pupils
- The potential for pupils with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers

Pupils and their parents receive termly progress reports across the school. For pupils with EHCPs, the academic targets set by tutors and teachers will, as much as possible, link into their Annual Review targets.

For all pupils with additional educational needs, their learning passports are discussed with them and their teachers. They are updated and sent to parents. If parents have any concerns about what is or is not on the passport they can contact the key worker who will raise this and adjust the passport as necessary.

Our intervention programmes run on a termly basis. The pupils who have been identified by the teachers in need of further interventions are assessed by the SENDCo at the start of these interventions to identify the areas of need and at the end to determine what progress has been made and, in some cases, to identify other areas for improvement.

Teachers, Learning Support Assistants, pupils and parents are always asked to feedback on progress towards a pupil's EHCP targets. This is an important part of our annual review progress for pupils with EHCPs. We ask pupils, parents and school staff to comment yearly on our SEND provision and the information we receive enables us to review our offer and work in partnership with our school community.

SECTION 8: Confidentiality

Lea Manor High School will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

The case manager will take advice from the local authority's designated officer, police and children's social care services, as appropriate, to agree:

- Who needs to know about the allegation and what information can be shared
- How to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality
- What, if any, information can be reasonably given to the wider community to reduce speculation
- How to manage press interest if, and when, it arises

We have adopted the information sharing principles detailed in statutory safeguarding guidance contained within:

- DfE KCSiE 2020 paragraphs 82 to 88 and paragraph 94 has been updated to further clarify about GDPR and withholding information.
- HM Working Together to Safeguard Children 2018 Para 23 to 27 and on pages 20 and 21.
- HM Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (which has been updated to reflect the General Data Protection Regulation (GDPR) and Data Protection Act 2018.

SECTION 9: Recording and Monitoring

Our school uses CPOMS to record all safeguarding concerns and follow up correspondence from all agencies involved with the support of individual students. All staff are trained on how to log concerns and DSLs have updated training on how to maintain records and add to cases.

Any concerns about a child will be recorded on CPOMS within 24 hours. All records will provide a factual and evidence-based account and there will be accurate recording of any actions. Where an opinion or professional judgement is recorded this should be clearly stated as such.

CPOMS records are maintained through the chronology of events. Where concerns or referrals are passed on to external agencies, these are uploaded and recorded with the students' records. Any meeting agendas or action plans are also uploaded and recorded when received from social care/agencies. These records allow the DSL team to track the journey of the student. Where concerns or incidents are resolved, these are 'archived' by the safeguarding team to highlight that there is no longer involvement or concern.

At no time should an individual teacher/member of staff or school be asked to or consider taking photographic evidence of any injuries or marks to a child's person; this type of behaviour could lead to the staff member being taken into managing allegations procedures. The body map below should be used in accordance with recording guidance.

Why recording is important

Our staff understand why it is important that recording is comprehensive and accurate and what the messages from serious case reviews are in terms of recording and sharing information. It is often when a chronology of information is pieced together that the level of concern escalates or the whole or wider picture becomes known.

Where children leave the school, we will ensure their safeguarding/ child protection file is transferred to the new school as soon as possible. This is transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

All staff receive regular safeguarding and child protection training during induction for new staff, regular staff briefings for key messages, updates to guidance delivered in twilight CPD sessions and during teacher training days in addition to other training as required. Training is given to all staff on conduct with pupils and what to do if a pupil makes a disclosure,

All staff, including admin and support staff, are aware of the need to report any suspected/ confirmed issues involving pupils to the DSL / DDSL and any issues regarding staff to Noshin Hussain.

All staff are trained on how to use the CPOMS system which is used to record and track support and interventions required.

SECTION 10: Safer Recruitment and Selection

Lea Manor High School pays full regard to 'Keeping Children Safe in Education (DfE 2020). Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that the candidate has the health and physical capacity for the job. We also undertake interviews and appropriate checks through the Disclosure and Barring Service (DBS) and prohibition order checks in respect of the following. All recruitment materials will include reference to the school's commitment to safeguarding and promoting the wellbeing of children. Members of the senior leadership team have undertaken Safer Recruitment training and are involved in all staff recruitment processes.

SECTION 11: Involving Parents/Carers

In general, we will discuss any safeguarding and child protection concerns with parents/ carers before approaching other agencies and will seek consent to make a referral to another agency. However, there may be occasions when the school will contact another agency before informing parents/ carers because it considers that contacting them may increase significant harm to the child.

SECTION 12: Multi - Agency Work

Lea Manor High School works in partnership with other agencies in the best interests of children. The school will, where necessary, liaise with the school nurse, initiate an Early Help Assessment or make referrals to Children's Social Care amongst other interventions and support available.

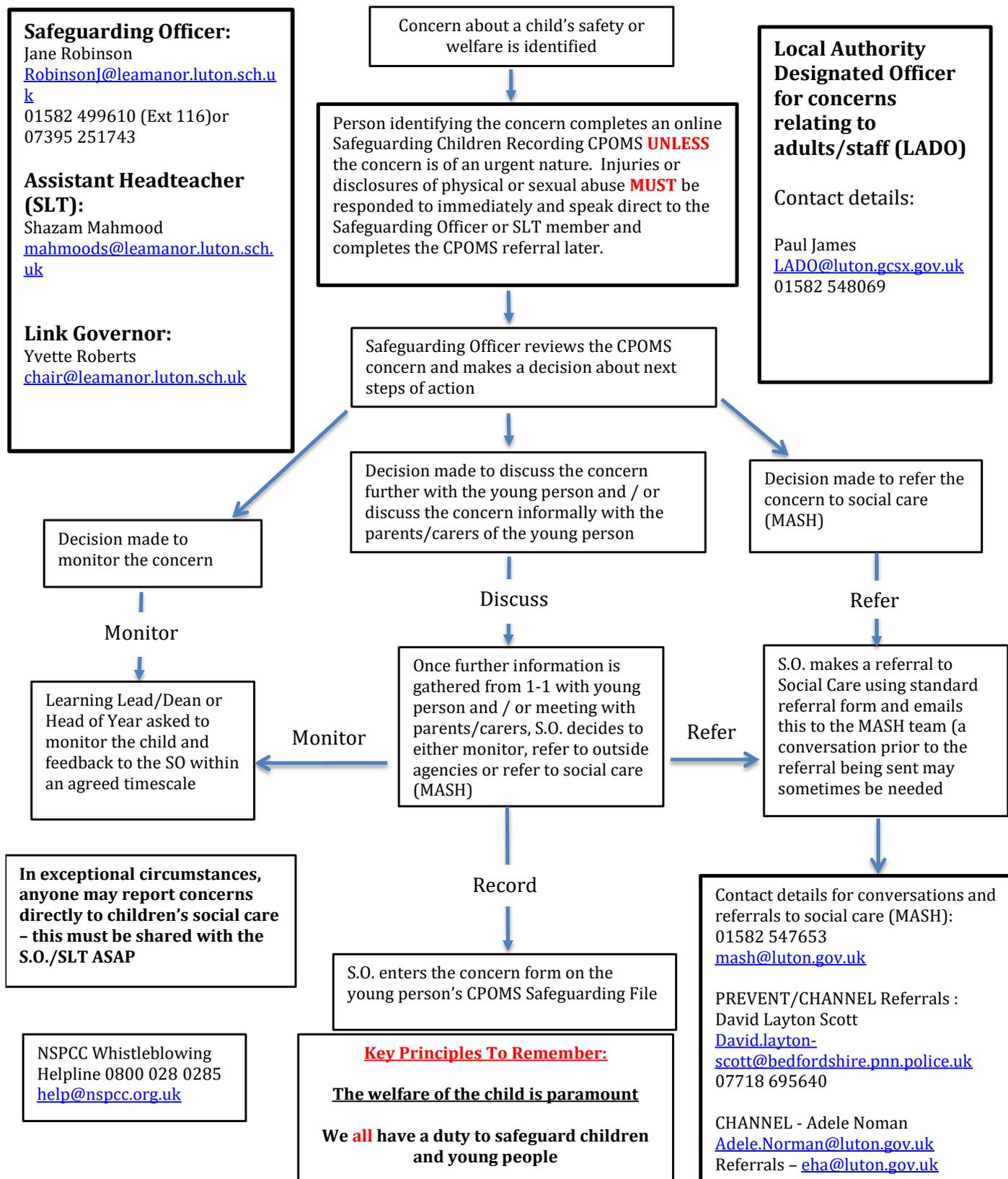
SECTION 13: Responding to allegations or concerns about member of staff

All staff working in our organisation must report any potential safeguarding concerns about an individual's behaviour towards children and young people immediately.

Allegations or concerns about colleagues or visitors must be reported directly to the Deputy Headteacher, Noshin Hussain. If the concern relates to the Headteacher, it must be reported directly to the Chair of Governors. Alternatively, concerns can be reported directly to the Local Authority Designated Officer (LADO- 01582 548069) in Children's Social Care, who will liaise with the Chair of Governors.

Appendices A - Safeguarding Flow Chart

Flow Chart for Raising Safeguarding concerns about a Child



Appendices B: Safeguarding Poster

Safeguarding

Do you have worries or concerns about the well being or safety of yourself or others? If you do, please speak to one of the Safeguarding / Pastoral Team:



Mr Mahmood
Assistant Headteacher



Ms Robinson
Safeguarding Officer



Ms Lloyd-Hepden
KS3 Dean



Mr Campbell
KS4 Dean



Mr Gregory
Head of year 10



Mr Malcolm
Head of year 9



Miss Ward
Head of year 8



Miss Kunde
Head of year 7

Have a concern? Report to: Mahmoods@leamanoor.luton.sch.uk / Robinsonj@leamanoor.luton.sch.uk
Lloyd-Hepdene@leamanoor.luton.sch.uk / Campbellj@leamanoor.luton.sch.uk / Gregoryd@leamanoor.luton.sch.uk
Malcolmo@leamanoor.luton.sch.uk / wardc@leamanoor.luton.sch.uk / kunder@leamanoor.luton.sch.uk

Useful Numbers: Multi Agency Safeguarding Hub: 01582 547653 Luton police: 01582 401212