



Millfield School

Name of Policy: **Child Protection and Safeguarding Policy**

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Named Designated Safeguarding Personnel and training dates for staff

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The Purpose of this Policy

The purpose of this safeguarding policy is to ensure every child who is a registered student at our school is safe and protected from harm.

This means we will always work to:

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

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

Our school fully recognises the contribution it can make to protect children from harm and to support and promote the welfare of all children who are registered students at our school.

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

This policy should be read in conjunction with the school's Safeguarding Portfolio held in the DSLs office.

Review Dates for this Policy/Portfolio

Policy adopted by the Governing Body to be reviewed at least annually		
Review Date	Changes made	By whom
24/4/19	Encompass information added	MDV
11/7/19	Policy review including newly qualified DSLs added and SLT Safer Recruitment dates	MDV
5/9/19	Changes in line with new KCSIE19 including "upskirting".	MDV
18/6/20	Updated DSL information- removal of BLB Updated Safer Recruitment training dates Added Criminal Child Exploitation and County Lines section Lancashire Schools Safeguarding Officer updated Blackpool LADO updated.	MDV
Sept 20	Changes in line with new KCSIE20	MDV
Sept 21	Changes to DSL structure and training dates. Inclusion of key points from KCSIE. Changed of nominated governor.	MDV
April 22	Updated with Prevent Training.	MDV
July 22		MDV

August 23	Updates in line with KCSIE22 document, mainly the term “child on child” amended to “child on child” and reference made to July 2022 report statutory guidance on Domestic Abuse. Removal of Mrs Townley following resignation. Updates in line with KCSIE24. Addition of new staff. Changes to training dates. Changes to Safer Recruitment Days.	MDV
Feb 24		MDV
July 24	Updated LADO reporting system	MDV
July 24	Update of training records and reference to KCSIE24- mainly reference to abuse, neglect...and exploitation.	MDV
July 25	Policy updated with training dates and updates from KCSIE 25.	MDV
July 25	Policy updated with training dates and updates from KCSIE 25.	MDV
July 26	Policy updated with training dates and updates from KCSIE 26. Change of staffing in pastoral team.	MDV

Key Staff in School

Training for Designated Safeguarding Staff in School

Name of Staff Member / Governor	Date when last attended Safeguarding Training	Provided by whom (e.g. LCC, Governor Services)
Mr M Deaville Assistant Headteacher (DSL/ CLA / Prevent Lead)	27/5/26	SSS Learning
Mrs J Paddon-Baggaley Family Support Manager (Deputy DSL)	6/6/26	SSS Learning
Mr E Edet Behaviour Manager	24/5/26	SSS Learning
Mrs C Doran Progress Lead	5/6/26	SSS Learning
Miss M Kent Progress Lead	5/6/26	SSS Learning
Mr N Calland-Storey Progress Lead	22/5/26	SSS Learning
Mr K Griffiths Progress Lead	4/6/26	SSS Learning
Mr R Greenall Progress Lead	14/5/26	SSS Learning
Mrs S Cardwell Attendance Manger	17/7/26	SSS Learning
All Governors	19 th June 2024 <i>Training planned for this full governors meeting 2026/2027.</i>	Mr Deaville
New Teaching Staff for Sept 26	Included in induction training on 7/7/26 & full INSET in Sept 26.	Mr Deaville
All staff	Sept 25- PREVENT training with new colleagues completing training at other times. Certificates in DSL file.	DfE
All staff	September 2026.	Mr Deaville - DSL

All staff	On-going during INSET and the safeguarding updates.	Mr Deaville – DSL
Welfare/support/admin staff and volunteers	September 11 th 2026 and on-going when new staff join	Mr Deaville –DSL
Teaching Staff	September 2026	Online through DfE
Kitchen staff	Training through the employer. DMO and MDV hold exact dates.	

Safer Recruitment Training

In line with KCSIE 2026 and The School Staffing (England) Regulations 2009 require governing bodies of maintained schools to ensure that at least one person on any appointment panel has undertaken safer recruitment training.

Name of Staff Member / Governor	Date attended	Provided by Whom
Mrs N Regan (Headteacher)	October 2025	Online training: GovernorHub
Mr B Humphreys (Deputy Headteacher)	July 2026	Online training: NSPCC
Mrs D Mountford (Business Manager)	October 2025	Online training: GovernorHub
Mrs A Richards (Chair of Governors)	March 2022	Online training: NSPCC
Mr M Nelder (Vice Chair of Governors/Nominated gov for CP)	March 2021	Online training: NSPCC
Mrs J. Fawcett (Assistant Headteacher)	July 2026	Online training: NSPCC
Mr M Deaville (Snr. Assistant Headteacher)	July 2026	Online training: GovernorHub
Mrs H Morton (Assistant Headteacher)	July 2026	Online training: NSPCC
Mr T. Grayston (Snr. Assistant Headteacher)	July 2026	Online training: NSPCC
Mrs S. Crook (Assistant Headteacher)	November 2025	Online training: NSPCC

KEY AREA	
Statutory Guidance	• Education Act 2002: Section 175 of the Education Act 2002 requires local education authorities and the governors of maintained schools to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. • Working Together to Safeguard Children 2023 sets out organisational responsibilities for schools. • Keeping Children Safe in Education 2026: This contains information on what schools should do and sets out the legal duties with which schools must comply. • What to do if you are worried a child is being abused (March 2015) • Guidance for Safer Working Practice (2022) • The Children Act 2004
Ethos	Millfield recognises that high self-esteem, confidence, peer support and clear lines of communication with trusted adults helps all children, especially those at risk of, or suffering abuse. We therefore ensure that: • ALL staff, volunteers and governors contribute to an ethos where children feel secure and safe. • ALL children have opportunities to communicate and know that they are listened to. • ALL children's wishes, feelings and views will be taken into account when decisions are being made about how to keep them safe • ALL children know that they can communicate with any adult in school if they are worried or in difficulty

	• <i>ALL staff and volunteers will contribute to providing a curriculum which will equip children with the skills they need to stay safe and be able to communicate when they do not feel safe</i> • <i>ALL staff and volunteers will contribute to providing a curriculum which will help children develop an attitude which will enable them to enter adulthood successfully and reach their full potential</i> • <i>ALL staff, volunteers and governors will establish effective, supportive and positive relationships with parents, carers, students and professionals</i>
Roles & Responsibilities	Millfield is committed to providing the relevant personnel with clear and explicit roles and responsibilities to ensure accountability when safeguarding children. We therefore ensure that: <i>All adults, including volunteers, working in or on behalf of the school will:</i> • <i>Demonstrate an understanding that safeguarding is everyone's responsibility</i> • <i>Maintain and demonstrate a mind set of "it could happen here"</i> • <i>Do all they can within the capacity of their role, to keep ensure that children are protected from harm</i> • <i>Do all they can within the capacity of their role, to ensure that children grow up in circumstances consistent with safe and effective care</i> • <i>Do all they can within the capacity of their role, to ensure that children have the best outcomes</i> • <i>Report cases of suspected abuse to the DSL. This will be done as soon as possible using a pink slip – see Appendix</i> • <i>Report lower level concerns to the DSL using a pink slip</i> • <i>Monitor all students, particularly those that are deemed vulnerable</i> • <i>Report any concerns regarding an adult's conduct to the Headteacher</i> <i>The Governing Body will:</i> • <i>Ensure that the policies, procedures and training in Millfield are effective and comply with the law at all times</i> • <i>Ensure that safeguarding policies and procedures are followed by all staff</i> • <i>Put in place safeguarding responses in cases where children go missing from education</i> • <i>Appoint a DSL and back-ups and ensure that they are provided with appropriate support, funding, resources and time to carry out their role</i> • <i>Ensure the school or college contributes to inter-agency working in line with statutory guidance Working together to safeguard children</i> • <i>Ensure that safeguarding procedures take into account local guidance including Risk Management Toolkit and Lancashire Continuum of Need and Thresholds Guidance</i> • <i>Ensure that staff members undergo safeguarding training at induction</i> • <i>Ensure that DSLs and all staff, volunteers and Governors are trained and updated regarding safeguarding regularly in compliance with Keeping Children Safe in Education</i> • <i>Ensure that children are safe online by ensuring that appropriate filters and monitoring systems are in place</i> • <i>Ensure that children are taught about safeguarding</i> • <i>Prevent people who pose a risk of harm from working with children</i> • <i>Ensure there are procedures in place to handle allegations against teachers, headteachers, principals, volunteers and other staff</i> • <i>Ensure staff in school are aware of, and policies reflect, an understanding of specific issues such as child on child abuse and safeguarding children with disabilities and special educational needs</i> • <i>Ensure that all practice and procedures operate with the best interests of the child at their heart</i> • <i>Appoint a designated teacher to promote the education of CLA</i>

	• Ensure that all staff are aware of safeguarding issues and vulnerabilities associated with CLA The DSLs will: • take lead responsibility for safeguarding and child protection • manage referrals to Children's Social Care, Police and other agencies • work with others in order to improve outcomes for children • attend DSL training every 2 years • undertake Prevent awareness training • update their skills and knowledge on a regular basis, but at least annually • raise awareness of safeguarding throughout the school • ensure that this policy is reviewed annually and is available publicly • maintain, update and amend the school's safeguarding portfolio regularly • ensure that parents are aware of the school's responsibilities regarding safeguarding and child protection • maintain accurate safeguarding records that are stored securely • be available during school hours • arrange cover of the DSL role for any out of hours/out of term activities • represent school in multi-agency meetings • be provided with appropriate support and supervision in order to carry out the role safely and effectively • Ensure that the school has suitably trained Key Adult/s in order to fulfil its obligations under Operation Encompass. • Ensure that the school's commitment to Operation Encompass is known throughout the school community.
Induction, Training & Updates	Millfield is committed to providing staff and volunteers with the skills and knowledge needed to safeguard children. We therefore ensure that: • ALL staff and volunteers will receive Level 1 & 2 Safeguarding Training on induction using LCC Safeguarding Induction Pack which includes Keeping Children Safe in Education, Guidance for Safer Working Practice, Code of Conduct and Whistleblowing Policy. • ALL staff and volunteers will receive Safeguarding Training annually and Mr Deaville holds these records.. • The DSL/s will provide ALL staff, volunteers and governors with regular safeguarding updates using the Pastoral Bulletin and INSET • ALL staff, volunteers and governors will read and show an understanding of any updates that are provided • DSLs will attend DSL training every 2 years • DSLs will update their knowledge, skills and understanding of relevant safeguarding issues on a regular basis • The main DSL will undertake Prevent awareness training • At least one member of staff and one governor will attend Safer Recruitment Training. • ALL staff, volunteers and governors will undertake any additional training on matters such as Child Sexual Exploitation, Prevent, Child on Child abuse, Online Safety etc as is deemed necessary by the SLT • Any staff member will discuss any specific training requirements or gaps in knowledge or understanding with the DSL/s
Child Protection	Millfield is committed to PREVENTING abuse, PROTECTING children from abuse and SUPPORTING those involved in cases of abuse. We therefore ensure that: • ALL staff and volunteers understand the importance of teaching children how to keep themselves safe from all types of abuse • ALL staff and volunteers seek out opportunities that are relevant to their role, to teach children the skills to keep themselves safe

- ALL staff and volunteers make and maintain positive and supportive relationships with children which enable children to feel safe and valued
- Safeguarding has a high status throughout school by being on the agenda at staff meetings/briefings, information shared through weekly updates and training on INSET
- ALL staff feel confident in approaching DSLs to raise concerns
- ALL staff and volunteers have an understanding of the four categories of abuse: NEGLECT, EMOTIONAL ABUSE, SEXUAL ABUSE, PHYSICAL ABUSE.
- ALL staff and volunteers understand that there are other ways in which children can be abused such as: Online, Child Sexual Exploitation, Female Genital Mutilation, Honour Based Violence, Radicalisation, Trafficking, Slavery, Peer Abuse, Forced Marriage, etc.
- ALL staff and volunteers have the knowledge, skills and expertise to recognise the signs and symptoms of all types of abuse
- DSLs keep up to date with emerging and specific safeguarding issues and update training and the School's Safeguarding Portfolio accordingly
- DSLs update staff and volunteers' knowledge and understanding of such issues in order for them to be able to identify children who are at risk of such specific safeguarding issues
- **ALL staff and volunteers will maintain and demonstrate an attitude of "it can happen here"**
- ALL staff and volunteers are child-centred in their practice and act in the best interests of the child at all times
- ALL staff recognise and understand that behaviour can be a child's way of communicating distress and changes to behaviour may be an indicator of abuse
- ALL staff and volunteers have the skills to respond appropriately and sensitively to disclosures or allegations of abuse
- ALL staff and volunteers report cases of suspected abuse to the DSL. This will be done as soon as possible using the pink slip.
- Where a child is at risk of immediate harm, ALL staff understand that they must refer to the Police or Children's Social Care and ANYONE can make a referral
- ALL staff and visitors know how to refer to Children's Social Care
- DSLs will make a Section 47 referral to Children's Social Care where a child is in need of protection, has been significantly harmed or is at risk of significant harm, using **Lancashire Continuum of Need and Thresholds Guidance and Risk Management Toolkit** to determine whether this threshold has been met
- this referral will be done by telephone and followed with a **CSC Referral Form** as soon as possible
- consent from parents/carers and child (if age appropriate) will be sought prior to this referral, except where this will cause delay or place anyone at risk
- where consent is not given, parents and carers are informed that a referral will still be made, except where this will cause delay or place anyone at risk
- DSLs adhere to policy, procedures and guidance from the Lancashire Safeguarding Partnership with regard to sharing information
- DSLs contribute to Strategy Discussions, Strategy Meetings, Initial and Review Child Protection Conferences, Core Group Meetings and other CP meetings
- DSLs will attend CP meetings, produce and present reports, liaise with staff, work with parents, work with other agencies and ensure the voice of the child is evidenced throughout these processes
- DSLs meet regularly to ensure that decisions made about children who are subjects of CP Plans are agreed and a clear rationale for the decision is documented
- A copy of the child's CP Plan is included in the child's individual safeguarding file or stored on CPOMS
- ALL staff and volunteers will support victims of abuse in a capacity that is relevant to their role. This will be determined by the DSL

	• DSLs will determine what information staff members need to know in order to safeguard and support children. This may be different information for different staff • Staff are offered appropriate support and/or supervision that is relevant to their role or involvement in particular cases • Communication and work with parents and carers will always be undertaken in a supportive manner and in the best interests of the child • ALL staff understand that children who perpetrate abuse or display harmful behaviour should be treated as victims first and foremost and supported in the same way a victim of abuse would be supported • Specific programmes of work and support are offered to children and families who are vulnerable • Risk Assessments will be undertaken where a child's behaviour poses a risk to others, themselves or the environment
Child in Need	Millfield is committed to ensuring the appropriate level of support is offered to a "Child in Need" and their family. We therefore ensure that: • DSLs will make a Section 17 referral to Children's Social Care where Early Help has not been successful in reducing risk and meeting unmet needs using Lancashire Continuum of Need and Thresholds Guidance and CSC referral form • DSLs will make a Section 17 referral to Children's Social Care where there is evidence that the Level 3 threshold has been met on the Continuum of Need • this will be determined and assessed by the DSL using the Lancashire Continuum of Need and Thresholds Guidance and the Risk Management Toolkit • DSLs will obtain parental consent for the referral and for information to be shared, prior to contacting Children's Social Care • When consent is not given, DSLs will continue to offer Early Help, gather evidence of engagement or lack thereof, disguised compliance, impact on the child, increase in risk or level of unmet need, improvements or deteriorations • DSLs will review such cases regularly and assess whether there is evidence that meets Level 4 threshold on the Continuum of Need. In such cases Child Protection Procedures will be followed • DSLs contribute to Child in Need Meetings and Reviews • DSLs will attend CiN meetings, produce and present reports, liaise with staff, work with parents, work with other agencies and ensure the voice of the child is evidenced throughout these processes • DSLs will meet regularly to ensure that decisions made about children who are subjects of CiN Plans are agreed and a clear rationale for the decision is documented • A copy of the child's CiN Plan is included in the child's individual safeguarding file on CPOMS
Early Help	Millfield is committed to providing our families with the right help at the right time. We therefore ensure that: • ALL staff and volunteers can identify the risk factors that indicate a family or student may benefit from Early Help • DSLs will undertake AN EHA assessment, when appropriate, to identify what Early Help is required • DSLs will signpost and refer to appropriate support agencies • DSLs will lead on TAF meetings where it is appropriate for them to do so • DSLs will refer to CSC where Early Help has not been successful in reducing risk and meeting unmet needs using Lancashire Continuum of Need and Thresholds Guidance and the CSC referral form • DSLs will utilise Wellbeing, Prevention and Early Help services by using Request for Service form • DSLs and other identified staff will identify and work with any organisations that are relevant in meeting the needs of students and their families • DSLs and other identified staff will initiate and maintain positive and supportive relationships with parents and carers of children who may benefit from Early Help

Specific Safeguarding	Millfield is committed to keeping our children safe from specific forms of abuse. We therefore ensure that: <i>ALL staff and volunteers understand that there are specific and emerging ways in which children can be abused, such as:</i> <u>Radicalisation</u> refers to the process by which a person comes to support terrorism and forms of extremism, there is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. • ALL staff and volunteers will have 'due regard to the need to prevent people from being drawn into terrorism', known as the 'Prevent Duty' • ALL staff and volunteers will have a general understanding of how to identify a child who may be at risk of radicalisation • ALL staff and volunteers will use professional judgement in identifying children who might be at risk of radicalisation and act proportionately • The school's Online Safety Policy will ensure the safety of children by ensuring they cannot access terrorist and extremist material when using the internet and that suitable filtering software is in place • DSLs understand when it is appropriate to make a referral to the Channel Panel (see the Appendix for the Channel Referral flowchart) <u>Child Sexual Exploitation (CSE)</u> involves exploitative situations, contexts and relationships where young people may receive something (e.g. food, accommodation, drugs, alcohol, gifts or simply affection) as a result of engaging in sexual activities. The perpetrator will not only groom the victim (possibly over a long period of time) but will always hold some kind of power which increases as the exploitative relationship develops. Sexual exploitation involves a degree of coercion, intimidation or enticement, including unwanted pressures from peers to have sex, sexual bullying including on line bullying (cyberbullying) and grooming. It is important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse. • The school curriculum (whereby sexual relationships/CPSHE is delivered) will include relevant information around the risks associated with CSE • The school Online Safety Policy will ensure the safety of children by ensuring they cannot access inappropriate material when using the internet and that suitable filtering software is in place <u>Child Criminal Exploitation (CCE) / County Lines</u> County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of "deal line". They are likely to exploit children and vulnerable adults to move and store the drugs and money and they will often use coercion, intimidation, violence (including sexual violence) and weapons. County lines activity and the associated violence, drug dealing and exploitation has a devastating impact on young people, vulnerable adults and local communities. <i>Child criminal exploitation is increasingly used to describe this type of exploitation where children are involved, and is defined as:</i> <i>"Child criminal exploitation is common in county lines and occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18. The victim may have been criminally exploited even if the activity appears consensual. Child criminal exploitation does not always involve physical contact; it can also occur through the use of technology."</i>
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Criminal exploitation of children is broader than just county lines, and includes for instance children forced to work on cannabis farms or to commit theft.

Honour Based Violence (HBV) 'A crime or incident, which has or may have been committed, to protect or defend the honour of the family and/or community'. (ACPO Working Definition 2008) ALL staff and volunteers will have a general understanding of how to identify a child who may be at risk of Honour Based Violence.

Forced Marriage is one whereby one or both parties do not consent to marriage but are forced to do so through violence, threats or any form of coercion. Schools play an important role in safeguarding children from being forced to marry.

Female Genital Mutilation (FGM) is encompassed within the term Honour Based Violence

- ALL staff and volunteers are aware of the "one chance rule" and will report all cases of suspected Honour Based Violence to the DSL immediately
- FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences and staff understand they must refer directly to the police themselves, this should be done with the support of the DSL
- ALL staff need to be alert to the possibility of when a female student may be at risk of FGM or when it may have been conducted on them
- DSLs must report to the police cases where they discover that an act of FGM, Forced Marriage or other HBV appears to have taken place

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

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

Child on Child Abuse occurs when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age; everyone directly involved in child on child abuse is under the age of 18. This can take the form of sexual violence, sexual harassment, online sexual abuse, sharing or nude and semi-nude images and harmful sexual behaviours.

- ALL staff and volunteers understand that children can abuse other children
- ALL staff and volunteers will inform the DSL of suspected peer abuse
- School will avoid creating a "dual victim" narrative
- Children who perpetrate abuse or display harmful behaviour should be treated as victims first and foremost
- Child on child abuse will be taken as seriously as any other form of abuse
- ALL staff and volunteers are aware of upskirting, which 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;
- Physical abuse between peers will be managed under the school's **Behaviour Policy**
- Emotional abuse between peers will be managed under the school's **Anti-Bullying Policy**
- Harmful sexual behaviour will be identified and managed using the **Brook Traffic Light Tool** <https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool> and with support and guidance from LCC Schools' Safeguarding Officer

- Sexting will be managed on a case by case basis using national and local guidance and advice from LCC Schools' Safeguarding Officer and using [Keeping Children Safe in Education \(Part Two and Annex D\)](#)
- advice
- In cases of suspected or actual child on child abuse a risk assessment will be undertaken and appropriate and proportionate control measures put in place to manage and reduce risk. We will also seek advice from LCC Schools' Safeguarding Officer
- Referrals to Children's Social Care, Police and/or other appropriate agencies will be made where thresholds are met

Children Missing from Education can be a potential sign of abuse or neglect including sexual exploitation, undergoing female genital mutilation, forced marriage or travelling to conflict zones.

- ALL staff and volunteers follow school procedures when a child misses education, particularly on repeat occasions, to help identify the risk of abuse and neglect
- The school's **Attendance Policy** is up to date, reviewed annually and includes reference to Children Missing Education (CME).
- There is an admissions policy and an attendance register
- The Local Authority is informed of any student 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

Self-Harm: "Self-harm might be described as the term used to describe the coping strategy that some people use to deal with stresses in their life:

- It involves a person hurting themselves physically;
- Self-harm often takes the form of a person cutting, burning or banging themselves;
- According to the young people who participated, self-harm is often about "surviving", "coping", "taking control", "release of pressure", "distraction from other stuff places/people", "complex emotions".

Self-harm can involve:

- Cutting, often to the arms using razor blades, or broken glass;
- Burning using cigarettes or caustic agents;
- Punching and Bruising;
- Inserting or swallowing objects;
- Head banging;
- Hair pulling;
- Restrictive or binge eating;
- Overdosing;
- Problematic substance misuse;
- Frequent and repetitive risk taking behaviour e.g. taking away and driving cars, 'playing chicken'.

(Mental Health Foundation 2006)

It is usual for people to feel shocked, frightened, anxious and/or upset when they first encounter a child or young person who is self-harming. However, the messages that adults give at this initial point of contact are crucial:

- **Calmness** - Remain calm and do not openly display the very powerful feelings of shock, anger, distress or panic that you may have;
- **Acceptance** - Tell the young person that it is okay to talk about self-harm;
- **Acknowledgement** - Tell the young person how hard it can be to talk about this and acknowledge the courage that it takes to do so;

	• Concern - Demonstrate that you are concerned about the distress which lies behind the self-harm; • Understanding - Make it clear that self-harm is something that can be understood, that there are reasons for it and that other young people do it too - they are not alone; • Respect and Reassurance - Acknowledge their use of this particular coping strategy and with how frightening it might feel if they think someone is going to take it away; • Hope - Some people who self-harm think it absolutely impossible to stop; let them know that lots of people who do it are able to stop hurting themselves; • Information - Provide information about appropriate resources and sources of further help, advice and support but do not rush the young person on to someone else; remember that being available to listen and talk is important in itself and avoids giving messages of being 'fobbed off' or that the problem is simply too big for anyone to deal with); • Confidentiality - Respect confidentiality whilst ensuring that appropriate procedures are followed. The 'usual' balance needs to be struck here e.g. make it clear why and to whom you may have to pass information on and encourage and support a young person to talk to an appropriate person. All staff should follow Millfield's usual reporting procedures to the DSL if any child discloses they have self-harmed. The DSL will update CPOMS and may also complete a Risk Assessment if required. Youth Produced Sexual Imagery is when someone sends or receives a sexually explicit text, image or video. This includes sending 'nude pics', 'rude pics' or 'nude selfies'. (known as nude or semi nudes). Pressuring someone into sending a nude picture can happen in any relationship and to anyone, whatever their age, gender or sexual preference. However, once the image is taken and sent, the sender has lost control of the image and these images could end up anywhere. By having in their possession, or distributing, indecent images of a person under 18 on to someone else, young people are not even aware that they could be breaking the law as stated as these are offences under the Sexual Offences Act 2003. Students will be advised about how to keep themselves safe on line during PSHE lessons, assemblies, ICT lessons and other lessons, when appropriate, and during Safer Internet Week (usually done in February). Private Fostering: A private fostering arrangement is essentially one that is made privately (that is to say without the involvement of a local authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or close relative with the intention that it should last for 28 days or more. Private foster carers may be from the extended family, such as a cousin or great aunt. However, a person who is a relative under the Children Act 1989 i.e. a grandparent, brother, sister, uncle or aunt (whether of the full or half blood or by marriage) or step-parent will not be a private foster carer. A private foster carer may be a friend of the family, the parent of a friend of the child, or someone previously unknown to the child's family who is willing to privately foster a child. The period for which the child is cared for and accommodated by the private foster carer should be continuous, but that continuity is not broken by the occasional short break. Exemptions to this definition are set out in Schedule 8 to the Children Act 1989. We will notify the local authority of a private fostering arrangement that comes to our attention, where we are not satisfied that the local authority have been, or will be, notified of the arrangement, so that the local authority can then discharge its duty to satisfy itself that the welfare of the privately fostered child concerned is satisfactorily safeguarded and promoted.
Online Safety	Millfield is committed to keeping students safe online. We therefore ensure that: • ALL staff and volunteers understand that children can be harmed online via hurtful and abusive messages, enticing children to engage in age inappropriate

	conversations, sharing and production of indecent images or encouraging risk taking behaviour • The school's Online Safety Policy details how we keep students' safe when using the internet and mobile technology • Online bullying by students, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our Anti-bullying / Behaviour Policy • There is a clear and explicit procedure for dealing with mobile phones that are brought into school by children • DfE advice; Searching, Screening and Confiscation is followed where there is a need to search a student for a mobile device • When school become aware of an online safety issue that has occurred outside of school, it is managed in accordance with the school's Online Safety Policy
Record Keeping	Millfield is committed to recording all matters relating to the welfare of children in a relevant format. We therefore ensure that: • DSLs will refer to LCC Record Keeping Guidance to assist them in creating and maintaining accurate safeguarding records • There is an agreed format for reporting all matters relating to child wellbeing, from an early help requirement or "niggle", to a disclosure of abuse • ALL staff use the agreed format (Pink Form) for passing on concerns • Concerns should be factual and evidence based Concerns should be written in ink, signed and dated. • Concerns should be passed directly to the DSLs • ALL concern logs will be kept on CPOMS, uploaded by a DSL. • A student will have an individual safeguarding file when there has been a number of concerns, an offer of Early Help or the family is, or has been at Level 2 or above on the Continuum of Need. This is recorded on CPOMS however some files which are still in paper form are kept in the locked filing cabinets in Family Support Manager's office. • DSLs will record all discussions, decisions and rationale behind decisions and sharing of information in the child's records • DSLs will record evidence of child's wishes, professional challenge, offers of early help and multi-agency working • When individual students are discussed during staff meetings, such as supervision, staff updates or risk assessments etc. student information should be anonymised or stored in a secure manner on CPOMS • All safeguarding records will be stored securely in a locked filing cabinet • Only DSLs and other named staff will have access to safeguarding records • A student's safeguarding file will be transferred, in its entirety, to the educational establishment where the child moves to, unless there is ongoing legal action • The safeguarding file will be hand delivered to the DSL at the receiving school. If this is not possible, the safeguarding file will be sent by recorded delivery • A receipt will be obtained at time of transfer and the responsibility for the safeguarding records will pass to the receiving school • The educational establishment where the student attends at statutory school leaving age (18) will securely retain the safeguarding records until the child's 25th birthday. Safeguarding records will then be destroyed securely • Advice will be sought from legal services and/or Schools Safeguarding Officer if any staff are unclear about any aspects of safeguarding record keeping • All reports that come through to the DSL from Operation Encompass will be uploaded on to CPOMS.
Safer Recruitment	Millfield is committed to keeping students' safe by ensuring that adults who work or volunteer in school are safe to do so. We therefore ensure that: • LCC Human Resources guidance is adhered to, to ensure that there is a strong reference and commitment to safeguarding during advertisement, selection and recruitment of new staff

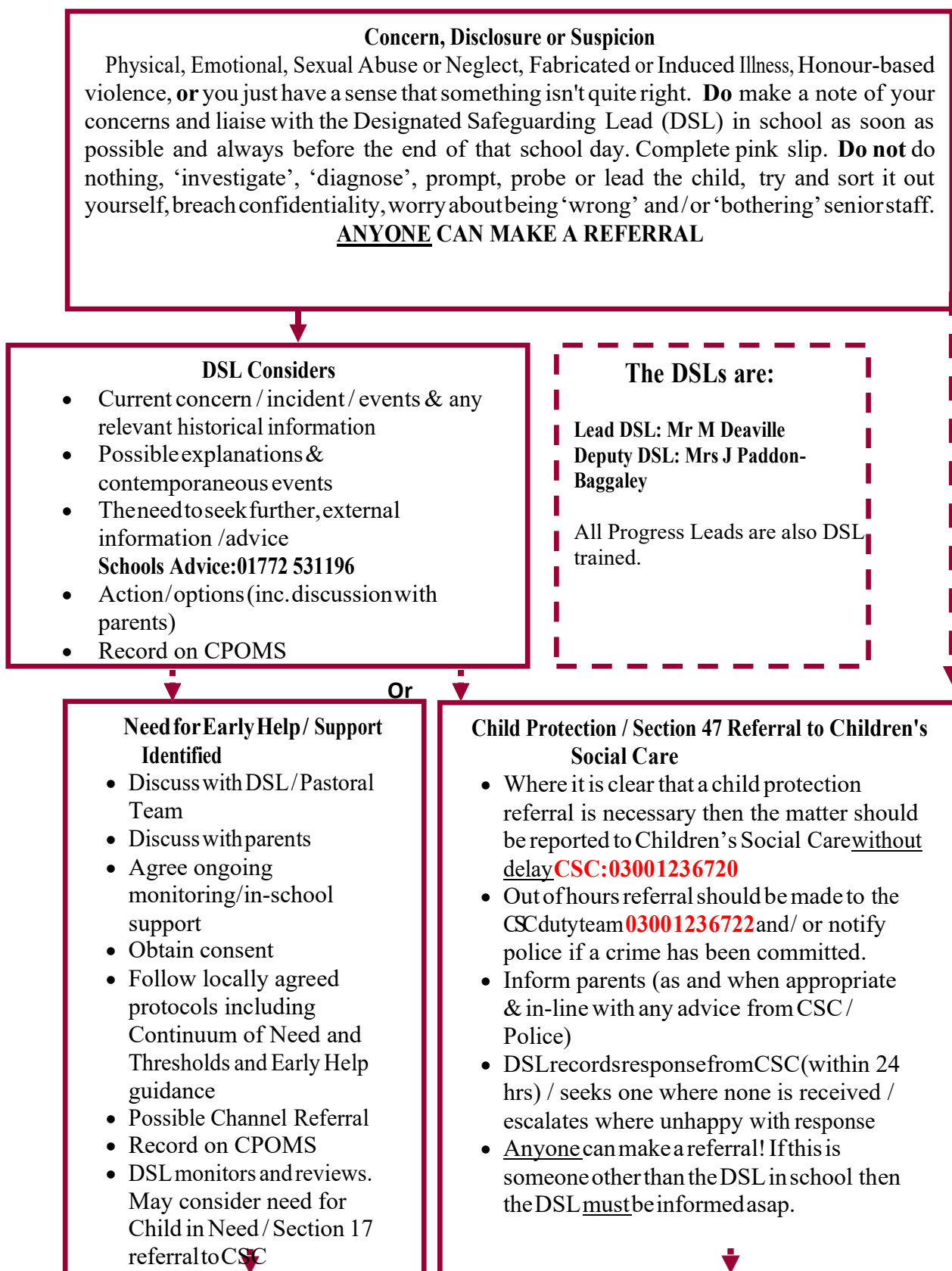
	• <i>There are at least 2 people on each selection panel and at least one person on every selection panel has attended Safer Recruitment Training</i> • <i>ALL staff will monitor the conduct of all adults who come into contact with children at school and report any concerns to the DSL, headteacher or Chair of Governors as appropriate</i> • <i>Relevant, proportionate and lawful checks are undertaken on all adults who regularly work at, or visit the school</i> • <i>A Single Central Record is kept of checks that are undertaken on all adults who regularly work at, or visit the school</i> • <i>The SCR is stored securely and only accessed by designated staff and governors</i> • <i>The main DSL/HT/Safeguarding Governor should evidence regular oversight/scrutiny of the SCR using the SCR Audit Sheet.</i> • <i>Evidence of staff members identity, required qualifications and the right to work in the UK will be kept in individual personnel files</i> <i>Covering (umbrella) letters will be obtained from agencies and other employers that provide staff to work in school</i> • <i>Individual identity checks will be undertaken on those staff detailed above to ensure they are employees of the named agency/employer</i> • <i>A transfer of control agreement will be used where other agencies/organisations use school premises and are not operating under school's safeguarding policies and procedures</i> • <i>Advice will be sought from Human Resources, LADO and/or Schools' Safeguarding Officer if any staff are unclear about any aspects of Safer Recruitment</i>
Allegations of abuse	Millfield understands that when an allegation is made against a member of staff, set procedures must be followed. We therefore ensure that: • <i>All staff are aware of the requirement to, and process of referring allegations against staff to the headteacher</i> • <i>All staff are aware of the requirement to, and process of referring allegations against the head teacher to the nominated Governor</i> • <i>The headteacher and/or Chair of Governors will discuss the allegation with the Local Authority Designated Officer (LADO)</i> • <i>Safeguarding Partners for dealing with allegations against staff will be followed</i> • <i>All staff remember that the welfare of the child is paramount and that they have a duty to inform the DSL if any adult's conduct gives cause for concern</i> • <i>All concerns of poor practice or possible child abuse by colleagues should be reported to the headteacher.</i> • <i>Complaints about the headteacher should be reported to the Chair of Governors</i> <i>All staff are aware of the school's Whistleblowing Policy which enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place. The NSPCC's whistle blowing helpline is also available to staff if they feel that they cannot speak to a senior leader about their concerns. Staff can call 0800 028 0285.</i>
Remote Learning	In the event that the school has to utilise remote learning, staff will: • <i>Any 'live' teaching will take place on TEAMS. Home learning submission and feedback will be provided via Synergy. TEAMS lesson links will be posted on Synergy. All students have logins for Google TEAMS and Synergy.</i> • <i>only use live video format (ie- not sharing of screen) in the event they wish to record use of a visualizer. In this situation, the camera will only ever show the work.</i> • <i>ensure any videos used by staff in remote learning are checked thoroughly to ensure the content is appropriate.</i> • <i>reach expected standards by following a "I would say/do this in the classroom" approach</i> • <i>never show students personal information including private items, homes, family members etc</i>

Visitors	Millfield is committed to keeping students' safe by ensuring that visitors to school do not pose a risk to children at our school. We therefore ensure that: • Visitors to school sign in and wear identification (a lanyard) to indicate they have done so • ALL staff and children, where appropriate, will challenge visitors to school who are not wearing correct identification • Visitors sign out and remove/hand in their identification when they leave the school • Visitors are aware of who to speak to if they are worried about a child during their visit • Visitors are accompanied during their visit, when children are present, unless they have undergone relevant checks and these are accepted and verified by DSL or headteacher • Visitors will behave in a way that is compliant with the school's Code of Conduct • Visitors will not use mobile phones or other similar electronic devices during their visit unless agreed by the headteacher or DSL. • Visitors will not initiate contact or conversations with students unless this is relevant and appropriate to the reason for their visit • When there are several visitors to the school at the same time (such as for an assembly etc) there will be adequate staff supervision of children and visitors. A risk assessment will be undertaken if deemed necessary or appropriate • When visitors are undertaking activities with children, content of the activity will be agreed with the headteacher or DSL, prior to the visit
Cameras, Mobile Phones and Devices	Millfield is committed to keeping students' safe by ensuring that electronic devices such as cameras, phones and tablets are used in an appropriate manner. School will therefore ensure that: • The school is compliant with GDPR guidance by ensuring consent is obtained to take and use photographs and/or videos of children. A list of exempt students is available on SIMS/Synergy. • Parental consent is obtained for photographs to be taken by the media for use in relation to promoting or publishing the school • Separate parental consent is obtained if any other agency requests to take photographs of any child • Parental consent will be valid for 5 years but may be sought more regularly at the discretion of the headteacher • Images will be uploaded to, and stored in a secure place for a relevant amount of time, this may be for longer than the child is at school if appropriate • Photographs and videos of children are only taken to provide evidence of their achievements for developmental records or for other school related purposes • staff, visitors, volunteers and students do not use their own mobile phones to take or record any images of children • The school's digital camera/s or memory cards must not leave the school setting unless this is agreed by the headteacher for official school business • Photos are printed/uploaded in the setting by staff and once done images are immediately removed from the cameras memory • Staff, volunteers and visitors will not use mobile phones in toilet or changing areas • ALL staff, volunteers and visitors will adhere to the above and failure to do so will be addressed appropriately by the headteacher and/or the Governing Body • Students' use of mobile phones and other devices will be managed under the school's Behaviour for Learning (BfL) and Rewards Policy. • DFE Advice: Searching, Screening and Confiscation is followed where there is a need to search a student for a mobile device or prohibited item.

Useful contacts: Lancashire	LCC Schools Safeguarding Officer	Mechelle Lewis: Mechelle.Lewis@lancashire.gov.uk Victoria Wallace: victoria.wallace@lancashire.gov.uk Sarah Holyhead: Sarah.Holyhead@lancashire.gov.uk
	Local Authority Designated Officer (LADO)	01772536694. LADO.admin@lancashire.gov.uk
	Lancashire Children's Social Care	0300 1236720 cypreferrals@lancashire.gov.uk
	Lancashire CSC OUT OF HOURS	0300 123 6721/3
	Whistleblowing	01772 532500 WhistleblowingComplaints@lancashire.gov.uk
Useful contacts: Blackpool	Blackpool Safeguarding Board	01253 477025 Child.protection@blackpool.gov.uk
	Peter Charlesworth Allegations Manager (LADO Blackpool)	https://www.blackpoolsafeguarding.org.uk/managing-allegations 01253 478128

APPENDIX 1: WORRIED ABOUT A CHILD FLOWCHART

WorriedAboutAChild?

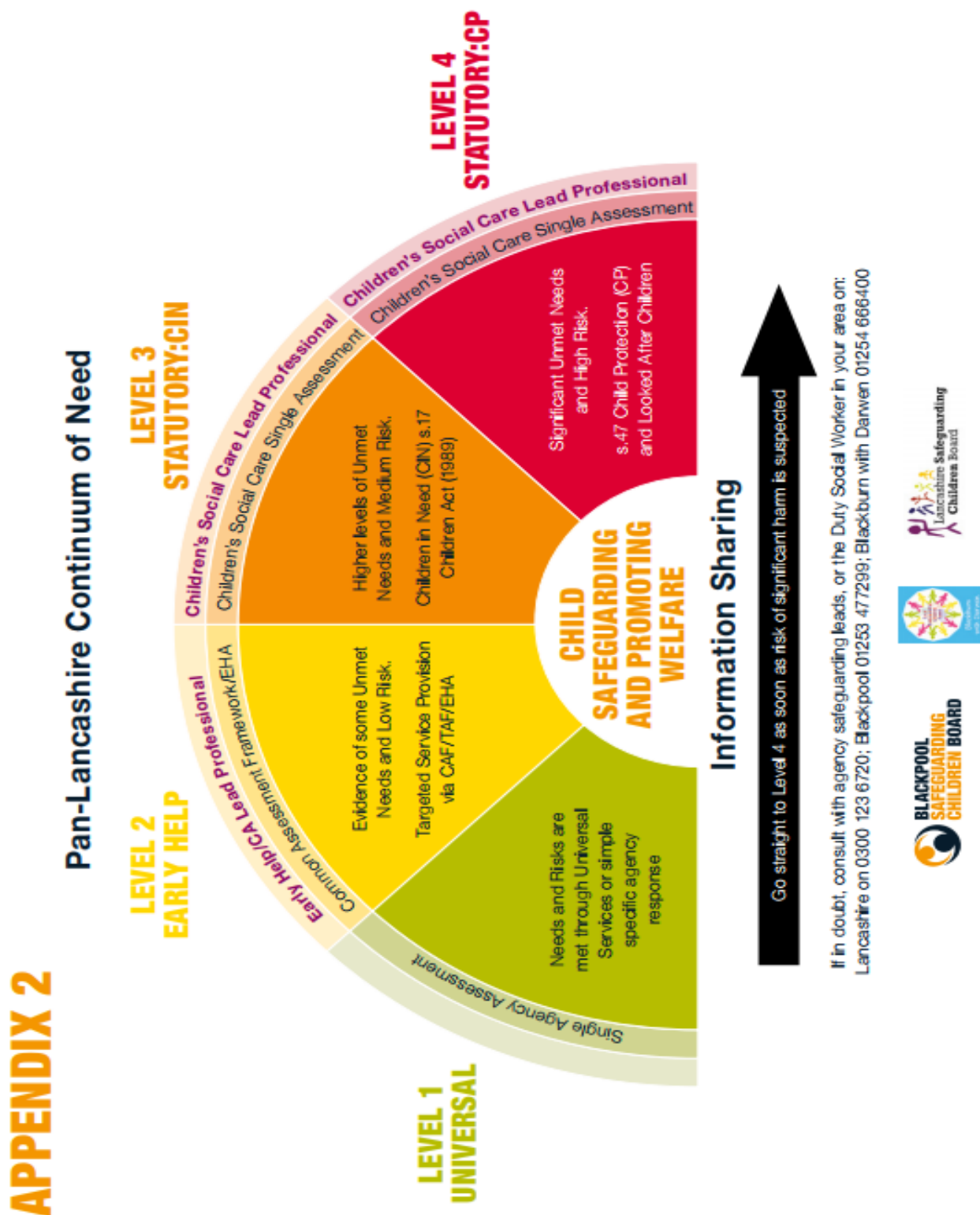


DSL records, feeds-back, monitors and updates on a *need to know* basis

APPENDIX 2 Blackpool Children: Early Help Assessment and Multi-agency referral found here:

<https://www.blackpoolsafeguarding.org.uk/for-professionals/keeping-children-safe-in-blackpool>

<https://www.blackpoolsafeguarding.org.uk/assets/uploads/Keeping%20Children%20Safe%20in%20Blackpool%20FINAL%20screen%20version.pdf>



APPENDIX 3: TALKING AND LISTENING TO CHILDREN

If a child wants to confide in you, you **SHOULD**

- Be accessible and receptive;
- Listen carefully and uncritically, at the child's pace;
- Take what is said seriously;
- Reassure children that they are right to tell;
- Tell the child that you must pass this information on;
- Make sure that the child is ok;
- Make a careful record of what was said (see *pro forma* in Appendices 4 & 5).

You should **NEVER**

- Investigate or seek to prove or disprove possible abuse;
- Make promises about confidentiality or keeping 'secrets' to children;
- Assume that someone else will take the necessary action;
- Jump to conclusions, be dismissive or react with shock, anger, horror etc;
- Speculate or accuse anybody;
- Investigate, suggest or probe for information;
- Confront another person (adult or child) allegedly involved;
- Offer opinions about what is being said or the persons allegedly involved;
- Forget to record what you have been told;
- Fail to pass this information on to the correct person (the Designated Senior Leader).

Children with communication difficulties, or who use alternative/augmentative communication systems

- While extra care may be needed to ensure that signs of abuse and neglect are interpreted correctly, any suspicions should be reported in exactly the same manner as for other children;
- Opinion and interpretation will be crucial (be prepared to be asked about the basis for it and to possibly have its validity questioned if the matter goes to court).

Recordings should

- State who was present, time, date and place;
- Be written in ink and be signed by the recorder;
- Be passed to the DSL or backup immediately;
- Use the child's words wherever possible;
- Be factual/state exactly what was said;
- Differentiate clearly between fact, opinion, interpretation, observation and/or allegation.

What information do you need to obtain?

- Millfield Science and Performing Arts College has **no investigative role** in child protection (Police and Children's Social Care will investigate possible abuse very thoroughly and in great detail, they will gather evidence and test hypotheses – leave this to them!);
- Never prompt or probe for information, your job is to listen, record and pass on;
- Ideally, you should be clear about what is being said in terms of **who, what, where and when**;
- The question which you should be able to answer at the end of the listening process is 'might this be a child protection matter?';
- If the answer is yes, or if you're not sure, record and pass on immediately to the Designated Safeguarding Lead (DSL).

If you do need to ask questions, what is and isn't OK?

- **Never** asked closed questions i.e. ones which children can answer yes or no to e.g. Did he touch you?
- **Never** make suggestions about who, how or where someone is alleged to have touched, hit etc e.g. Top or bottom, front or back?
- If we must, use only '**minimal prompts**' such as 'go on ... tell me more about that ... tell me everything that you remember about that'
- Timescales are very important: '**When was the last time this happened?**' is an important question.

What else should we think about in relation to disclosure?

- Find a place in school which is particularly suitable for listening to children e.g. not too isolated, easily supervised, quiet etc;
- Think carefully about your own body language – how you present will dictate how comfortable a child feels in telling you about something which may be extremely frightening, difficult and personal;
- Be prepared to answer the 'what happens next' question;
- Never make face-value judgements or assumptions about individual children. For example, I 'know that [child.....] tells lies';
- Think about how you might react if a child DID approach you in school. Be prepared to offer a child in this position exactly what they need in terms of protection, reassurance, calmness and objectivity;
- Think about what support **you** could access if faced with this kind of situation in school.

APPENDIX 4: Referral Form for Staff

PART 1: INTERNAL NOTIFICATION of CP/SAFEGUARDING CONCERN TO THE DSL		
Name(s) of student:		
Year Group		
What is the nature of your concern		
• What are you most concerned about? i.e. physical, sexual, emotional abuse or neglect? Self-harm, bullying, sexual exploitation, sexualized behaviour, honour-based violence / forced marriage, e-safety issues, other ... • Any evidence of impairment of health or development? • Any evidence of ill-treatment? • Why are you reporting this concern <u>now</u>? • Have you had any previous concerns about this student? If so, what, when, action?		
Detail		
Signed		Date
Name Job title		

If you have received a 'disclosure' from or about a child please complete Part 2 overleaf

PART 2: RECORD OF 'DISCLOSURE' FROM / ABOUT A CHILD

**It is not advisable to try and complete this record at the time! The important thing is to listen actively and carefully and reassure the child!*

Summary of Information Disclosed

1. WHO is said to be involved?

2. WHAT is said to have happened / be happening?

3. WHERE is this said to have happened / be happening?

4. WHEN is this said to have happened / be happening i.e. duration, most recent occasion etc?

5. WHO else may have witnessed what happened?

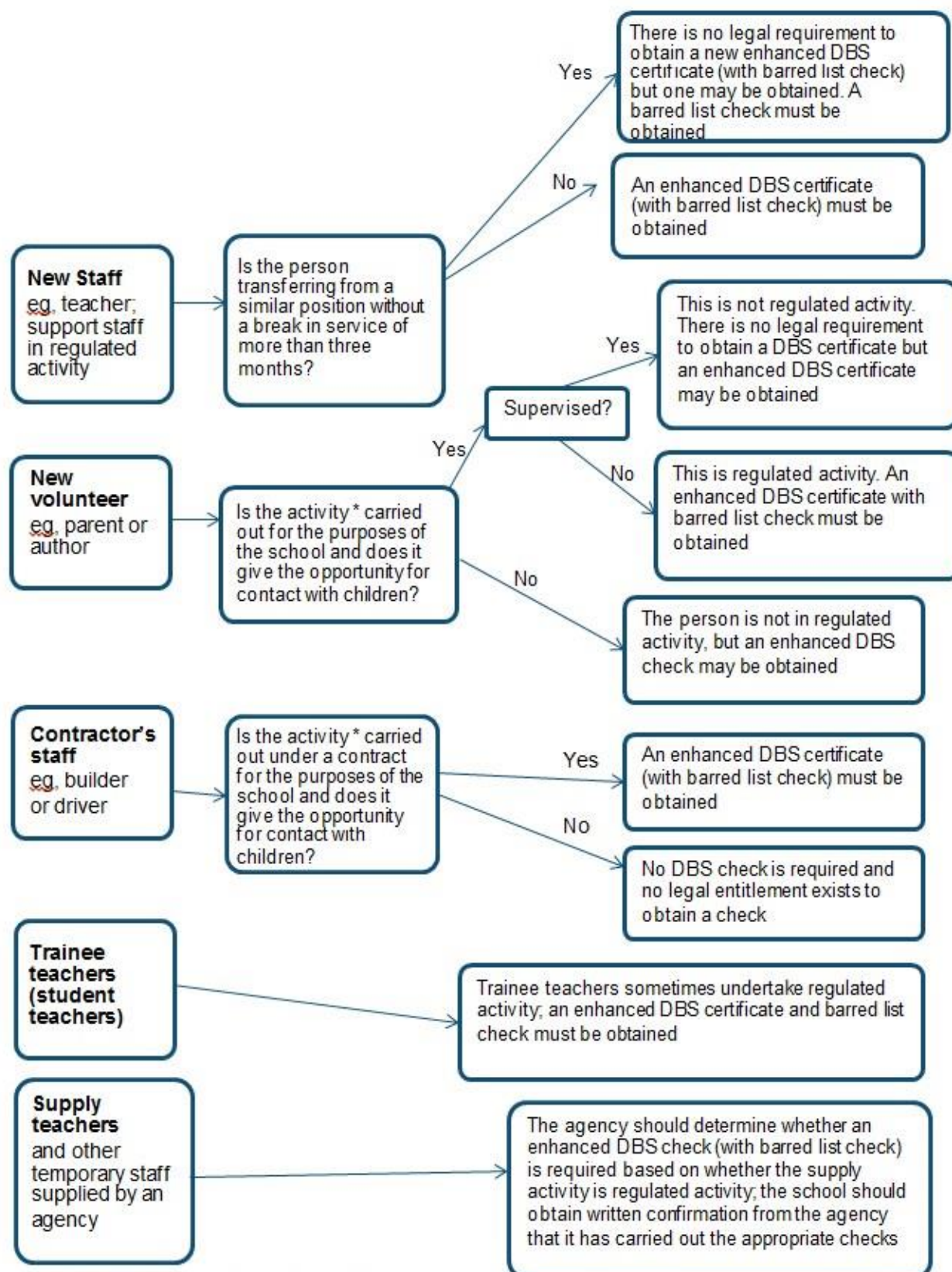
6. HOW and where is the student now?

CONTINUATION SHEET ATTACHED Y/N

Note:

- *Differentiate clearly between fact, opinion, interpretation and stick to the facts as you understand them.*
- *if you have used quotes please ensure that they are accurate*
- *make a note of any open questions asked or minimal prompts used*
- *Any notes made 'at the time' should be attached to this pro-forma; these may be required as evidence if the matter goes to court*

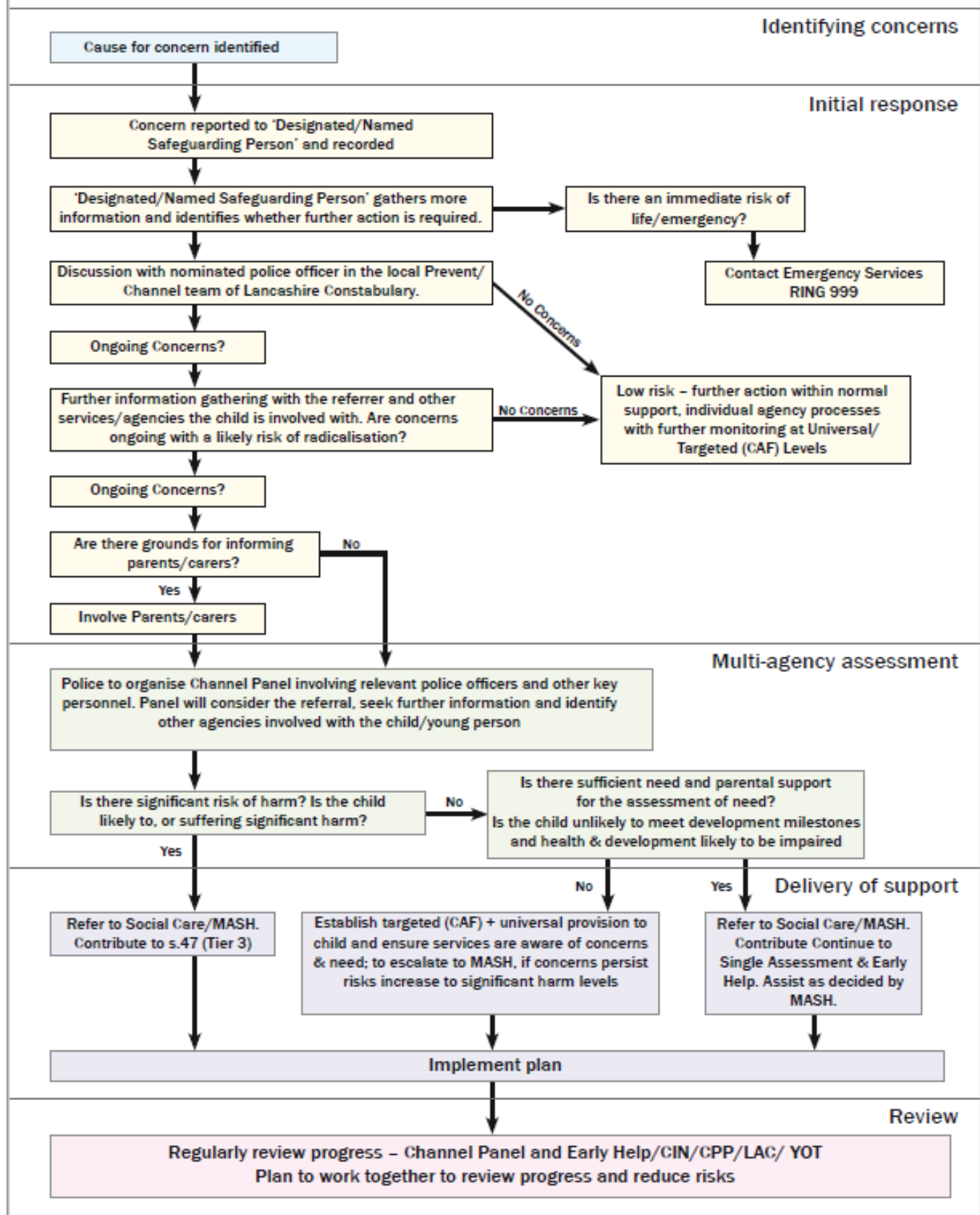
Appendix 5: Safer Recruitment DBS Flowchart



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

APPENDIX 6: Prevent/Channel Referral Process

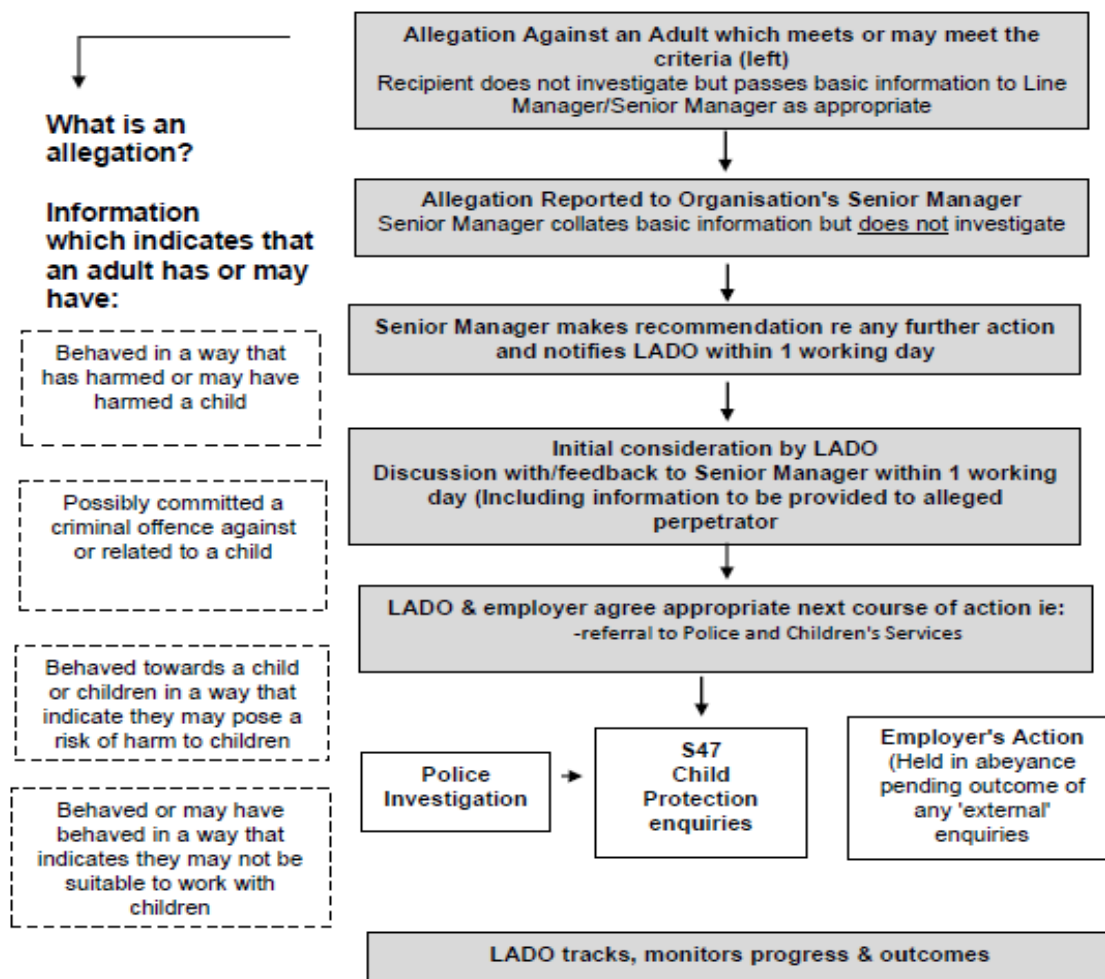
Diagram 2:
Channel Referral Process



APPENDIX 7: LADO referral



Flowchart: Procedure for Managing Allegations



Remember: The LADO must be contacted when you have received any allegation or concern about any person who works with children who may have:-

- Behaved in a way that has harmed, or may have harmed a child
- Possibly committed a criminal offence against, or related to, a child; or
- Behaved towards a child or children in a way that indicates they may pose a risk of harm to children
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children

Flyer - Pan-Lancashire – Version 10 – March 2021

<https://lancashire.gov.uk/professionals/supporting-children-and-families/safeguarding-children/local-authority-designated-officer-lado/>

Reviewed by MDV July 2026

MDV July 2026