

Trust: The Heath Family (North West)

Mr David Donnelly – Chief Executive Officer

The Trust includes:-

The Heath School

Principal: Mr J Jardine

Sir William Stanier Community School

Principal: Mr J Fraser

Litherland High School

Principal: Mr R Rogers

The Prescott School

Principal: Mrs J Walker

Bridgewater Park Primary School

Principal: Mr P Holloway

Palace Fields Primary School

Executive Principal Mr P Holloway

Daresbury Primary School

Principal: Mrs C Roberts

Halsnead Primary School

Principal: Mrs A Abdous

Trust LADO:

Mr David Donnelly - Chief Executive Officer

Trust Safeguarding Lead:

Mrs E Rowlands - Assistant Principal, The Heath School

The Heath Family Multi Academy Trust
Safeguarding & Child Protection Policy

Dates – Board Policy Reviews

Date of Policy Review	By whom/person responsible
July 2014	E Rowlands, H Mullaney
September 2014	C Barker (SWS), E Rowlands (Heath)
October 2015	E Rowlands, P Talbot, J Ainsworth
November 2015	E Rowlands, P Talbot, MAT Board
September 2016	E Rowlands, P Talbot, MAT Board
October 2017	E Rowlands, P Talbot, MAT Board

Trust Safer Recruitment Training

Date of training	Name of person trained	Position held
5/2/14	J Ainsworth	MAT Director
20/2/17	A Parry	MAT Director
20/2/17	P Roberts	MAT Company Secretary
18/11/14	L Davies	MAT Primary Business Manager
13/10/15	E Rowlands	MAT Safeguarding Lead

School Designated Safeguarding Leads

School name	Name of Safeguarding Lead	Position held
The Heath School	Mrs E Rowlands	Assistant Principal
Sir William Stanier Community School	Mrs A Norton	Vice Principal
Litherland High School	Mrs L Roberts	Assistant Principal
The Prescott School	Mrs A Kennedy	Assistant Headteacher
Bridgewater Park Primary School	Mr P Holloway	Principal
Palace Fields Primary School	Mr P Holloway	Executive Principal
Daresbury Primary School	Mrs C Roberts	Principal
Halsnead Primary School	Mrs A Abdous	Principal

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Palace Fields Primary School Training - Safer Recruitment Training

Date of Training	Name of person Trained	Position held
05/06/14	P Holloway	Executive Principal
05/02/14	J Ainsworth	Chair of Governors

3 Year History of named personnel with designated responsibility for Safeguarding

Academic year	School LADO Designated lead	Designated Safeguarding Lead	Deputy Designated Safeguarding Lead	Other Safeguarding Team members	CLA Named teacher	Nominated Director/ Governor	Chair of Trust Board
2015/16	A Williams (Executive Principal)	D Moran	A Hough J West	NA	A Williams (Executive Principal)	A Walker (Vice Chair of Governors)	NA
2016/17	K Lawton (Head of School)	K Lawton (Head of School)	J West	A Hough	K Lawton	L Rowlands (MAT Safeguarding Lead)	P Cook
2017/2018 Sept-31 st Dec 2017	K Lawton (Head of School)	K Lawton (Head of School)	J West	NA	N Hilton	L Rowlands (MAT Safeguarding Lead)	P Cook
2017/2018 1 st Jan 2018-	P Holloway (Executive Principal)	P Holloway (Executive Principal)	J West	NA	N Hilton	L Rowlands (MAT Safeguarding Lead)	P Cook

Policy review dates

Date policy review took place	By whom
September 2011	HMY, MC
September 2012	HMY, ER
July 2014	ER, MAT
September 2014	C Barker (SWS), E Rowlands (Heath)
October 2015	E Rowlands, P Talbot, J Ainsworth
November 2015	E Rowlands, P Talbot, MAT Board
September 2016	E Rowlands, P Talbot, MAT Board, Heath Govs
October 2017	E Rowlands, P Talbot, MAT Board, Heath Govs

A record of dates of Staff and Governor training and details of course title and training provider are kept centrally in school and available on request.

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1. KEY OBJECTIVE

To protect children from maltreatment, preventing impairment of their health and development, and ensuring they are growing up in circumstances consistent with the provision of safe and effective care that enables children to have optimum life chances and have the best outcomes.

2. RATIONALE

If children and young people are to achieve academically, socially and emotionally it is essential that their basic needs for safety and protection are met. All children have a fundamental right to be protected from harm, to be kept safe and their welfare promoted. Everyone who comes into contact with children and their families has a role to play in safeguarding children.

3. STATEMENT OF INTENT

- 3.1 This policy, which applies to and is adopted by each Academy (“school”) in the Trust, applies to all adults, including volunteers, working in or on behalf of the school.
- 3.2 Everyone working in or for the school service shares an objective to help keep children and young people safe by contributing to:
 - providing a safe environment for children and young people to learn and develop in our school setting and any off site provision
 - identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in the school setting
 - supporting the work of social care, the police, health services and other services to promote the welfare of students and protect them from harm
- 3.3 As part of our safeguarding ethos, School encourages students to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. The School ensures that partisan political views are not promoted in the teaching of any subject in the school and where political issues are brought to the attention of the students, reasonably practicable steps will be taken to offer a balanced presentation of opposing views to students.

4. SCHOOL COMMITMENT

This School is committed to Safeguarding and promoting the welfare of all of its children. Each child’s welfare is of paramount importance. The School’s role in supporting students’ needs is clearly recognised in “Every Child Matters” outcomes. All staff should be alert to possible safeguarding concerns being raised in this school. We have a duty of care. We recognise that safeguarding incidents could happen anywhere and some children *may* be especially vulnerable to abuse. We will always take a considered and sensitive approach in order that we can support all of our children.

This policy recognises a child as a young person up to their 18th Birthday. All aspects of the policy must be used with the age of the child in mind, making sure any decisions or actions are 'age appropriate' and 'developmentally appropriate'. This policy covers Primary, Secondary and 6th Form provision. Working protocols may differ to take account of 'age appropriate'.

5. PROVIDING A SAFE AND SUPPORTIVE ENVIRONMENT

5.1 Safer Recruitment and Selection

The school pays full regard to current DfE guidance 'Keeping Children Safe in Education' (July 2016). We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and appropriate Disclosure and Barring Service checks.

In line with statutory changes, underpinned by regulations, the following will apply:

- a Disclosure and Barring Services (DBS) Enhanced Disclosure with barred list information is obtained for **all** new appointments to our school's workforce through staffing, personnel and payroll. This includes volunteers, school Governors and Trust Members.
- all new teaching appointments to our school workforce will be subject to an additional check to ensure they are not prohibited from teaching
- school will verify professional qualifications, as appropriate
- school will verify right to work in the UK
- school is committed to keep an up-to-date single central record - REGISTER detailing a range of checks carried out on our staff, volunteers, school Governors and Members of the Trust
- all new appointments to our school workforce who have lived outside the UK will be subject to additional checks as appropriate
- our school ensures that supply staff have undergone the necessary checks and will be made aware of this policy
- identity checks must be carried out on all appointments to our school workforce before the appointment is made, in partnership with the LA
- check that candidates taking up a management position at our school are not subject to a prohibition from management (section 128) direction made by the secretary of state
- school will ask for written information about previous employment history and check that information is not contradictory or incomplete

- school will seek references on all short-listed candidates, including internal candidates, before interview. We will scrutinise these and resolve any concerns before confirming appointments.

- school will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the Childcare Disqualification (Regulations) 2009 and Childcare Act 2006. Where we take a decision that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment on the individual's personnel file. This will include our evaluation of any risks and control measures put in place, and any advice sought.

Key Governors and the Principal have undertaken Safer Recruitment training, one of the named persons will be involved in all staff and volunteer appointments and arrangements (including, where appropriate, contracted services).

5.2 Safe Practice

Our school will comply with the current Safe Practice guidance 'Guidance for Safer Working Practice for those working with Children and Young People in Education settings' (*Safer Recruitment Consortium – 2015*)

Safe working practice ensures that children are safe and that all staff:

- consider the welfare of the student to be paramount;
- understand their responsibilities to safeguard and promote the welfare of students;
- are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions;
- work, and be seen to work, in an open and transparent way;
- should acknowledge that deliberately invented/malicious allegations are extremely rare and that all concerns should be reported and recorded;
- should apply the same professional standards regardless of culture, disability, gender, language, racial origin, religious belief and sexual orientation;
- involve other appropriate colleagues when dealing with situations that may be open to misinterpretation;
- discuss and/or take advice promptly from their line manager or school management if they have acted in a way which may give rise to concern;
- record any incidents or decisions made;
- are aware of confidentiality guidance;
- are aware that breaches of the law and other professional guidelines could result in disciplinary action being taken against them, criminal action and/or other proceedings including barring by the Disclosure and Barring Service (DBS) from working in any regulated activity, or for acts of serious misconduct prohibition from teaching by the National College of Teaching & Leadership (NCTL);
- should be aware of and understand the school's Child Protection and Safeguarding policy, arrangements for managing allegations against staff, staff behavior policy/code

of conduct, whistle blowing procedure and the Local Safeguarding Children Board (LSCB) procedures;

- should continually monitor and review practice to ensure safe practice guidance is followed.

5.3 Safeguarding Information for children

All students in our school are aware of a number of staff whom they can talk to. The school is committed to ensuring that children are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All children know that we have a senior member of staff with responsibility for child protection and know who this is. In addition there are other members of staff with specific responsibility for safeguarding, a team approach is good practice. We inform students of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm. PSHE and the wider curriculum enables safeguarding information to be shared with children to enable themselves to keep safe and make informed decisions.

Through assemblies, form time, lessons, group work and individual support our school will ensure that children are made aware that safeguarding information can be found in many places e.g. leaflets, posters, help lines, websites.

At times staff will signpost children to relevant web information or to specialist services.

School consults with and listens to children/ groups of children regarding whole school Safeguarding issues/concerns and responds accordingly. (e.g. student surveys, Student Council).

5.4 Partnership with Parents

The School shares a purpose with parents to educate and keep children safe from harm and to have their welfare promoted. The school newsletter and website are some methods school uses to keep parents informed.

Parents can report concerns to an appropriate member of school staff or directly to a member of the safeguarding team.

The School will share with parents any concerns the school may have about their child unless to do so may place a child at risk of harm.

The school is committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect a child, applying the paramouncy principal (Children Act 1989).

We believe that it is essential to work in partnership with parents and carers and we endeavour to keep parents/carers abreast of their child's progress at school, including any concerns about their progress or behaviour. However, we also need to maintain a balance so that children can share any concerns and ask for help when they need it and a duty of

confidence may be owed to a child in their own right. Where a student does discuss a difficult personal issue with a member of staff, they will be encouraged to discuss the matter with their parents or carers and be supported to do so where it is appropriate.

In spite of this approach, some students may, for various reasons, at first feel unable to involve their parents. Under these circumstances the school has in place a system whereby staff can offer students help in a limited 'confidential' way. This could involve referring a student to a health professional without informing his or her parents. Staff will always record their reasons for or against breaching confidentiality and will use the "Gillick competency" and 'Fraser guidelines' as a point of reference.

5.5 Partnerships with others

Our school recognises that it is essential to establish positive and effective working relationships with other agencies who are partners in the Local Authority Safeguarding Children Board. There is a joint responsibility for all agencies to share information to ensure the safeguarding of all children, as detailed in 'Working together to Safeguard Children' (March 2015).

5.6 School Training and Staff Induction

Records of all Safeguarding Training is kept centrally and is available on request

5.6.1 Designated Safeguarding Lead and nominated Deputies

The school's Designated Safeguarding Lead and nominated deputies undertake the appropriate Local Authority Safeguarding and Child Protection training commensurate with their level of responsibility and complete refresher training at 2 yearly intervals.

5.6.2 The Principal and all other school staff.

The Principal and all other school staff, including non-teaching staff, undertake appropriate training to equip them to carry out their responsibilities for Safeguarding and Child Protection effectively, which is kept up to date by refresher training at 3 yearly intervals which is deemed to be good practice.

5.6.3 New Staff

New staff receive full Safeguarding and Child Protection training as a part of their induction.

5.6.4 Associate Teachers

Associate teachers receive basic Safeguarding and Child Protection training as part of their induction.

5.6.5 Governors

All Governors undertake appropriate Safeguarding and Child Protection training which is deemed as good practice. Nominated Governors will undertake Local authority training for their role as Lead Governors for Safeguarding.

5.6.6 Staff Induction

All staff (including temporary staff and volunteers) are provided with the school's

'Safeguarding children Staff information overview'. This includes details of the Designated Safeguarding Lead and other Safeguarding staff. They are also provided with access to the school's Safeguarding policy and the written Code of Staff Conduct

5.7 Support, Advice and Guidance for Staff

5.7.1 *Staff*

Staff will be supported by The School, the Trust, LA and professional associations (where a member of staff is a member of a professional association).

5.7.2 *The Designated Safeguarding Lead*

The Designated Safeguarding Lead will be supported by the School Principal and the School Governor who has responsibility for Safeguarding.

5.7.3 *Reference Documents*

Relevant safeguarding documents can be found on the school intranet and the LA Safeguarding Children Board websites.

This policy has been developed in consultation with the relevant Safeguarding Children Boards and in accordance with the principles established by:

- [Education Act 2002](#)
- [Children Act 1989](#)
- [Children Act 2004](#)
- [Safeguarding Vulnerable Groups Act 2006](#), as amended by the [Protection of Freedoms Act 2012](#)
- [Counter-Terrorism and Security Act 2015](#)
- [Childcare Act 2006; Childcare \(Disqualification\) Regulation 2009](#)
- [Children and Families Act 2014](#)
- [Children and Social work Act 2017](#)

and with reference to the following key documents:

- [Keeping Children Safe in Education 2016](#)
- [Working Together to Safeguard Children 2015](#)
- [Prevent Duty Guidance 2015](#)
- [The Prevent Duty; Departmental advice for schools and childcare providers 2015](#)
- [What to do if you're worried a child is being abused: Advice for Practitioners 2015](#)
- [Information Sharing: Advice for Practitioners providing safeguarding services 2015](#)

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- *UKCISS Sexting in Schools and Colleges; Responding to incidents and safeguarding young people*
- *Child sexual exploitation: Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation*
- *The School Staffing (England) regulations 2009 (Inf re SCR)*
- *Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015.*
- *Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM*
- *The Childcare (Disqualification) Regulations 2009 and Childcare Act 2006, which set out who is disqualified from working with children (For Schools with students under the age of 8)*
- The statutory framework for the Early Years Foundation Stage
- Safeguarding Children Board Pan-Cheshire Multi-Agency Safeguarding Children Procedures (<http://www.online-procedures.co.uk/pancheshire/>)
- 'Guidance for Safer Working Practice for those working with Children and Young People in Education settings' (Safer Recruitment Consortium – 2015)

5.7.4 Advice for the Safeguarding Lead and team

Advice is available from Children's Social Care, Local Authority Safeguarding Unit and the Police.

5.7.5 Advice for Staff and volunteers

Advice for staff is available from the Safeguarding Lead or a member of the Safeguarding Team.

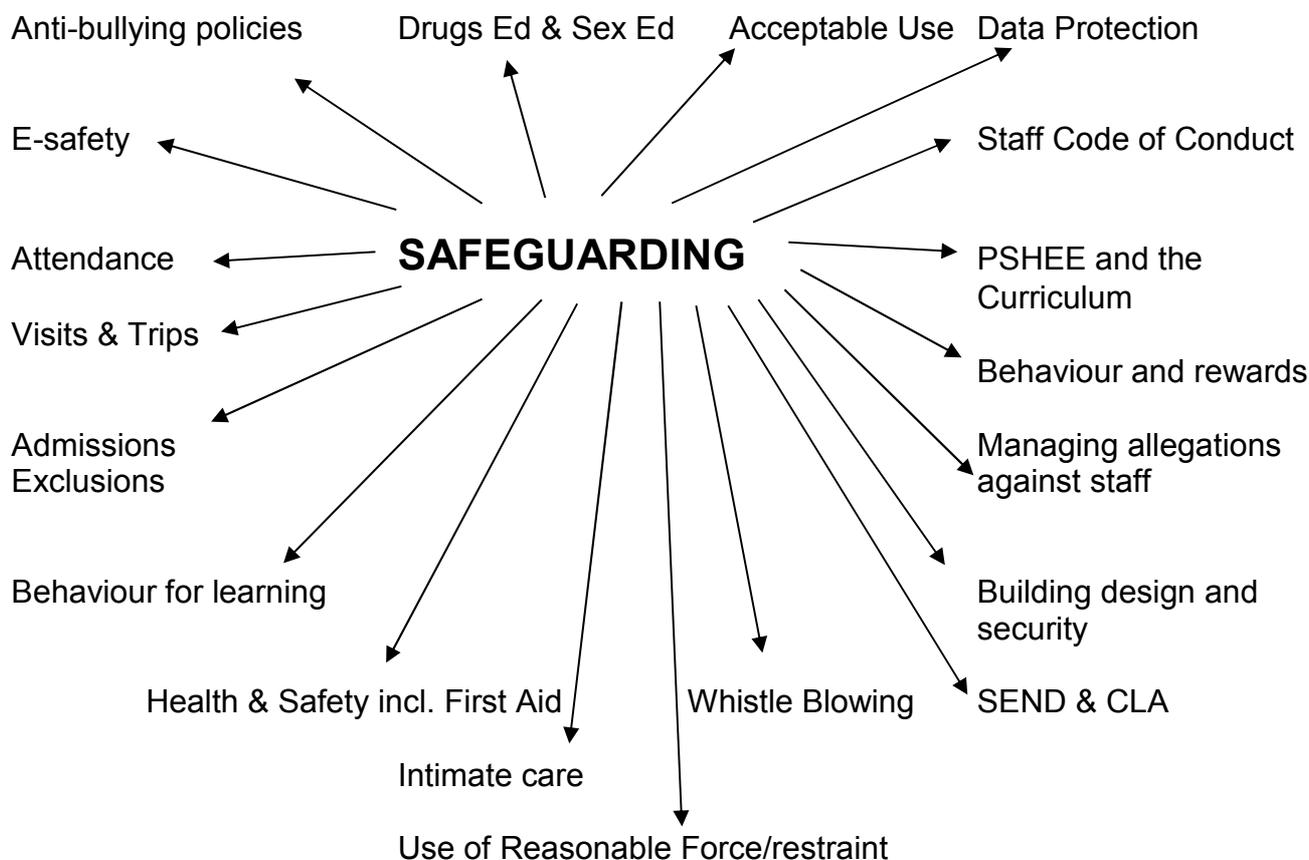
5.8 Related School Policies

5.8.1 Context of associated policies

Safeguarding children is a wider brief than Child Protection. It also encompasses issues such as student health and safety and bullying. There are a range of other issues, for example, arrangements for meeting the medical needs of children, providing first aid, school security, drugs and substance misuse, positive behaviour etc. There may also be other safeguarding issues that are specific to the local area or population.

5.8.2 Associated Policies

Safeguarding is inherent within many school policies and protocols and this should be taken into consideration when using this Safeguarding and Child Protection policy. The following are examples of such associated policies and protocols (however, this list is NOT exhaustive):



5.8.3 Children Missing from Education

The school follows the LA procedures "Children Who May Be Missing/Lost From Education". Where children on roll at a school do not attend for schooling, and this school has made the usual enquiries they should refer the case to the Behaviour and Attendance Service/Education Welfare in the usual way. If the allocated worker cannot locate the child/family they will inform the Children Missing Education team and the school will be advised by them or the ESW Service that they can take the child off roll (normally after 4 weeks).

5.8.4 Confidentiality

School has regard to Information sharing -

'Information sharing is vital to safeguarding and promoting the welfare of children and young people. A key factor in many serious case reviews has been a failure by practitioners to record information, to share it, to understand its significance and then take appropriate action.' (Advice for practitioners providing safeguarding services to children, March 2015)

Where there is a concern that the child may be suffering or is at risk of suffering significant harm, the child's safety and welfare must be the overriding consideration.

Staff adhere to the school's confidentiality policy. Any child protection concerns must be kept strictly confidential and shared on a 'need to know' basis only.

The importance that children place in confidentiality is recognised and the need to make sure it is not breached where the child is **not at risk** must be considered. However, confidentiality has never been absolute and staff must balance this against the need to safeguard children at all times.

The safety, well-being and protection of children is the paramount consideration in all decisions staff make about confidentiality.

5.8.5 Equality statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs or disabilities
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers

5.9. Student Information

The school will endeavour to keep up-to-date and accurate information in order to keep children safe and provide appropriate care for them. The school requires accurate and up-to-date information regarding:

- names and contact details of persons with whom the child normally lives
- names and contact details of all persons with parental responsibility (if different from above)
- emergency contact details (if different from above)
- details of any persons authorised to collect the child from school (if different from above - this applies to the Primary school setting)
- details of persons specifically NOT authorised to collect the child from school

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- any relevant court orders in place including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.)
- if the child is or has been on a CP, CIN, CAF, TAF or any other related plan
- name and contact detail of G.P.
- details of any private fostering arrangements made for a child
- any other factors which may impact on the safety and welfare of the child

The school will collate, store and agree access to this information in accordance with Data Protection.

CP/safeguarding records are kept securely and separate from children's regular school records/file.

5.10. Mobile Phones and Cameras

Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when students are not present (exceptions to this will be at the Principal's discretion). Staff members' personal phones will remain in their bags or cupboards whenever children are present on school premises. Staff may use their phones in designated areas within the school.

Staff will not take pictures or recordings of students on their personal phones or cameras. We will follow the Data Protection Act 1998 when taking and storing photos and recordings for use in the school.

6. ROLES and RESPONSIBILITIES

6.1 School Governing Body

The Governing Body will ensure that:

- the school has a Safeguarding and Child Protection policy and procedures in place that are in accordance with DfE and locally agreed inter-agency procedures, and the policy is made available on the school website;
- the school has a written Code of Staff Conduct in place;
- the school operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children and school Governors;
- there is at least one person on every recruitment panel that has completed Safer Recruitment training;
- the school has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the Local Authority and locally agreed inter-agency procedures;
- senior members of the school's leadership team are designated to take lead responsibility for safeguarding and child protection (and deputy);
- staff undertake appropriate safeguarding and child protection training;
- all Governors undertake appropriate safeguarding and CP training (good practice);
- they remedy, without delay, any deficiencies or weaknesses regarding safeguarding child protection arrangements;

- a governor is nominated to be responsible for liaising with the LA and /or partner agencies in the event of allegations of abuse being made against the head teacher;
- where services or activities are provided on or off the school premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the school on these matters where appropriate;
- the school's safeguarding and child protection policies and procedures are available on the school's website or by other means;
- they review their policies and procedures annually and provide information to the LA about them and about how the above duties have been discharged:
- consideration is given as to how children may be taught about safeguarding.

6.2 The Principal

The Principal will ensure that:

- any information about a child will be disclosed on a need to know basis only, to other members of staff. Guidance about sharing information can be found in the 2015 document "[Information Sharing: Advice for Practitioners providing safeguarding services 2015](#)"
- the policies and procedures adopted by the Governing Body or Trust are fully implemented and followed by all staff
- sufficient resources and time are allocated to enable the Designated Safeguarding Lead and other staff to discharge their responsibilities effectively
- all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies

6.3 Designated Safeguarding Lead

The Designated Safeguarding Lead will:

6.3.1 Managing referrals

- refer cases of suspected abuse or allegations to the relevant investigating agencies, Children's Social Care, Police or the LADO/DO
- Liaise with the Principal to inform him/her of issues especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations.
- act as a source of support , advice and expertise within the educational establishment;
- ensure there is always cover for this role.

6.3.2 Training

- receive appropriate training carried out every 2 years;

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- recognise how to identify signs of abuse and when it is appropriate to make a referral;
- have a working knowledge of how LA Safeguarding Children Board operates, the conduct of a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure that all staff have access to and understand the school's Safeguarding and child protection policy and written Code of Staff Conduct;
- ensure that all staff are made aware of the safeguarding systems in place and provided with details of the Designated Safeguarding Lead during induction training;
- ensure that all staff have regular safeguarding updates, as required, but at least annually;
- be alert to the specific needs of children in need, those with special educational needs and young carers;
- ensure that all staff are made aware of their responsibility to provide a safe environment in which children can learn and the responsibility to identify children who are, or are likely to, suffer significant harm and take appropriate action;
- keep detailed, accurate secure written records of concerns, referrals and actions;
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them

6.3.3 *Raising Awareness*

- ensure the Safeguarding and child protection policy is updated and reviewed annually and work with the Governing Body and Trust regarding this;
- ensure that the Safeguarding and child protection policy is available publicly :
- ensure parents are made aware of the Safeguarding and child protection policy which alerts them to the fact that referrals about suspected abuse or neglect may be made and the role of the school in this to avoid conflict later;
- where a child leaves the school, ensure the child protection file is copied for the new school as soon as possible and transferred to the new school separately from the main student file.
- if a child goes missing or leaves to be educated at home, then the child protection file should be copied and the copy forwarded to the Attendance and Behaviour service.

6.4 **Leadership Team**

The Leadership Team will:

- fully support the Designated Safeguarding Lead to ensure statutory safeguarding guidance is adhered to;

- pay full regard to Safeguarding and Child Protection when developing policy and protocols within their given role.

6.5 Staff and volunteers

All staff and volunteers will:

- fully comply with the school's policies and procedures
- attend appropriate training
- inform the Designated Safeguarding Lead, Deputy or member of the safeguarding team of any concerns

7. CHILD PROTECTION

7.1 IDENTIFYING - Children And Young People Who May Be Suffering Significant Harm

Teachers and other adults in school are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, students, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns.

Definitions:

7.1.1

Child: As in the Children Acts 1989 and 2004, a **child** is anyone who has not yet reached his/her 18th birthday.

7.1.2

Harm means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another; **Development** means physical, intellectual, emotional, social or behavioural development; **Health** includes physical and mental health; **Ill-treatment** includes sexual abuse and other forms of ill-treatment which are not physical.

7.1.3

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting; by those known to them, or, more rarely, by a stranger. They may be abused by an adult or adults or another child or children (Peer on peer abuse).

7.1.4

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

7.1.5.a

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 penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may include non-contact activities, such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, or 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.

7.1.5.b

Child Sexual Exploitation (CSE) involves exploitative situations, context and relationships where young people receive something (e.g. food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in a relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyber bullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

7.1.5.c

Sexting/Youth Produced Sexual Imagery may be referred to the issue as "sexting" however there is no clear definition of "sexting". Many professionals consider sexting to be "sending or posting sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the Internet" yet when young people are asked "What does sexting mean to you?" they are more likely to interpret sexting as "writing and sharing explicit messages with people they know". Similarly, many parents think of sexting as flirty or sexual text messages rather than images. "Youth produced sexual imagery" best describes the practice because:

- "Youth produced" includes young people sharing images that they, or another young person, have created of themselves
- "Sexual" is clearer than "indecent". A judgement of whether something is 'decent' is both a value judgement and dependent on context
- "Imagery" covers both still photos and moving videos

Creating and sharing sexual photos and videos of under-18s is illegal and therefore causes the greatest complexity for schools and other agencies when responding. It also presents a range of risks which need careful management.

The Law

Making, possessing and distributing any imagery of someone under 18 which is “indecent” is illegal. This includes imagery of yourself if you are under 18. Specifically:

- It is an offence to possess, distribute, show and make indecent images of children.
- The Sexual Offences Act 2003 (England and Wales) defines a child, for the purposes of indecent images, as anyone under the age of 18.

The types of incidents which this covers are:

- A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18
- A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult
- A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18

This does not cover:

- The sharing of sexual imagery of people under 18 by adults as this constitutes child sexual abuse and schools should always inform the police
- Young people under the age of 18 sharing adult pornography or exchanging sexual texts which don't contain imagery

This does mean that young people are breaking the law by sharing such images, however whilst young people creating and sharing sexual imagery can be very risky, it is often the result of young people's natural curiosity about sex and their exploration of relationships. Often, young people need education, support or safeguarding, not criminalisation.

Whilst it is recognised that the production of such imagery is likely to take place outside of school, issues often manifest in school. As a result it is expected that:

- All members of staff should be able to recognise and refer any disclosures of incidents of this nature
- All incidents of youth produced sexual imagery should be dealt with as safeguarding concerns and school safeguarding procedures should be followed
- Adults should not view youth produced sexual imagery unless there is good and clear reason to do so

If staff have any concerns re: sexting or any disclosures are made, they should *always* follow the school's safeguarding procedures and refer to the SDP / DDP. They should *never* view any images themselves.

The decision to view imagery should be based on the professional judgement of the SDP and should always comply with the child protection policy and procedures of the school or college. Imagery should never be viewed if the act of viewing will cause significant distress or harm to the student. If a decision is made to view imagery the SDP would need to be satisfied that viewing:

- is the only way to make a decision about whether to involve other agencies (i.e. it is not possible to establish the facts from the young people involved)
- is necessary to report the image to a website, app or suitable reporting agency to have it taken down, or to support the young person or parent in making a report
- is unavoidable because a student has presented an image directly to a staff member or the imagery has been found on a school device or network

If it is necessary to view the imagery then the SDP should:

- Never copy, print or share the imagery; this is illegal
- Discuss the decision with the Head teacher
- Ensure viewing is undertaken by the SDP or another member of the safeguarding team with delegated authority from the Head teacher
- Ensure viewing takes place with another member of staff present in the room, ideally the Head teacher or a member of the senior leadership team. This staff member does not need to view the images
- Wherever possible ensure viewing takes place on school or college premises, ideally in the Head teacher or a member of the senior leadership team's office
- Ensure wherever possible that images are viewed by a staff member of the same sex as the young person in the imagery
- Record the viewing of the imagery in the school's safeguarding records including who was present, why the image was viewed and any subsequent actions. Ensure this is signed and dated and meets the wider standards set out by Ofsted for recording safeguarding incidents

7.1.6

Emotional Abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve serious bullying 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, though it may occur alone.

7.1.7

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

- provide adequate food and clothing, shelter (including exclusion from home or abandonment)
- protect a child from physical and emotional harm or danger

- ensure adequate supervision (including the use of inadequate caretakers)
- ensure access to appropriate medical care or treatment.

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

7.1.8

Female Genital Mutilation (FGM) involves procedures that include the partial or total removal of the external female genital organs for cultural or other non-therapeutic reasons. The practice is medically unnecessary, extremely painful and has serious health consequences, both at the time when the mutilation is carried out and in later life. In England, Wales and Northern Ireland, the practice is illegal under the Female Genital Mutilation Act 2003.

7.1.9

Forced Marriage (FM) is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. It is an appalling and indefensible practice and is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights.

Forced Marriage is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours.

The pressure put on people to marry against their will can be physical (including threats, actual physical violence and sexual violence) or emotional and psychological, for example, when someone is made to feel like they're bringing shame on their family. Financial abuse (taking the person's wages or not giving them any money) can also be a factor.

Often those about to be forced into marriage can't talk about what's happening to them because of the emotional pressure they are under from family. If there are suspicions regarding Forced Marriage following talking to the child, it is essential that school takes action without delay. (In cases of forced marriage, involving the family and the community may increase the risk of significant harm to the child or young person. The family may deny that the child or young person is being forced to marry and they may expedite any travel arrangements and bring forward the marriage.) If there are concerns that a child is at risk of FM, school should contact the Forced Marriage Unit helpline for advice on 0207 008 0151.

7.1.10

Honour Based Abuse (HBA) is a violent crime or incident which may have been committed to protect or defend the honour of the family or community. The terms "honour crime" or "honour-based abuse" or "izzat" embrace a variety of crimes of violence (mainly but not exclusively against women), including assault, imprisonment and murder where the person is being punished by their family or their community. They are being punished for actually, or allegedly, undermining what the family or community believes to be the correct code of behaviour.

It is often linked to family members or acquaintances who mistakenly believe someone has brought shame to their family or community by doing something that is not in keeping with the traditional beliefs of their culture. For example, honour based violence might be committed against people who:

- become involved with a boyfriend or girlfriend from a different culture or religion
- want to get out of an arranged marriage
- want to get out of a forced marriage
- wear clothes or take part in activities that might not be considered traditional within a particular culture

In disobeying this correct code of behaviour, the person shows that they have not been properly controlled to conform by their family and this is to the “shame” or “dishonour” of the family. It can be distinguished from other forms of abuse, as it is often committed with some degree of approval and/or collusion from family and/ community members. Victims will have multiple perpetrators not only in the UK; HBA can be a trigger for a Forced Marriage.

7.1.11

Peer on Peer abuse is behaviour by an individual or group, intending to physically, sexually or emotionally hurt others. All staff should be aware of safeguarding issues from peer abuse including:

- Bullying (physical, name calling, homophobic, etc., including cyber bullying)
- Gender based violence
- Sexually harmful behaviour and sexting

This abuse can be motivated by perceived differences e.g. on grounds of race, religion, gender, culture, sexual identity, disability, special educational needs or other differences and can result in significant, long lasting and traumatic isolation, intimidation or violence to the victim.

7.1.12

Extremism and Radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

Extremism is defined by the Government in the Prevent Strategy as:

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

Extremism is defined by the Crown Prosecution Service as:

“The demonstration of unacceptable behaviour by using any means or medium to express views which:

- *Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;*
- *Seek to provoke others to terrorist acts;*
- *Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or*
- *Foster hatred which might lead to inter-community violence in the UK”*

There is no such thing as a “typical extremist”; those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Students may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

7.1.13

Children Missing Education are children of compulsory school age who are not registered students at a school and are not receiving suitable education otherwise than at a school. Children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life. Effective information sharing between parents, schools and local authorities is critical to ensuring that all children of compulsory school age are safe and receiving suitable education. Maintained schools have a safeguarding duty in respect of their students, and as part of this should investigate any unexplained absences. Academies and independent schools have a similar safeguarding duty for their students. When a child is deemed to be missing from education, Schools must make reasonable enquiries to establish the whereabouts of the child jointly with the local authority, before deleting the student’s name from the register. Once these enquiries have been undertaken, the local protocol for Children Missing Education must be followed.

Table 7.1 Some possible signs and symptoms of abuse and neglect

INDICATORS	Physical Abuse	Sexual Abuse	Emotional Abuse	Neglect
Injury to the child’s body or other PHYSICAL indicators	Hand slap marks, twin bruising on the cheeks, grip marks, dipping scalds or bite marks.	Bruising on the buttocks, breast, lower abdomen or thighs.	Stunted growth and failure to thrive may result from emotional abuse.	Low weight for height, poor skin tone.
The child’s behaviour	Fearful reactions to parental disapproval “frozen watchfulness”. Erratic attendance.	Sexually explicit behaviour, compulsive masturbation.	Over passivity or hyperactivity.	Voracious appetite, “frozen watchfulness”.

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INDICATORS	Physical Abuse	Sexual Abuse	Emotional Abuse	Neglect
Emotional and psychological reactions	Poor attention at school, and failure to reach potential.	Loss of self-esteem.	Loss of self-esteem, feelings or worthlessness. Erratic attendance	Listlessness, failure to develop normally due to lack of stimulation.
Indirect signs	Unwillingness to undress in front of others.	Bedwetting, running away from home, stomach pains.	Unkempt appearance, nightmares.	Under-achievement at school.

Table 7.2 Additional Information

A/. POSSIBLE SIGNS AND INDICATORS OF ABUSE IN CHILDREN

The risk indicators described below, are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm
- Justifies the need for careful assessment and discussion with Senior Designated Person
- May require consultation with and / or referral to Children’s Services

However, it is important to note that the absence of such indicators does not mean that abuse or neglect has not occurred.

The following non-specific signs may indicate something is wrong:

- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and attention-seeking behaviour
- Suspicious bruises / injuries with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression
- Age inappropriate sexual behaviour

In an abusive situation the child may:

- Appear frightened of the parent/s or other adults or children
- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups)

The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child’s episodic illnesses

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- Have unrealistic expectations of the child
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
- Be absent
- Be misusing substances (alcohol or drugs)
- Have mental health issues that compromise parenting ability
- Persistently refuse to allow access on home visits
- Be a victim or a perpetrator of domestic abuse

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

The Brook Sexual Behaviours Traffic Light Tool is available for professionals who work with children to help identify, assess and respond appropriately to sexual behaviours <http://www.brook.org.uk/our-work/category/sexual-behaviours-traffic-light-tool>

B/. POSSIBLE SIGNS OF CHILD SEXUAL EXPLOITATION (part of Sexual Abuse)

The following list of indicators is not exhaustive or definitive, but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs can include:

- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts, or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- unknown adults collecting the children from school
- having older boyfriends or girlfriends
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- repeat absences / truancy from school (e.g. same time of day, same day each week, etc.)
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders

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- drug or alcohol misuse
- frequent missing from home episodes
- getting involved in crime, police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.

C/. SEXTING / YOUTH PRODUCED SEXUAL IMAGERY

SEE SECTION 7.5.1C FOR MORE DETAILED INFORMATION

D/. RECOGNISING FEMALE GENITAL MUTILATION (FGM)

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM. FGM involves procedures that intentionally alter/injure the female genital organs for non-medical reasons. FGM is internationally recognised as a violation of human rights of girls and women. There are 4 types of procedure:

- Type 1, Clitoridectomy - partial/total removal of clitoris
- Type 2, Excision - partial/total removal of clitoris and labia minora
- Type 3, Infibulation - entrance to vagina is narrowed by repositioning the inner/outer labia
- Type 4, all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

It is carried out because there is a belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- It preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement / perpetuates a custom or tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- It is mistakenly believed to make child birth easier

Indicators that may point to FGM happening:

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the "at risk" communities for FGM (Kenya, Somalia, Sudan, Sierra Leone, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistani, Indonesian and Pakistani)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be "cut" or to prepare for marriage

Signs that may indicate a child has undergone FGM:

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- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to stand, sit or walk. Looking uncomfortable when undertaking these activities
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infections
- Disclosure

If there are suspicions regarding FGM, it is essential that schools take action **without delay**. If there are concerns that a child is at risk of, or is a victim of, FGM contact the NSPCC FGM helpline anonymously 24/7 on 0800 028 3550 or fgmhelp@nspcc.org.uk and police/ Children's Social Care as appropriate.

Staff must be aware of this statement regarding mandatory reporting, taken from Keeping Children Safe In Education 2016:

*'If a **teacher**, in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18, the teacher **must** report this to the police.'*

E/. INDICATORS OF FORCED MARRIAGE AND HONOUR BASED ABUSE

- Absence and persistent absence
- Request for extended leave of absence and failure to return from visits to country of origin
- Fear about forthcoming school holidays
- Surveillance by siblings or cousins at school
- Decline in behaviour, engagement, performance or punctuality
- Poor exam results
- Being withdrawn from school by those with parental responsibility
- Not allowed to attend extra-curricular activities
- Sudden announcement of engagement to a stranger
- Prevented from going on to further / higher education
- Accompanied to doctors or clinics by family members
- Self-harm / attempted suicide / depression / isolation
- Running away from home
- Eating disorders
- Substance misuse
- Siblings forced to marry / early marriage of siblings
- Self-harm or suicide of siblings
- Death of a parent
- Family disputes

If there are suspicions regarding Forced Marriage or Honour Based Violence following talking to the

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child, it is essential that school takes action **without delay**. In cases of Forced Marriage and Honour Based Abuse, involving the family and the community may increase the risk of significant harm to the child or young person. If there are concerns that a child is at risk of FM school should contact the Forced Marriage Unit helpline for advice on 0207 008 0151 or in either case contact 999 if the situation is deemed to be an emergency.

F/. INDICATORS OF PEER ON PEER ABUSE

Stopping violence and ensuring immediate physical safety is the first priority of any education setting, but emotional bullying can often be more damaging than physical. An assessment of an incident between peers should be completed and should consider the following:

- Chronological and developmental ages of everyone involved
- Difference in their power or authority in relation to age, race, gender, physical, emotional or intellectual vulnerability
- All alleged physical and verbal aspects of the behaviour and incident
- Whether the behaviour involved inappropriate sexual knowledge or motivation
- What was the degree of physical aggression, intimidation, threatening behaviour or bribery
- The effect on the victim
- Any attempts to ensure the behaviour and incident is kept a secret
- The child or young person's motivation or reason for the behaviour, if they admit that it occurred
- Whether this was a one-off incident, or longer in duration

Children or young people who harm others may have additional or complex needs e.g.:

- Significant disruption in their own lives
- Exposure to domestic abuse or witnessing or suffering abuse
- Educational under-achievement
- Involved in crime

It is important to develop appropriate strategies in order to prevent the issue of peer-on-peer abuse rather than manage the issues in a reactive way. Even with the most stringent of policies and support mechanisms, peer abuse can and may still occur. In order to try to prevent this our school will:

- Have an ethos where students and staff treat each other with respect and understand how their actions affect others
- Ensure that the school environment is one that allows students to share information about anything that is upsetting or worrying them
- Use a strong and positive PSHCE curriculum to tackle issues such as prejudiced behaviour, and gives an open forum for young people to talk
- Openly discuss any issues that could motivate bullying with staff and students
- Address issues early between students which might later provoke conflict
- Develop strategies to help to prevent bullying
- Involve students and parents to ensure they know what to do to prevent and report concerns
- Create an inclusive, safe environment where students can openly discuss issues without fear
- Invest in skills to help staff understand the needs of SEND, disabled and lesbian, gay, bisexual

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and transgender students through staff training and CPD to ensure that staff do not dismiss issues

- Work with the wider community and agencies to tackle issues that occur outside the setting

G/. POSSIBLE SIGNS OF RADICALISATION AND EXTREMISM

- **Identity Crisis** – the student / student is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- **Personal Crisis** – the student / student may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- **Personal Circumstances** – migration; local community tensions; and events affecting the student / student's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- **Unmet Aspirations** – the student / student may have perceptions of injustice; a feeling of failure; rejection of civic life;
- **Experiences of Criminality** – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
- **Special Educational Need** – students / students may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

This list however is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism. More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

If there are suspicions regarding radicalisation or extremism, it is essential that schools take action without delay. If there are concerns that a child is at risk of radicalisation, or is voicing concerning opinions or attitudes, staff should contact the school lead (SPOC) for Prevent without delay. The school lead will then risk assess the information and make contact with and take advice from the appropriate agencies.

H/. CHILDREN MISSING FROM EDUCATION (CME)

Students at particular risk of CME:

- Students at risk of harm/neglect
- Children may be missing from education because they are suffering from abuse or neglect. Where this is suspected school should follow the local child protection procedures
- Children of Gypsy, Roma and Traveller (GRT) families

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- Research has shown that many children from these families can become disengaged from education, particularly during the secondary school phase. It is therefore important that schools inform the local authority when a GRT student leaves the school without identifying a new destination school, particularly in the transition from primary to secondary so that they can attempt to facilitate continuity of the child's education
- Children of Service Personnel
- Families of members of the Armed Forces are likely to move frequently – both in the UK and overseas and often at short notice
- Missing children and runaways
- Children who go missing or run away from home or care may be in serious danger and are vulnerable to crime, sexual exploitation or abduction as well as missing education
- Children and young people supervised by the Youth Justice System
- Children who have offended or are at risk of doing so are also at risk of disengaging from education
- Children who cease to attend a school
- There are many reasons why a child stops attending a school. It could be because the parent chooses to home educate their child. However, where the reason for a child who has stopped attending a school is not known, the local authority should investigate the case and satisfy itself that the child is receiving suitable education.
- Children of new migrant families
- Children of new migrant families may not have yet settled into a fixed address or may have arrived into a local authority area without the authority becoming aware, therefore increasing the risk of the child missing education

7.2 TAKING ACTION - To Ensure That Children Are Safe At School And At Home

All staff follow the LA Safeguarding Children Board and Pan Cheshire Child Protection Procedures which are consistent with 'Working Together to Safeguard Children' 2015 and 'What to do if you are worried a child is being abused' 2015.

It is **not** the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and maintain an open mind. Any safeguarding concerns should be communicated to the Designated Safeguarding Lead, or deputy. Accordingly all concerns regarding the welfare of children will be recorded and discussed with the Designated Safeguarding Lead, or deputy (or another senior member of staff in the absence of the Designated Safeguarding Lead, nominated deputy or member of the Safeguarding team) prior to any discussion with parents.

****IN THE ABSENCE OF THE DESIGNATED SAFEGUARDING LEAD, NOMINATED DEPUTY OR SAFEGUARDING TEAM MEMBER, if at any point there is a risk of immediate serious harm to a child, a referral should be made direct to children's social care and/or the police immediately. Any staff member can make a referral.****

See Appendix 3 for flow chart 'What to do if you have concerns about a child's welfare'.

7.2.1 Staff must immediately report:

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
- any explanation given which appears inconsistent or suspicious
- any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play)
- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment
- any concerns that a child is presenting signs or symptoms of abuse or neglect
- any significant changes in a child's presentation, including non-attendance
- any hint or disclosure of abuse from any person
- any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present)
- any disclosure regarding any form of abuse

7.2.2 Other issues that must be reported:

- any self-harming behaviour
- suicidal thoughts
- eating disorders
- sexual or sexually related activity including 'sexting'
- children seeking advice about contraceptives
- accessing / possession of pornographic material

7.2.3 Responding to Disclosure

Disclosures or information may be received from children, parents or other members of the public. School recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly all staff will handle disclosures with sensitivity. Arrangements to ensure that students with communication difficulties are enabled to express themselves to a member of staff with appropriate skills are organised with the SENDCO and Designated Safeguarding Lead.

Such information cannot remain confidential and staff will immediately communicate what they have been told to the Designated Safeguarding Lead and make an immediate record.

Principles

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the designated person in order that s/he can make an informed decision of what to do next.

Staff will:

- listen to and take seriously any disclosure or information that a child may be at risk of harm
- try to ensure that the child/ adult disclosing does not have to speak to another member of school staff
- clarify the information
- observe injuries where possible. A child might choose to show an injury, this is acceptable however staff must not ask a child to remove or adjust their clothing
- try to keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened?' rather than 'Did x hit you?'
- try not to show signs of shock, disgust, or surprise
- not express feelings or judgments regarding any person alleged to have harmed the child
- explain sensitively that they have a responsibility to refer the information to the Designated Safeguarding Lead or nominated deputy and explain why they need to do this.
- reassure and support the person as far as possible
- explain that only those who 'need to know' will be told
- explain what will happen next and that the person will be involved as appropriate
- tell the child that they're glad they have been told, that the child has done the right thing even though they have recognised how difficult it can be to tell

Staff will then:

- record what has been said by the child immediately afterwards using the child's exact words where possible
- take note of all other information received, make a note of the child's demeanour and record the child's wishes and feelings
- record detail of any injuries that could be indicative of abuse or neglect on the school referral/ concern form (see appendix 5a and b)
- record all information on the appropriate school referral/concern form no later than 24hrs after the disclosure. Keep any original notes and pass to the Designated Safeguarding Lead or deputy along with the written record for central storage

7.2.4 Action by the Designated Safeguarding Lead (or other Safeguarding Lead in their absence)

Following any information raising concern, the Designated Safeguarding Lead will consider:

- any urgent medical needs of the child

**The Heath Family Multi Academy Trust
Safeguarding & Child Protection Policy**

- making an enquiry to find out if the child is subject to a Child Protection, CIN or other plan
- discussing the matter with other agencies involved with the family
- whether the child or family would benefit from co-ordinated support from more than one agency and, if so, arrange an appropriate assessment
- consulting with appropriate persons e.g. Children's Social Care, police
- the child's wishes and feelings

Then decide:

- to follow the guidelines for Section 17 or Section 47 referrals
- wherever possible, to talk to parents, unless to do so may place a child at an increased risk of significant harm, impede any existing police investigation and/or place the member of staff or others at risk
- whether to make a child protection referral to Children's Social Care because a child is suffering or is likely to suffer significant harm, and if this needs to be undertaken immediately, for example when sexual abuse is suspected or disclosed, or where fabricated or induced illness is suspected

OR

- not to make a referral at this stage
- if further monitoring is necessary
- if it would be appropriate to undertake an assessment (e.g. CAF) and/or make a referral for other services

All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to Children's Social Care will be accompanied by a Local Authority standard referral form.

7.2.5 Action following a child protection referral

The Designated Safeguarding Lead or other appropriate member of staff will:

- *make regular contact with the Social worker involved to stay informed*
- wherever possible, contribute to the Strategy Discussion
- provide a report for, attend and contribute to any subsequent Child Protection Conferences, or Child in Need meetings
- if the child or children are placed on a Child Protection or Child in Need Plan, contribute to the Plan and attend any subsequent meetings.
- where possible, share reports with parents (and children if appropriate) prior to meetings
- when in disagreement with a decision made regarding a referral consider 'escalation'
- contact the Children's Social Care Duty Officer immediately if a written response by Children's Social Care is not received within 3 working days

- where a child on a Child Protection or Child in Need plan moves from the school or goes missing, immediately inform the key worker in Children's Social Care

7.2.6 Recording

Accurate records will be made as soon as practicable and will clearly distinguish between observation, fact, opinion and hypothesis. All records will be signed and dated, any information given will be recorded verbatim where possible and a note made of the location and description of any injuries seen.

All C.P. documents will be retained in a 'Child Protection' file, separate from the child's main file. This will be locked away and only accessible to the Principal and Designated Safeguarding Lead and deputy. However, indication of this file's existence should be marked on the student's file. These records will be copied and transferred to any school or setting the child moves to, clearly marked 'Child Protection, Confidential, for attention of Designated Person Child Protection.'

If the child goes missing from education or is removed from roll to be educated at home then any Child Protection file should be copied and the copy sent to the Education Social Work Service. Original copies will be retained until the child's 25th birthday.

(See appendix 4a for an example of a referral/concern form)

(See appendix 4b for the actual School referral/concern form)

7.2.7 Supporting the Child and Partnership with Parents

- School recognises that the child's welfare is paramount, however good child protection practice and outcome relies on a positive, open and honest working partnership with parents
- Whilst School may, on occasion, need to make referrals without consultation with parents, every effort will be made to maintain a positive working relationship with them whilst fulfilling duties to protect any child
- School will provide a secure, caring, supportive and protective relationship for the child
- Children will be given a proper explanation (appropriate to age & understanding) of what action is being taken on their behalf and why
- School will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The Designated Safeguarding Lead will determine which members of staff "need to know" personal information and what they "need to know" for the purpose of supporting and protecting the child

7.3 SAFEGUARDING STUDENTS WHO ARE VULNERABLE TO EXTREMISM

7.3.1 Background

Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable

children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

School recognizes values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

7.3.2 School duty

Under duties imposed within the Prevent Duty Guidance 2015 as part of the Counter-Terrorism and Security Act 2015, school will ensure that situations are suitably risk assessed, that they will work in partnership with other agencies, that all staff are suitably trained and that IT policies will ensure that children and young people are safe from terrorist and extremist material when accessing the internet in school.

School will link with other relevant agencies (including the Police) to ensure that vulnerable people are appropriately supported and risk assessed, and that staff and Governors are trained to an appropriate level to ensure they are able to recognise any concerns.

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

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

The Channel and Prevent contacts are:

- Cheshire Prevent Coordinator - Emma Hart, emma.hart@cheshire.pnn.police.uk
- Cheshire Channel Coordinator - DC Lesley Price, lesley.price@cheshire.pnn.police.uk
- Prevent Team in Merseyside on 0151 777 8311 or prevent@merseyside.police.uk

Alternatively there are the following national contacts available:

- Anti-Terrorist Hotline 0800 789 321
- Text Phone Service 0800 032 4539
- Web site <https://secure.met.police.uk/athotline/>

8. ALLEGATIONS REGARDING PERSON(S) WORKING IN OR ON BEHALF OF SCHOOL (INCLUDING VOLUNTEERS)

8.1 Allegation - Where an allegation is made against any person working in or on behalf of the school that he or she has:

- a. Behaved in a way that has harmed a child or may have harmed a child
- b. Possibly committed a criminal offence against or related to a child or
- c. Has behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

We will apply the same principles as in the rest of this document and we will always follow the LA Safeguarding Children Board procedures. Detailed records will be made to include decisions, actions taken, and reasons for these. All records will be retained securely by the PRINCIPAL. Whilst we acknowledge such allegations, (as all others), may be false, malicious or unsubstantiated, we also acknowledge they may be substantiated. It is, therefore, essential that all allegations are investigated properly and in line with agreed procedures.

8.2 Initial Action

- The person who has received an allegation or witnessed an event will immediately inform the Principal and make a record
- In the event that an allegation is made against the Principal the matter will be reported to the Chair of Governors who will proceed as the 'Principal'
- The Principal will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs
- The member of staff will not be approached at this stage unless it is necessary to address the immediate safety of children
- The Principal may need to clarify any information regarding the allegation, however no person will be interviewed at this stage
- The Principal will consult with the Local Authority Designated Officer/ Designated Officer (LADO/DO) in order to determine if it is appropriate for the allegation to be dealt with by school or if there needs to be a referral to Children's Social Care and/or the police for investigation
- Consideration will be given throughout to the support and information needs of students, parents and staff
- Consideration will be given throughout to the relevant, appropriate support of the member of staff who has had an allegation made against them
- The Principal will inform the Chair of Governors of any allegation
- School will not use "compromise / settlement agreements" if the member of staff is not suitable to continue in their employment with children.

8.3 Concerns

Any concerns pertaining to the conduct (regarding children) of any person working in or on behalf of the school should be discussed with the Principal in accordance with Safeguarding Children in Education, July 2015).

Appendix 1 - CONTACTS

Halton Safeguarding Children Board (HSCB)

2nd Floor Rutland House
Runcorn
Cheshire
WA7 2GW

Telephone: 0151 511 7313
www.haltonsafeguarding.co.uk

Cheshire East Safeguarding Children Board (LSCB)

1st Floor
Westfields
Middlewich Rd
Sandbach
Cheshire
CW11 1HZ

Telephone: 01606 271566
LSCB@cheshireeast.gov.uk

Sefton Safeguarding Children Board (LSCB)

2nd Floor, Merton House
Stanley Road
Bootle
Merseyside
L20 3UU

Telephone: 0151 934 4706/3366

Knowsley Safeguarding Children Board

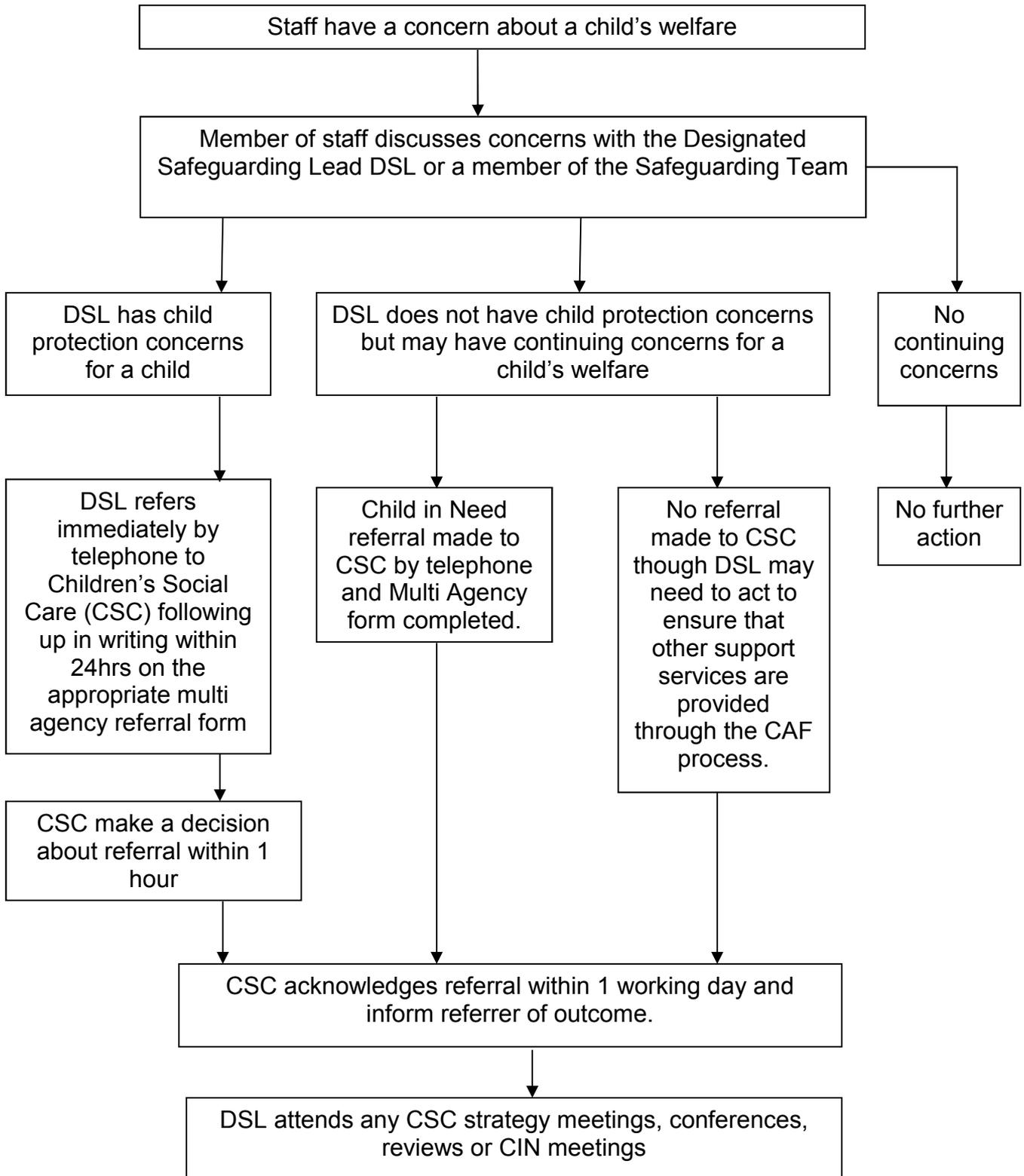
2nd Floor
Nutgrove Villa
Westmorland Road
Huyton
L36 6GA

Telephone: 0151 443 4311

Appendix 2: Sample insert for school brochure or website

This school is committed to ensuring the welfare and safety of all children in school. The School follows the Local Authority Safeguarding Children Board and Pan Cheshire procedures. The school will, in most circumstances, endeavour to discuss all concerns with parents about their children. However, there may be exceptional circumstances when the school will discuss concerns with Social Care and/or the Police without parental knowledge (in accordance with LA Safeguarding procedures). The school will, of course, always aim to maintain a positive relationship with all parents. The school's Safeguarding policy is available on request and available on our website.

Appendix 3: What to do if you have concerns about a child's welfare.



DSL – Designated Safeguarding Lead
CP – Child Protection
CiN – Child in Need
CAF – Common Assessment Framework
TAF – Team Around the Family

Appendix 4a: Referral/concern form

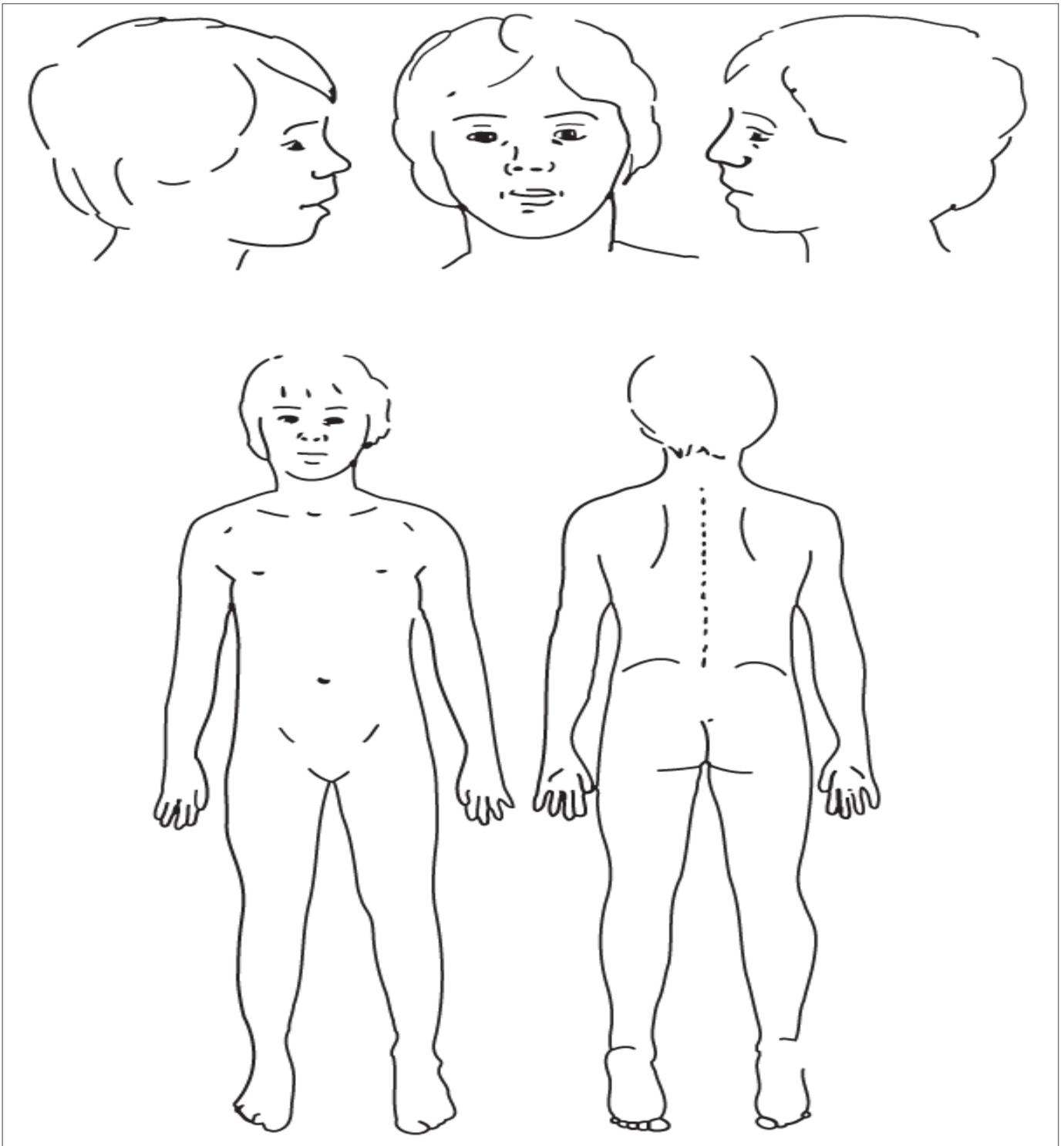
CP/Safeguarding Palace Fields Primary School

<i>Incident/concern/referral form 2017-18</i>			
Student Name		Form	
Date and Time incident/concern raised			
Member of staff raising the incident/concern			
Member of CP staff the incident/concern passed to <i>Please circle</i>	Paul Holloway	Jemma West	
Details of the incident/concern <i>who, what, where, when...</i> Please be as clear as possible with dates and times and record in the third person. <i>(Third person eg Joe Blogg came to see Mrs Mary Jones at 11.20am on 21/5/13 and disclosed that the previous night (20/5/13) Joe Blogg's mum hit him at the back of the head with a saucepan. etcetc)</i>			
<small>Rebecca HORan</small>		Date	

CP/Safeguarding Palace Fields Primary School

<i>CP use only</i>			
Meeting with student Date and time			
Additional information from meeting			
Communication with Parent, Date and Time			
Communication with other Agency, Date and Time			
Outcome/Actions	Action	By who?	
Signature <i>member of CP team dealing with the incident/concern</i>		Date	
Signature <i>of SDP or DDP</i>		Date	

Appendix 5: Body Diagram



Name of Child : _____

Member of Staff : _____

Date : _____

Appendix 6: Local Authority Levels of Need

Halton Levels of Need Framework



Example Possible Indicators

	Definition	Possible Indicators
UNIVERSAL SERVICES	Contact, assessment and support for all children and young people undertaken by any agency involved within Universal Services.	<ul style="list-style-type: none"> Entitlement for all children and young people from services such as Health and Education, children's centres and other early years and youth settings. Support received from family, friends and community networks.
LEVEL 1 – UNIVERSAL PLUS	<p>What? – To provide first level of early additional support.</p> <p>Why? – To ensure appropriate support, such as brief intervention or longer term input at the earliest stage, subject to on-going review.</p>	<ul style="list-style-type: none"> Health issues which may impact on child's development and wellbeing. Child may display behaviour inappropriate to age and stage of development. Requiring support to develop parenting skills to meet the child/children's needs. Family unable to access effective support services to meet specific needs, including environmental factors. Children/young people starting to have absences from school and prevent further escalation.
LEVEL 2 – MULTI-AGENCY PLANNING	<p>What? – Enhanced multi-agency support and planning.</p> <p>Why? – To address identified, more complex needs.</p>	<ul style="list-style-type: none"> Despite intervention, child not making consistent progress. Parenting impacting on child and family life causing instability and inconsistency. Children/young people's risk taking behaviour impacting on other areas of their life. Child/young person has caring responsibilities that are having a negative impact on their lives. Child/young person with mental health and emotional well-being and/or behavioural issues.
LEVEL 3 – MULTI-AGENCY PLAN TO PROTECT FROM HARM	<p>What? – Statutory multi-agency planning and support.</p> <p>Why? – Child has high level needs, may have suffered from harm or is at risk of harm, or could be encountering issues of compromised care. There is no option but to intervene.</p>	<ul style="list-style-type: none"> Child/young person considered to be a 'Child in Need', due to complex problems and/or risk taking behaviour which result in significant risk of harm. This requires statutory support to maintain a reasonable standard of health and development. Children/young people with severe or complex needs, in relation to disability. Parent/carer has complex issues that significantly compromise care and impact on providing a safe environment for the child.

For more information please contact
Mark Grady – Principal Policy Officer, Children & Enterprise
0151 511 7396 or mark.grady@halton.gov.uk