



# Safeguarding & Child Protection Policy

## Section A – Trust Wide Policy

## Section B – School Specific Aspects of Policy

|  |  |                |                  |
|--|--|----------------|------------------|
| <b>DISTRIBUTION</b>                                      | This is a Trust-wide policy and applies to all staff within the Trust. |                |                  |
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| <b>POLICY REQUIREMENT</b>                                | STATUTORY  |                |                  |

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Registered Office situated in England and Wales

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## 1. LEADERSHIP AND MANAGEMENT

In the Fallibroome Trust the named personnel with designated responsibility for Child Protection and Safeguarding and with designated responsibility regarding allegations against staff/those working in the school are:

|   |  |                                    |  |
|---|--|------------------------------------|--|
| Trust Safeguarding Lead for reporting concerns relating to the principal / principal's management of safeguarding within school |  | Jeremy Spencer                     | <a href="mailto:jeremy.spencer@fallibroometrust.com">jeremy.spencer@fallibroometrust.com</a><br>01625 725409   |
| Deputy Trust senior leader for reporting concerns relating to the principal in the CEO's absence                                |  | Helen Scott                        | <a href="mailto:Helen.Scott@fallibroometrust.com">Helen.Scott@fallibroometrust.com</a><br>07786 362278   |
| Local authority designated officer (LADO)   |  | Cheshire East<br><br>Cheshire West | <a href="mailto:LADO@cheshireeast.gov.uk">LADO@cheshireeast.gov.uk</a><br><br><a href="mailto:LADO@cheshirewestandchester.gov.uk">LADO@cheshirewestandchester.gov.uk</a> |
| Safeguarding Trustee  |  | Peter Cresswell                    | <a href="mailto:peter.cresswell@fallibroome.org.uk">peter.cresswell@fallibroome.org.uk</a>   |

Each school has their own lead with designated responsibility for

- Child Protection and Safeguarding (DSL)
- Allegations against staff/those working in the school
- Cared for children
- Mental Health Lead

See Section B for named contacts for the school.

## 2. INTRODUCTION

At The Fallibroome Trust we recognise the responsibility we have under Section 175 of the Education and Inspections Act 2002, to have arrangements for safeguarding and promoting the welfare of children. The Governing Board in each school approve the S175/157 return to the Cheshire East (or Cheshire West) Safeguarding Children's Partnership (CESCP) on a yearly basis. Schools share these with the Trust for oversight by Trustees.

This policy demonstrates the Trust's commitment and compliance with safeguarding legislation; it should be read in conjunction with:

- Cheshire East Safeguarding Children's Partnership procedures
- Cheshire West Safeguarding Children's Partnership procedures
- Working Together to Safeguard Children 2018
- Keeping Children Safe in Education, 2024;
- What to do if you are worried a child is being abused. 2015

- Statutory framework for the early years foundation stage (publishing.service.gov.uk) Sept 2023
- Prevent duty guidance - GOV.UK (www.gov.uk)
- Behaviour in schools: advice for headteachers and staff DFE 2022
- Safer Working Practice Guidance for those working with children and young people in education settings May 2022
- The Governance Handbook 2020
- School Mental Health Policy
- School Relationships (and Sex) Education Policy
- Searching, Screening and Confiscation (publishing.service.gov.uk) – July 2022
- Staff Code of Conduct
- Staff use of mobile phones and Social Media Policy
- Substance Misuse Policy
- School online safety policy
- “Preventing and Tackling Bullying” DfE July 2017
- School and Colleges: When to call the police
- 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,
- The Rehabilitation of Offenders Act 1974,
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006
- Working together to improve school attendance DFE August 2024

This policy also complies with the Trust’s funding agreement and articles of association.

Safeguarding and promoting the welfare of children is everyone’s responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all practitioners in this school make sure their approach is child centred. This means that we consider, at all times, what is in the best interests of the child. The term ‘children’ includes everyone under the age of 18.

No single practitioner can have a full picture of a child’s needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action. Through our day-to-day contact with pupils and direct work with families, staff take notice of indicators of possible abuse or neglect and consult with Children’s Services in Cheshire East or Cheshire West (or in neighbouring authorities dependent upon the child’s area of residence). We recognise that we form part of the wider safeguarding system for children. This responsibility also means that we are aware of the behaviour of staff in our schools; we maintain an attitude of **‘it could happen here’** where safeguarding is concerned.

In our Trust we ensure that

- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, are treated equally and have equal rights to protection

- All staff act on concerns or disclosures that may suggest a child is at risk of harm
- Pupils and staff involved in Safeguarding issues receive appropriate support
- Staff adhere to a Code of Conduct and understand what to do in the event of any allegations against any adult working in the setting
- All staff are aware of Early Help and ensure that relevant assessments and referrals take place
- All staff are aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label; they recognise that, in most cases, multiple issues will overlap with one another
- All staff understand that children's poor behaviour may be a sign they are suffering harm or that they have been traumatised by abuse
- Trust led training for staff in regard to adverse childhood experiences and trauma informed practice has been available

This policy is available on our Trust and schools' websites and printed copies of this document are available to parents upon request.

The policy is provided to all staff (including temporary staff and volunteers) at induction, alongside our Staff Code of Conduct. The Safeguarding induction will cover online safety which details expectations, applicable roles and responsibilities in relation to filtering and monitoring, the role of the DSL, Keeping Children Safe in Education Part 1 and Annexe B, pupil behaviour policy (including bullying) safeguarding response for those children who go missing from education, staff code of conduct (including whistleblowing and social media).

In addition, all staff are provided with at least Part One of Keeping Children Safe in Education 2024 and are required to sign to indicate that they have read and understood it. Appendix 5 contains important information about specific forms of abuse and safeguarding issues. School/Trust leaders and those staff who work directly with children should read Appendix 5. The Designated Lead is able to support all staff in understanding their responsibilities and implementing it in their practice.

### **3. AIMS OF THIS DOCUMENT**

- To provide staff with the framework to promote and safeguard the wellbeing of children and in doing so ensure they meet their statutory responsibilities
- To ensure consistent good practice across the Trust
- To demonstrate our commitment to protecting children
- To raise the awareness, of all staff, of the need to safeguard all children and of their responsibilities in identifying and reporting possible cases of abuse
- To emphasise the need for good communication between all members of staff in matters relating to child protection

- To promote safe practice and encourage challenge for poor and unsafe practice
- To promote effective working relationships with other agencies involved with Safeguarding and promoting the welfare of children, especially with Children's Social Care and the Police
- To ensure that all members of the Trust community are aware of our procedures for ensuring staff suitability to work with children
- To ensure that staff understand their responsibility to support children who have suffered abuse in accordance with their agreed plan e.g. Child in Need/ Child Protection Plan

### **Duties**

To provide a safe environment the Trust, Governing Body, Head Teachers and the Senior Leadership Team of the school will

- Ensure that everyone from the Designated Safeguarding Governor to the Designated Safeguarding Lead and all members of the school community, have appropriate safeguards and supports in place should they choose to raise safeguarding issues, however unusual or sensitive these may be;
- Cultivate an ethos within the school community where all adults feel comfortable and supported to bring safeguarding issues to the attention of the Head Teacher and/or the Designated Safeguarding Lead and are able to pose safeguarding questions with "respectful uncertainty" as part of their shared responsibility to safeguard children;
- Establish and maintain an environment where children feel secure, are encouraged to talk without coercion and are listened to;
- Ensure children know that if they are worried, they can talk to any adults in the school;
- Ensure that every effort is made to establish effective working relationships with parents and colleagues from other agencies and are fully committed to the provision of Early Help;
- Ensure all adults working with children are aware of the role of their Local Authority Safeguarding Children partnership.
- Include opportunities in the Personal, Social and Health Education (PSHE) & Relationship and Sex Education (RSE) curriculum for children to develop the skills they need to recognise and stay safe from abuse and to assess and manage risk (including E-safety) as is appropriate to their age, stage of development and level of understanding;
- Take all reasonable measures to ensure risks of harm to children's welfare are minimised;
- Take all appropriate actions to address concerns about the welfare of a child, working to local policies and procedures in full working partnership with families and agencies as far as possible;
- Ensure robust safeguarding arrangements are in place and embedded in the daily life and practice of the school;
- Promote pupil health and safety;

- Promote safe practice and challenge unsafe practice in line with procedure;
- Ensure that procedures are in place to deal with allegations of abuse against staff, supply staff and volunteers;
- Put in place and promote robust anti-bullying, including cyber bullying, homophobic, transphobic and hate crime strategies;
- Meet the health needs of children with medical conditions;
- Provide first aid;
- Maximise school security;
- Tackle drugs and substance misuse;
- Provide support and planning for young people in custody and their resettlement back into the community;
- Work with all agencies with regard to missing children, anti-social behaviour/gang activity, child sexual and criminal exploitation, radicalisation and extremism, contextual safeguarding and violence/knife crime in the community.
- Tackle child on child abuse and sexual violence and sexual harassment through RSE/PSHE sessions, ensuring all pupils are aware of the school's zero tolerance position and how this will be managed through the school's behaviour and SVSH policy. (see also SVSH and behaviour policy). Additionally, all staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.
- Ensure all staff are aware of contextual safeguarding (extra-familial harm) and the risks of abuse posed to children outside of the family context.

## 4. SCOPE OF THIS POLICY

This policy applies to all members of our school communities (including Trustees, governors, staff, pupils, volunteers, supply teachers, parents/carers, visitors, agency staff and students, or anyone working on behalf of the Trust / schools.

This policy is consistent with Cheshire East and Cheshire West Safeguarding Children's Partnership child protection procedures.

## 5. DEFINITIONS OF TERMS USED IN THIS DOCUMENT

**Child Protection:** refers to the activity undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

**Safeguarding and promoting the welfare of children:** is defined for the purposes of this policy as: Providing help and support to meet the needs of children as soon as problems emerge, protecting children from maltreatment, whether that is within or outside of the home, including online, preventing the impairment of children's mental and physical health or



development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes.

**Early Help:** means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years.

**Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or by another child or children.

**Staff:** refers to all those working for or on behalf of the Trust/ school/ education setting in either a paid or voluntary capacity, full time or part time. This also includes parents and Governors.

**Child:** refers to all children who have not yet reached the age of 18. On the whole, this will apply to pupils from our own school; however, the policy will extend to children visiting from other establishments

**Parent:** refers to birth parents and other adults who are in a parenting role e.g. carers, stepparents, foster parents, and adoptive parents.

## 6. PREVENTION

Children feel secure in a safe environment in which they can learn and develop. We achieve this by ensuring that:

- Children develop realistic attitudes to their responsibilities in adult life and are equipped with the skills needed to keep themselves safe; including understanding and recognition of healthy/unhealthy relationships and support available
- Children are supported in recognising and managing risks in different situations, including on the internet; being able to judge what kind of physical contact is acceptable and unacceptable, recognising when pressure from others, including people they know, threatens their personal safety and well-being and supporting them in developing effective ways of resisting pressure
- All staff are aware of guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks
- Importance and prioritisation are given to equipping the children with the skills needed to stay safe; including providing opportunities for Personal, Social and Health Education and Relationships and Sex Education throughout the curriculum
- Appropriate filters and monitoring systems are in place; however, we are careful that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching, remote learning and safeguarding

- All adults feel comfortable and supported to draw safeguarding issues to the attention of the Headteacher and/or the Designated Safeguarding Lead and can pose safeguarding questions with “respectful uncertainty” as part of their shared responsibility to safeguard children
- Emerging themes are proactively addressed and fed back to the local authority and CЕСP to ensure a coherent approach so that multi-agency awareness and strategies are developed
- There is a proactive approach to substance misuse. Issues of drugs and substance misuse are recorded and there is a standalone policy which is robustly delivered throughout the school and curriculum
- Support and planning for children in custody and their resettlement back into their school community is undertaken, where necessary, as part of our inclusive approach
- We comply with ‘Working Together to Safeguard Children’ 2024 and support the Cheshire East and Cheshire West Safeguarding Children’s Partnership. Timely Support for Children and Families, which supports professionals to access the **right help and support** for children and their families at the **right time**. [Right Help, Right Time - Delivering effective support for children and families in Cheshire East, Multi Agency Threshold of Need Guidance](#)
- Each school systematically monitors pupil welfare, keeps accurate records, speak to parents and notify appropriate agencies when necessary
- All relevant staff are aware of children with circumstances which mean that they are more vulnerable to abuse/less able to easily access services and are proactive in recognising and identifying their needs
- All staff are aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened; this could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. Staff determine how best to build trusted relationships with children and young people which facilitate communication whilst ensuring safer working practices.
- We encourage our schools to consult with, listen and respond to pupils
- We use research evidence to inform our prevention work.

## 7. EARLY HELP

All staff understand the Cheshire East and Cheshire West Safeguarding Children’s Partnership ‘Threshold of Need Guidance’ and Child Protection procedures; Right Help, Right Time - Delivering effective support for children and families in Cheshire East, Multi Agency Threshold of Need Guidance; to ensure that the needs of our children are effectively

assessed; decisions are based on a child's development needs, parenting capacity and family & environmental factors. We ensure that the most appropriate referrals are made. We actively support multi agency planning for these children and, in doing so, provide information from the child's point of view; bringing their lived experience to life as evidenced by observations or information provided. Staff know how to pass on any concerns no matter how trivial they seem.

Staff members always act in the interests of the child and are aware of their responsibility to take action as outlined in this policy. In our Trust staff are aware that they must be prepared to identify those children who may benefit from early help. The staff are alert to the potential need for early help for a child who:

- is disabled or has certain health needs and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- has a mental health need
- is a young carer
- is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from care or from home
- has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in alternative provision or a pupil referral unit
- is at risk of modern slavery, trafficking, sexual or criminal exploitation
- is at risk of being radicalised or exploited
- has a family member in prison, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves
- has returned home to their family from care
- is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- is a 'privately fostered child
- is persistently absent from education, including persistent absences for part of the school day

If there are concerns about a child's welfare that do not meet the thresholds of child abuse the relevant school will consider whether the Early Help approach should be considered. Staff are aware that early identification of concerns and the use of Early Help to develop a multi-agency plan for the child can reduce the risk of subsequent abuse.

The multi-agency threshold framework is a guidance tool that all agencies, professionals and volunteers can use to consider how best to meet the needs of individual children and young people. This support can be provided on a single agency basis or a multi-agency basis. The stepped approach aims to reduce risk and vulnerability and meet needs at the appropriate level of support and/or intervention. Access to effective early intervention and prevention services is essential to achieving this.

Schools in our Trust are part of Operation Encompass, which means that we are able to give proactive support to those children and their families where domestic abuse is identified.

If a member of staff has concerns about a child, they will need to decide what action to take. Where possible, there should be a conversation with the Designated Safeguarding Lead to agree a course of action, although any staff member can make a referral to Children's Social Care/consult with Cheshire East or Cheshire West Consultation Service /contact the police. Other options could include referral to specialist services or early help services and should be made in accordance with the referral threshold set by Cheshire East's and Cheshire West's Safeguarding Children Partnership.

The pyramid of support will help us to identify what advice and guidance is available and who to contact at each different level on the continuum of need. The Family Hub model that is being implemented across Cheshire East will strengthen existing partnerships in each locality making it easier for practitioners to get support for families.

In the first instance staff should discuss 'Early Help' requirements with the Designated Safeguarding Lead. If early help is appropriate the Designated Safeguarding Lead will support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate.

As staff may be required to support other agencies and practitioners and parents/carers and children in an extra help plan or targeted help plan; all staff are aware of the relevant assessments and appropriate support is given to them when they undertake an early help assessment. We have a suite of screening tools which may also help to identify the level of need, the best pathway of support, and the interventions you can be provided for children, young people and families. – [www.cheshirewestscp.org.uk](http://www.cheshirewestscp.org.uk)

Concerns assessed as being at **lower tier Targeted Help** level for complex early help concerns will be triaged and managed by the **Family Help front door**.

Where early help and/or other support is appropriate, we ensure that the situation for the child is kept under constant review. If the child's situation doesn't appear to be improving, we take appropriate action.

The children in our schools are made aware that there are adults whom they can approach if worried or in difficulty.

There is adequate signposting to external sources of support and advice for staff, parents and pupils.

## 8. EARLY HELP, CHILD IN NEED AND CHILD PROTECTION

In our Trust we ensure that we follow Cheshire East's/Cheshire West's Multi-agency Practice Standards to ensure that our work, on behalf of our children, is of a consistently good standard. We use these standards to challenge other workers on behalf of children where the standards are not being met. The Headteacher and the DSL are aware of the Cheshire East and Cheshire West Escalation Procedure [Escalation \(cescp.org.uk\)](https://cescp.org.uk).

## 9. CONCERNS ABOUT A CHILD- RECORDING AND REPORTING

Our recording procedures are in line with those outlined in Cheshire East's "Recording and Reporting Guidance" 2024; the Designated Safeguarding Lead and the Deputy Lead are aware of this document.

Where a member of staff is concerned that a child is in immediate danger or is at risk of harm, they should report this to the Designated Safeguarding Lead, or their Deputy, without delay. A written record should be made of these concerns as soon as possible following the disclosure/concern being raised; this must be on the same working day.

Where staff have conversations with a child who discloses abuse, they follow the basic principles:

- listen rather than directly question, remain calm
- never stop a child who is recalling significant events
- never ask a child if they are being abused
- make a record of the discussion to include time, place, persons present and what was said (child language – do not substitute words)
- advise you will have to pass the information on
- avoid coaching/prompting
- never take photographs of any injury
- never undress a child to physically examine them
- allow time and provide a safe haven/quiet area for future support
- At no time promise confidentiality to a child or adult
- all victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward and that they will be supported and kept safe
- nor should a victim ever be made to feel they are a problem or ashamed for making a report

Staff are aware that they should not question the child; other than to respond with TED - **T**ell me what you mean by that, **E**xplain what you mean by that, **D**escribe that. Staff will observe and listen, but do not probe/ask any leading questions.

The Designated Safeguarding Lead will obtain key information and agree relevant actions after making a timely assessment of the information.

We recognise that parents may hold key information about incidents/allegations therefore, **in the majority of situations; the Designated Safeguarding Lead will speak to the parents and gain their consent** to discussing the situation with others. Staff are aware that there will be very few instances where, to speak to the parents, could further endanger the child. In those situations, they would still consult/refer, but would have clearly recorded reasons as to why they had not gained parental consent.

The following situations are the instances in which parental consent would not be gained prior to a referral:

- Discussion would impede a police investigation or social work enquiry
- Sexual abuse is suspected
- Organised or multiple abuse is suspected
- Fabrication of an illness is suspected
- Female Genital Mutilation (FGM) is suspected
- Forced marriage is suspected
- Honour Based Abuse is suspected
- Extremism or radicalisation is suspected
- County Lines activities are suspected

Staff are also aware that, even in situations where the parent does not give consent, the best interests of the child are paramount and therefore, they would share their concerns. In addition, the referral will not be delayed if it has not been possible to contact the parents/carers.

The following situations are the instances in which parental consent would not be gained prior to a referral:

- Discussion would impede a police investigation or social work enquiry
- Sexual abuse is suspected
- Organised or multiple abuse is suspected
- Fabrication or induced illness or perplexing presentations is suspected
- Honour Based Abuse e.g. forced marriage, FGM etc. is a possibility/is suspected

Additional consideration re parental consent would be needed in the following circumstances, particularly if there are concerns around parental involvement or influence:

- Extremism or radicalisation is suspected
- County Lines activities are suspected

For non-urgent contact for a referral or request to the front door, the **appropriate portal form** needs to be completed. There is one for children's social care where you feel the child / young person has reached their threshold for support (**upper tier Targeted Help and Statutory / Specialist Help**).

**Phone –**  
Integrated Access Referral Team (i-ART): 0300 123 7047 -

Emergency Duty Team: 01244 977277

A consultation will take place with Cheshire East/Cheshire West Consultation Service and/or the police immediately. Where a child lives in a different authority the Designated Safeguarding Lead follows the procedures for that authority.

Where possible, we ensure that contacts with outside agencies are through the Designated Safeguarding Lead or their Deputy; however, staff are aware that anyone can make this contact. Where a member of staff makes contact, they ensure that they make the Designated Safeguarding Lead aware as soon as possible.

Each school maintains its own Safeguarding Records electronically/hard copies of records kept in a separate, confidential file, securely stored away from the main pupil file.

Authorisation to access these records is controlled by the Headteacher and Designated Safeguarding Lead.

All records provide a factual, accurate, evidence-based account. Records are signed, dated and where appropriate, witnessed.

Each school ensures that safeguarding information, including Child Protection information, is stored and handled in line with the principles of the Data Protection Act 2018 and General Data Protection Regulation (GDPR) ensuring that information is:

- used fairly and lawfully
- for limited, specifically stated purposes
- used in a way that is adequate, relevant and not excessive
- accurate
- kept for no longer than necessary
- handled according to people's data protection rights
- kept safe and secure.

Each school ensures that information is transferred safely and securely when a pupil with a Safeguarding Record transfers to another school. We also ensure that Key Workers or Social Workers are notified where a child leaves the school (as appropriate).

The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children

Where children leave the school or college, the Designated Safeguarding Lead should ensure their safeguarding file is transferred to the new school or college as soon as possible. Within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This allows the new school or college to have support in place for when the child arrives. See the Cheshire East Record Keeping Guidance.

## 10. SAFER WORKING PRACTICES

### **Use of mobile phones, cameras and internet:**

Staff throughout our Trust take safeguarding seriously and understand this policy is overarching. We refer staff to the '*Staff use of mobile phones and Social Media Policy*', '*Code of conduct*' and '*Guidance for Safer Working Practice for those working with children and young people in Education Settings May 2022*'.

**Personal mobiles and electronic devices:** Personal mobile phones and recording devices (tablets, cameras, laptops etc) are used by staff for necessary business use and emergencies only during the school day.

Under no circumstances must photographs or videos of children be stored on staff personal devices or personal drives other than those drives operated by the school.

Electronic devices should be password protected so that content cannot be accessed by unauthorised users.

It is the responsibility of the staff member to ensure that there is no illegal or inappropriate content stored or used on their device when brought on to school grounds.

### **School devices:**

School devices remain the property of the school/ Trust and in using them staff will follow the Use of School devices Policy.

Electronic devices should be password protected so that content cannot be accessed by unauthorised users.

### **Cameras photography and images:**

Each school will obtain parents' and carers' consent for photographs to be taken or published (for example, on our website or in newspapers or publications).

Staff will ensure their school's designated camera or recording devices (tablets, cameras, laptops etc) are used when capturing evidence of work undertaken.

### **Internet safety:**

On our schools' equipment we ensure that appropriate filters and appropriate monitoring systems are in place.

We refer you to our 'Online Safety Policy' which incorporates and considers the 4Cs as detailed in KCSIE 2024 to ensure an effective online policy.

The school's policy on the use of mobile and smart technology and their use reflects the fact many children have unlimited and unrestricted access to the internet via mobile phone networks (i.e. 3G, 4G and 5G). This access means some children, whilst at school or college, sexually harass, bully, and control others via their mobile and smart technology, share indecent images consensually and non-consensually (often via large chat groups) and view and share pornography and other harmful content. Winsford Academy's Acceptable Use Policy carefully considers how this is managed on the school premises.

### **Working off school premises:**

Where staff take school/ Trust computer/digital equipment / or records in paper form, off school site, they do so with the view that they abide by the Data Protection Policy.



Staff are reminded that information, both in paper or electric form, is sensitive and protected under data protection and GDPR and should be safe and securely stored off the premises and during transport.

## **11. ALLEGATIONS AGAINST STAFF**

Support and advice are sought from Trust HR in the first instance and the Children's Services or the Local Area Designated Officer (LADO) whenever necessary.

In the Fallibroome Trust we recognise the possibility that adults working in the school; including directly employed staff, volunteers, and supply teachers, may harm children; that they may have:

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

The last bullet above includes behaviour that may have happened outside of school or college, that might make an individual unsuitable to work with children. This is known as 'transferable risk'.

Any concerns of this nature, about the conduct of other adults, should be taken to the Headteacher or Principal without delay or, where that is a concern about the Headteacher or Principal, to the CEO and, where appropriate, the LADO.

Staff are aware that this must be done on the same working day.

The school will not internally investigate until instructed by the LADO.

We make all staff aware of their duty to raise concerns. Where a staff member feels unable to raise an issue or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them. They have been made aware of those other channels of support via the Whistleblowing Policy.

## **12. LOW LEVEL CONCERNS**

We understand that the term 'low-level' concern does not mean that it is insignificant. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work and
- does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to:

- being over friendly with children
- having favourites
- taking photographs of children on their mobile phone, contrary to school policy
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- humiliating pupils.

Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

Low level concerns will be reported in the same way as a concern in relation to concerns and allegations that meet the harms test i.e., to the DSL/Headteacher or Chair of Governors, if the concern is about the headteacher.

Records of low-level concerns will be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified and responded to.

Where a pattern of behaviour is identified, the DSL/Head will decide on a course of action. This might be internal disciplinary procedures, or referral to the LADO if the harms threshold is met.

The Head will consider if there are any wider cultural issues in school that enabled the behaviour to occur and if appropriate policies could be revised or extra training delivered to minimise the risk of recurrence.

### **Relating to Organisations or Individuals using School Premises**

If the schools receive an allegation relating to an incident that happened when an individual or organisation was using their school premises for the purposes of running activities for children (for example community groups, sports associations, or service providers that run extra-curricular activities), as with any safeguarding allegation, we will follow safeguarding policies and procedures, including informing the LADO.

## **13. SAFER RECRUITMENT**

The Trust pays full regard to DfE guidance 'Keeping Children Safe in Education' 2024 and with reference to the 'Position of Trust' offence (Sexual Offences Act 2003). We ensure that all appropriate measures are applied in relation to everyone who works in our organisation who is likely to be perceived by the children as a safe and trustworthy adult. We do this by:

- Operating safe recruitment practices; following the guidance in Section 3 of Keeping Children Safe in Education 2024
- Ensuring that staff and volunteers adhere to a published code of conduct and other professional standards at all times, including after school activities. Staff are aware of social media/on-line conduct
- Ensuring that all staff and other adults on site are aware of the need for maintaining appropriate and professional boundaries in their relationship with pupils and parents, following our Code of Conduct

- Requiring all staff to disclose any convictions, cautions, court orders, reprimands and warnings that may affect their suitability to work with children (whether received before or during their employment at the setting). [Disqualification under the Child Care Act 2006 \(amended following the 2018 Regulations\)](#)
- Maintaining an accurate, complete, up to date Single Central Record

## **14. STAFF TRAINING AND UPDATES**

There is a commitment to the continuous development of all staff, regardless of role, with regard to safeguarding training.

All staff undertake 'endorsed' Basic Awareness in Safeguarding and Child Protection training within the first term of their employment/placement. This is organised directly by schools with Trust sessions available for new employees and provided by the Local Authority. This training is refreshed every 3 years; to enable them to understand and fulfil their safeguarding responsibilities effectively.

All staff receive safeguarding and child protection updates including online safety (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with the relevant skills and knowledge to safeguard children effectively.

This training needs to include local information, priorities and safeguarding procedures in Cheshire East/West and needs to align with the Cheshire East Safeguarding Children's Partnership training pathway for schools and colleges (for schools in Cheshire East.)

The Designated Lead and any Deputy have completed specific training such as Designated Safeguarding Lead Training to carry out the duties of the role and attend multi agency Safeguarding and Child Protection training on an annual basis.

The Trust and its schools acknowledge findings from local and national practice learning reviews and share lessons learned with all staff

## **15. CARED FOR CHILDREN (LOOKED AFTER CHILDREN) AND PREVIOUSLY CARED FOR CHILDREN**

We ensure that staff have the skills, knowledge and understanding necessary to keep Cared for Children safe as we are aware that children often become cared for as a result of abuse and/or neglect. Each school have identified a designated teacher for our Cared for Children; this person works closely with the Local Authority Virtual school.

## **16. CHILDREN WITH SPECIAL NEEDS AND DISABILITIES**

We ensure that staff are aware that children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline. We ensure that staff have knowledge and understanding of the additional barriers which can exist when recognising abuse and neglect in children with special needs/disabilities.

These barriers can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- children with SEN and disabilities being disproportionately impacted by things like bullying - without outwardly showing any signs
- communication barriers and difficulties in overcoming these barriers
- cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools/colleges or the consequences of doing so

We aim to build the necessary skills in staff so that they can safeguard and respond to the specific needs of this group of children.

## **17. THE USE OF 'REASONABLE FORCE'**

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. Each school has its own policy or procedure for the use of reasonable force which is followed by staff.

We have a key emphasis on de-escalation and only use physical touch to prevent a child or others being harmed. If we do this, we ensure that it is for the shortest time necessary.

Where it has been necessary to use physical intervention, we ensure the following:

- the child's wellbeing after the event is monitored and supported
- parents are fully briefed
- the incident is fully recorded including antecedents, de-escalation attempted, and holds used.
- an individual plan is agreed and recorded so that it is clear what will happen should a similar situation arise in the future
- any incident involving the restraint of a child is always reported to an identified senior manager

## **18. PRIVATE FOSTERING**

Private Fostering is a type of 'Kinship Care'. Working Together to Safeguard Children 2023 provides further examples of this type of care and information and guidance around supporting children living in these arrangements. To support kinship carers, the role of virtual heads will be extended to supporting every child in the care of friends or family.

We recognise that our school has a mandatory duty to report to the local authority when we become aware of, or suspect that, a child is subject to a private fostering arrangement. To aid our awareness each school establishes parental responsibility for every child in their school; we take steps to verify the relationship of the adults to the child when we register them.

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents (by marriage or where a legal order has been made, such as a Child Arrangement Order); it does not include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, we recognise that they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases, privately fostered children are affected by abuse and neglect, or are involved in trafficking, child sexual exploitation or modern-day slavery.

Where a member of staff becomes aware of private fostering arrangements, they are aware that they need to notify the Designated Safeguarding Lead. The Designated Safeguarding Lead will then speak to the family of the child involved to check that they are aware of their duty to inform Cheshire East. The school would also inform Cheshire East of the private fostering arrangements

## **19. CHILDREN MISSING OUT ON EDUCATION AND MISSING FROM EDUCATION**

Under Section 175 of the Education Act 2002 we have a duty to investigate any unexplained absences especially as a child going missing from education is a potential indicator of abuse or neglect.

Local Authority procedures for dealing with children that are absent or who go missing from lessons and/or school are followed. All staff are aware that children going missing, particularly repeatedly or prolonged, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation, including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, so called 'honour'-based abuse or risk of forced marriage. Early intervention is essential to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. We will refer to: [Working together to improve school attendance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/campaigns/working-together-to-improve-school-attendance)

We also ensure that we are rigorous in our attendance procedures; these are outlined in our attendance policy.

If children do not attend school, we have a duty of care to ensure they are safe. This may involve visiting the child's home to ensure their welfare and safety and will always be done in

the best interests of the child. School will always endeavour that parents / carers and the child/ren themselves are involved in this process. If we are unable to be assured of the child's safety, we will, through our Designated Safeguarding Lead, seek advice from other agencies such as The Attendance and Children Out of School Team, the police or ChECS, if deemed necessary.

Where a child's destination is unknown when they have left one of our schools, we ensure we carry out all necessary checks and refer them as Children Missing Education (CME), using the [appropriate notification form](#) (Cheshire East form accessed through this direct link) on the Local Authority website, so that they can be followed up on. Staff are aware of the trafficking of children and the importance of rigour around our attendance procedures to reduce this as a threat to our children's safety.

### **Remote education**

We are aware that some children may require a short period of remote education.

We follow the government guidance. <https://www.gov.uk/guidance/safeguarding-and-remote-education>

We will remain in regular contact with parents and carers. Those communications will be used to reinforce the importance of children being safe online and parents and carers will be informed what systems schools and colleges use to filter and monitor online use.

It is especially important for parents and carers to be aware of what their children are being asked to do online, including the sites they will be asked to access and be clear who from the school or college (if anyone) their child is going to be interacting with online

## **20. CHILDREN WHO NEED A SOCIAL WORKER (CHILD IN NEED AND CHILD PROTECTION PLANS)**

Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

Our Designated Safeguarding Leads will be aware of the fact a child has a social worker and will use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes.

Where children need a social worker, this will inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

## **21. CHILDREN REQUIRING MENTAL HEALTH SUPPORT**

We recognise that schools have an important role to play in supporting the mental health and wellbeing of their pupils.

Staff are aware of how experiences of children can affect emotional wellbeing, mental health and school attendance. We acknowledge that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

In our schools we have a senior mental health lead and mental health first aiders who can be a point of contact and support within school. They can seek additional advice and support from the local authority Well-being for Education Lead and the Mental Health Support team (MHST).

Each school ensures they have specific training and clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.

## **22. EDUCATIONAL OUTCOMES**

Our Designated Safeguarding Leads ensures that staff know the children who have experienced or are experiencing welfare, safeguarding and child protection issues so that, as relevant, we know who these children are, understand their academic progress and attainment; this means that we are able to make necessary adjustments to help these children to achieve. In this way we maintain a culture of high aspirations for this cohort. This includes children with a social worker.

## **23. SPECIFIC SAFEGUARDING ISSUES**

**All** staff have an awareness of safeguarding issues. They are aware that these safeguarding issues may not directly involve the child in our schools but could be happening to their siblings or parents. This includes the importance of understanding intra-familial harms and support for siblings where there is intrafamilial harm.

They are also aware that some issues could be happening in the lives of staff members.

Staff are supported in accessing and completing the relevant screening tools. (For Cheshire East: [CE SCP Multi-Agency Toolkit](#))

As schools that promote a strong culture of safeguarding and being alert to the signs and indicators of abuse and harm in children, staff would be aware of the following issues identified in Keeping Children Safe 2024 (Part One and Annexe B) and would know how to identify and respond to them:

- Physical Abuse
- Sexual Abuse
- Emotional
- Neglect
- Child abduction/community safety issues
- Children and the Court System
- Children with family member in prison
- Homelessness
- Drug/substance/alcohol misuse (both pupil and parent)
- Child sexual exploitation / trafficked children
- Criminal Exploitation including county lines and serious violence
- Extremism and Radicalisation
- Children missing education
- Domestic abuse

- Child on child relationship abuse/Teenage Relationship Abuse
- Child on Child abuse
- Risky behaviours
- Problematic and Harmful Sexual Behaviour
- Sexual health needs
- Obesity/malnutrition
- Online grooming
- Inappropriate behaviour of staff towards children
- Bullying, including homophobic, racist, gender and disability. Breaches of the Equality Act 2010
- Mental health issues including Self-Harm
- Honour based abuse including - Female Genital Mutilation, Breast Ironing, Forced Marriage
- Unaccompanied asylum-seeking children
- Child Trafficking
- Modern Day Slavery

Staff are aware that behaviours linked to issues such as drug taking, alcohol abuse, domestic abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger.

**An overview of specific safeguarding issues and our response are provided within appendix 5.**

## **24. RAISING AWARENESS ON SCHOOL TRANSFER**

To ensure children's needs continue to be met on change of setting school will:

- Ensure that when children leave the school, their Safeguarding/Child Protection File is discussed as soon as possible with the Designated Safeguarding Person at the new school
- Make sure that the Safeguarding/Child Protection File is transferred separately from the main pupil file within 5 days of transfer; It should be posted recorded delivery to the Designated Safeguarding Lead at the new school, sent electronically via CPOMs or delivered directly by hand and a signature received, unless the child is leaving year 11 and not going to a further education setting, in which case the file should be retained by the current school for a period stipulated in current statutory guidance
- Where the new school is not known, alert the Education Welfare Service at the Local Authority so that the child's name can be included on the database for missing pupils and appropriate action taken to ascertain the safety of the child

## **25. TRUSTEE RESPONSIBILITIES**

In line with Part 2 of Keeping Children Safe in Education 2024, The Board of Trustees fully recognises its responsibilities with regard to Safeguarding and promoting the welfare of children in accordance with Government guidance.

As a Trust we ensure that all governors and trustees receive appropriate safeguarding and child protection (including online) training at induction. KCSiE 2024 highlights "This training should equip them with the knowledge to provide strategic challenge to test and assure



themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole school approach to safeguarding”.

The Board have agreed processes which allow them to monitor and ensure that:

- The Trust has an effective child protection policy; Local Governing Boards ensure that procedures within the policy (section B) are localised for the school, including having robust Safeguarding procedures in place
- The child protection policy includes:
  - procedures to minimise the risk of child-on-child abuse
  - how allegations of child-on-child abuse will be recorded, investigated and dealt with
  - clear processes as to how victims, perpetrators and any other child affected by child-on-child abuse will be supported
  - a clear statement that abuse is abuse and should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”
  - recognition of the gendered nature of child-on-child abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all child on child abuse is unacceptable and will be taken seriously and
  - the different forms child-on-child abuse can take, such as:
    - bullying (including cyberbullying);
    - physical abuse
    - sexual violence and sexual harassment.
    - upskirting
    - sexting
    - initiation/hazing type violence and rituals.
- The Trust and its schools operate safe recruitment procedures and carry out appropriate checks on new staff and adults working on the school site
- There are procedures for dealing with allegations of abuse against any member of staff or adult on site
- There is a member of the Leadership Team who is designated to take lead responsibility for dealing with Safeguarding and Child Protection issues
- The Trust steps into remedy any deficiencies or weaknesses regarding Safeguarding arrangements
- The Trust are supported by the Local Governing Board nominating a member responsible for liaising with the Trust and/or partner agencies in the event of allegations of abuse against the Headteacher; this is the Chair
- Each school carries out an annual Safeguarding Audit (Section 175 audit) in consultation with the Governing Board, sharing this with the SCIE Team on request.
- Children are taught about safeguarding, including online safety as part of a broad and balanced curriculum
- That there is cascading of safeguarding advice and guidance issued by Cheshire West’s/ Cheshire East Safeguarding Children Partnership and government guidance and legislation

## **Finally**

Staff throughout the Fallibroome Trust take the safeguarding of each child very seriously. This means that, should they have any concerns of a safeguarding nature, they are expected to report, record and take the necessary steps to ensure that the child is safe and protected. This

is never an easy action, nor one taken lightly. They are aware that it can lead to challenge from parents/carers, but at all times staff have the child at the heart of all their decisions and act in their best interests.

## APPENDIX 1 – KEY CONTACTS



## Staying Safe

### KEY CONTACTS IN OUR SCHOOL:

- Designated Safeguarding Lead: **Laura Bailey**
- Deputy DSL/s: **Kerry Locke, Joanne Tringham, Yvette Lockhart**
- Chair of Governors: **Julie Maloney**
- Mental Health Lead: **Laura Bailey**

### OUR LOCAL CONTACT NUMBERS ARE:

- Integrated Access Referral Team (i-ART): 0300 123 7047 -  
Emergency Duty Team: 01244 977277
- Safeguarding of Children Concerns (Children living in other authorities):
- Local Authority Designated Officer (LADO): 01606 288931
- Prevent referrals: [Prevent Referral Process](#)
- Police: 999 (Emergency) / 101 (Non-emergency)
- Mental Health Helpline: 0300 303 3972
- Adult Safeguarding: 0300 123 5010



## Concerns about an Adult: Whistleblowing/Confidential reporting process

Schools and colleges should have processes and procedures in place to manage any safeguarding concern or allegation (no matter how small and including low level concerns) about staff members (including supply staff, volunteers, and contractors)

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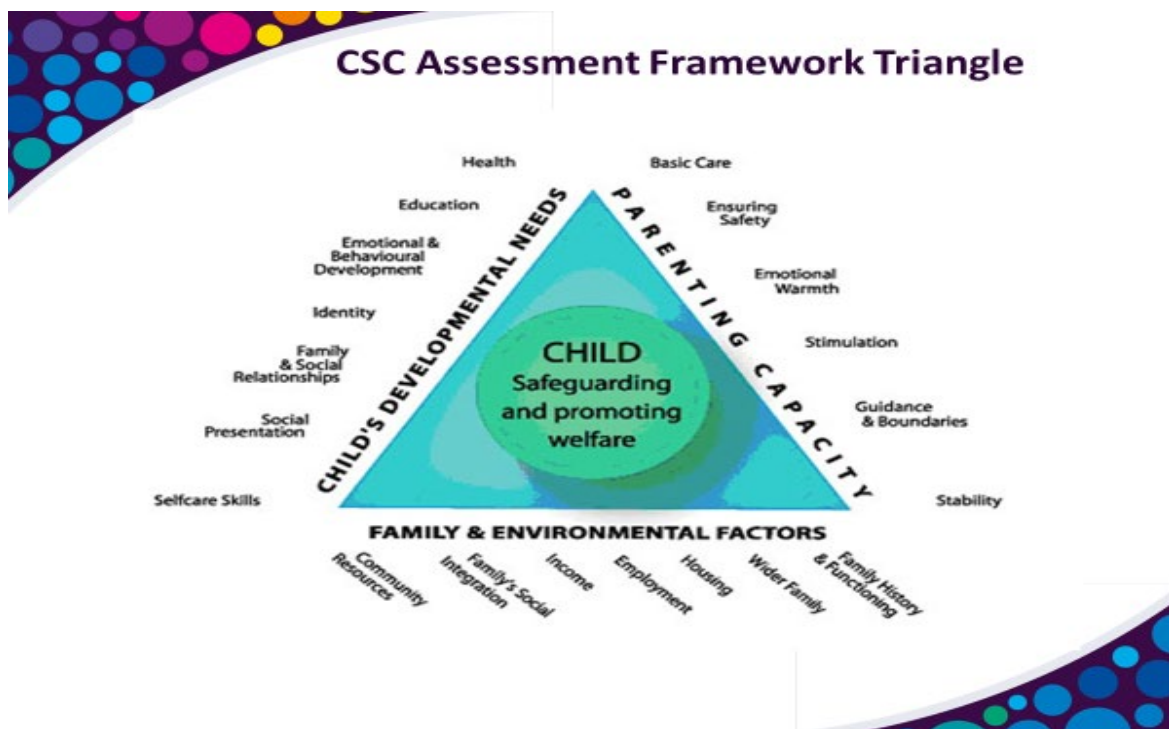
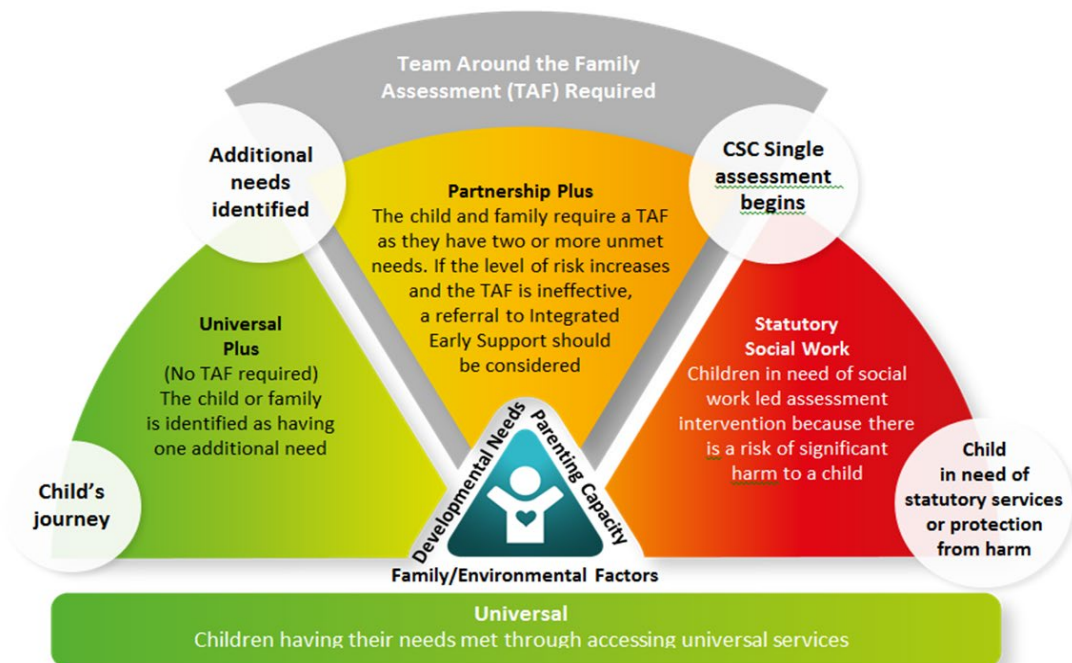
If staff have a safeguarding concern or an allegation is made about another member of staff (including supply staff, volunteers, and contractors) harming or posing a risk of harm to children, then this should be referred to the **Principal**.

Where there is a concern/allegation about the Principal this should be referred to the **Chair of Governors**.

In the event of a concern/allegation about the Principal where the Principal is also the sole proprietor of an independent school, or a situation where there is a conflict of interest in reporting the matter to the Principal, this should be reported directly to the local authority designated officer(s) (LADOs).

Local Authority Designated Officer (LADO): email on [safeguardingLado@cheshirewest.gov.uk](mailto:safeguardingLado@cheshirewest.gov.uk)

## APPENDIX 2 – GRADUATED RESPONSE



## APPENDIX 3 – SIGNS OF ABUSE

Remember that children will respond to the trauma of abuse and neglect in their own individual ways, it's about knowing the children well and knowing what is normal for them. Some children may show no signs or indicators.

### Physical Abuse

- Bruises, black eyes and broken bones.
- Unexplained or untreated injuries.
- Injuries to unusual body parts e.g. thighs, back, abdomen.
- Bruising that resembles hand/finger marks.
- Burns/scalds.
- Human bites/cigarette burns.
- Injuries that the child cannot explain or explains unconvincingly.
- Injuries in babies and non-mobile children

### Neglect

- Excessive hunger
- Inadequate or insufficient clothing
- Poor personal or dental hygiene
- Untreated medical issues
- Changes in weight or being excessively under or overweight
- Low self-esteem, attachment issues, depression or self-harm
- Poor relationships with peers
- Self-soothing behaviours that may not be age-appropriate (e.g. rocking, hair-twisting, thumb-sucking)
- Changes to school performance or attendance

## Symptoms of abuse

### Sexual Abuse

- Bruising, particularly to the thighs, buttocks and upper arms and marks on the neck
- Bleeding, pain or itching in the genital area
- Difficulty in walking or sitting
- Sudden change in behaviour or school performance
- Displays of affection that are sexual or not age-appropriate
- Use of sexually explicit language that is not age-appropriate
- Alluding to having a secret that cannot be revealed
- Bedwetting or incontinence
- Reluctance to undress around others (e.g. for PE lessons)
- Infections, unexplained genital discharge, or sexually transmitted diseases
- Unexplained gifts or money
- Self-harming
- Poor concentration, withdrawal, sleep disturbance
- Reluctance to be alone with a particular person

### Emotional Abuse

- Concerning interactions between parents or carers and the child (e.g. overly critical or lack of affection)
- Lack of self-confidence or self-esteem
- Sudden speech disorders
- Self-harm or eating disorders
- Lack of empathy shown to others (including cruelty to animals)
- Drug, alcohol or other substance misuse
- Change of appetite, weight loss/gain
- Signs of distress: tearfulness, anger

### Behaviours

- |   |  |
|---|--|
| • Marked change in general behaviour          | Lack of self-confidence or self-esteem |
| • Extremely passive/aggressive                | Self-harm or eating disorders          |
| • Sleeping difficulties                       | Eating disorder                        |
| • Lethargy/tiredness                          | Fear of certain adults                 |
| • Poor social relationships                   | Attendance difficulties                |
| • Disclosure                                  | Self-harm                              |
| • Withdrawn/withdrawn from family and friends |  |

## APPENDIX 4 – RECEIVING DISCLOSURES



### Receive

- Listen, try not to look shocked or be judgmental
- Believe what they say, accept what they say and take it seriously
- Don't make them feel bad by saying "you should have told me earlier"
- Don't 'interrogate' them – let them tell you, try not to interrupt
- Note the date and time, what was done, who did it, and where it took place
- Don't criticise the perpetrator
- Don't ask leading questions – use 'open' questions to clarify only (T.E.D)



**Tell me what you mean by that?**

**Explain that to me**

**Describe that....**



### Reassure

- Stay calm, tell the child they've done the right thing in telling you
- Reassure them they are not to blame
- Empathise – don't tell them how they should be feeling
- Don't promise confidentiality, explain who needs to know
- Explain what you'll do next
- Be honest about what you can do



### Report and Record

- Make a brief, accurate, timely and factual record
- Discuss with the Designated Safeguarding Lead (DSL) or their Deputy, without delay
- The DSL will assess the situation and decide on the next steps

#### Things to include:

- Time and full date of disclosure/incident and the time and full date the record was made
- An accurate record of what was said or seen, using the child's words as appropriate
- Whether it is 1<sup>st</sup> or 2<sup>nd</sup> hand information
- Whether the child was seen/spoken to
- Whether information is fact/ professional judgement
- Full names and roles/status of anyone identified in the report
- Sign the record with a legible signature.
- Record actions agreed with/by the Designated Lead (SMART)
- Avoid acronyms/jargon/abbreviations

**Action for DSL: Review records regularly; add any new concerns respond to these immediately.**

**DO NOT PHOTOGRAPH INJURIES OR MARKS EVEN IF REQUESTED TO DO SO**

## APPENDIX 5 – FORMS OF ABUSE

### **Extra-Familial Harm (also known as Contextual Safeguarding) including Child Sexual Exploitation (CSE), Child Criminal Exploitation (CCE) and Serious Youth Violence**

Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. **All** staff, but especially the Designated Safeguarding Lead (and deputies), should be considering the context within which such incidents and/or behaviours occur. This means that assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors, so it is important that schools provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.

### **Contextual Safeguarding**

#### **Including Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) and County Lines**

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence.

CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

We know that different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation. In some cases, the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator.

Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child causing the harm is also recognised as a victim.

Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including,

- sexual identity
- cognitive ability
- learning difficulties
- communication ability
- physical strength
- status
- access to economic or other resources

Some of the following can be indicators of both child criminal and sexual exploitation where children:

- appear with unexplained gifts, money or new possessions



- associate with other children involved in exploitation
- suffer from changes in emotional well-being
- misuse alcohol and other drugs
- go missing for periods of time or regularly come home late
- regularly miss school or education or do not take part in education

Children who have been exploited will need additional support to help maintain them in education.

### **Children Missing from Home or Care**

Children who run away from home or from care can provide a clear behavioural indication that they are either unhappy or do not feel safe in the place that they are living. Research shows that children run away from conflict or problems at home or school, neglect or abuse, or because they are being groomed by predatory individuals who seek to exploit them. Many run away on numerous occasions.

Our school are aware of the Pan-Cheshire Joint Protocol on Children and Young People Who run Away or Go Missing from Home or Care 2023-2024. [pan-cheshire-missing-from-home-protocol-2023-2024.pdf \(cescp.org.uk\)](https://www.cescp.org.uk/pan-cheshire-missing-from-home-protocol-2023-2024.pdf).

The association of chief police officers has provided the following definition a missing person *is*: 'Anyone whose whereabouts cannot be established will be considered as missing until located, and their well-being or otherwise confirmed'.

Within any case of children who are missing both push and pull factors need to be considered.

**Push factors** include:

- Conflict with parents/carers
- Feeling powerless
- Being bullied/abused
- Being unhappy/not being listened to
- The Toxic Trio

**Pull factors** include:

- Wanting to be with family/friends
- Drugs, money and any exchangeable item
- Peer pressure
- For those who have been trafficked into the United Kingdom as unaccompanied asylum-seeking children there will be pressure to make contact with their trafficker

As a school we will inform all parents of children who are absent (unless the parent has informed us).

If the parent is also unaware of the location of their child, and the definition of missing is met, we will either support the parent to contact the police to inform them, or we will take the relevant action.

## **Child Sexual Exploitation (CSE)**

*“Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator.*

*The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.”*

CSE involves exploitative situations, contexts and relationships where children receive something (for example 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.

In all cases, those exploiting the child have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child’s limited availability of choice resulting from their social/economic and/or emotional vulnerability.

Child sexual exploitation is a complex form of abuse and it can be difficult for those working with children to identify and assess.

As staff we are aware that the indicators for child sexual exploitation can sometimes be mistaken for ‘normal adolescent behaviours. It requires knowledge, skills, professional curiosity to ensure that the signs and symptoms are interpreted correctly, and appropriate support is given.

### **Indicators a child may be at risk of CSE include:**

- going missing for periods of time or regularly coming home late
- regularly missing school or education or not taking part in education
- appearing with unexplained gifts or new possessions
- associating with other children involved in exploitation
- having older boyfriends or girlfriends
- suffering from sexually transmitted infections
- mood swings or changes in emotional wellbeing
- drug and alcohol misuse
- displaying inappropriate sexualised behaviour

CSE can happen to a child of any age, gender, ability or social status. Often the victim of CSE is not aware that they are being exploited and do not see themselves as a victim.

As a school we educate all staff in the signs and indicators of sexual exploitation. We use the Cheshire West Child Exploitation Screening form to identify pupils who are at risk and the DSL will share this information as appropriate with I-ART.

Staff have been made aware of the Pan-Cheshire CSE policy, procedures and Screening tool. [Child Exploitation](#).

All staff are alert to possible indicators and will raise concerns as appropriate. They are aware of the pan-Cheshire CSE policy and procedures and of the screening tool including where to find it, how to complete it and what happens next.

### **Criminal Exploitation CE :**

Criminal exploitation is a geographically widespread form of harm that is a typical feature of **County Lines** criminal activity: drug networks or gangs groom and exploit children to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs; in such cases a referral to the National Referral Mechanism should be considered.

Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child (male or female) under the age of 18 years
- can affect any vulnerable adult over the age of 18 years
- can still be exploitation even if the activity appears consensual
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence
- can be perpetrated by individuals or groups, males or females, and children or adults
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources

### **County Lines**

County Lines is a form of criminal exploitation whereby 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.

Children can be targeted and recruited into county lines in a number of locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, children's homes and care homes.

Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

A number of the indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- go missing and are subsequently found in areas away from their home
- have been the victim or perpetrator of serious violence (e.g. knife crime)

- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs
- are exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection
- are found in accommodation that they have no connection with, often called a ‘trap house or cuckooing’ or hotel room where there is drug activity
- owe a ‘debt bond’ to their exploiters
- have their bank accounts used to facilitate drug dealing

Further information on the signs of a child’s involvement in county lines is available in guidance published by the [Home Office](#).

## **Children and the court system**

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds <https://www.gov.uk/government/publications/young-witness-booklet-for-5-to-11-year-olds> and 12-17 year olds <https://www.gov.uk/government/publications/young-witness-booklet-for-12-to-17-year-olds> . The guides explain each step of the process, support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained. Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool <https://helpwithchildarrangements.service.justice.gov.uk/> with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

## **Child abduction and community safety incidents**

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers. Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation. As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. Many schools provide outdoor-safety lessons run by teachers or by local police staff. It is important that lessons focus on building children’s confidence and abilities rather than simply warning them about all strangers. Further information is available at: [www.actionagainstabduction.org](http://www.actionagainstabduction.org) and [www.clevernevergoes.org](http://www.clevernevergoes.org).

## **Cyberbullying**

Central to our School’s anti-bullying policy is the principle that *‘bullying is always unacceptable’* and that *‘all pupils have a right not to be bullied’*.

The school recognises that it must take note of bullying perpetrated outside school which spills over into the school and so we will respond to any bullying including cyber-bullying that we become aware of carried out by pupils when they are away from the site.

Cyber-bullying is defined as “an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend himself/herself.”

By cyber-bullying, we mean bullying by electronic media:

- Bullying by texts or messages or calls on mobile phones
- The use of mobile phone cameras to cause distress, fear or humiliation
- Posting threatening, abusive, defamatory or humiliating material on websites, to include blogs, personal websites, social networking sites
- Using e-mail to message others
- Hijacking/cloning e-mail accounts
- Making threatening, abusive, defamatory or humiliating remarks in on-line forums

Cyber-bullying may be at a level where it is criminal.

If we become aware of any incidents of cyberbullying, we will consider each case individually as to any criminal act that may have been committed. The school will pass on information to the police if it feels that it is appropriate, or we are required to do so.

### **Domestic abuse/violence**

All our pupils have the right to be safe at school and also in their own homes. We are aware that all children can witness and be adversely affected by domestic abuse.

As an Operation Encompass school, we are alert to the indicators of abuse, and we have a planned approach to supporting children in a proactive way.

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. We understand that the term domestic abuse captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Under the statutory definition, both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be “personally connected”. (Domestic Abuse Act 2021, Section 2).

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child to parent abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

Domestic abuse can affect anybody; it occurs across all of society, regardless of age, gender, race, sexuality, wealth or geography. Domestic abuse affects significant numbers of children and their families causing immediate harm as well as damaging future life chances. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as ‘teenage relationship abuse’.

Domestic abuse negatively affects children. We know that they are often more aware of what is happening than parents think. How they respond depends on their age, personality and support network; but they recover best when they are helped to understand and to process what is happening/has happened to them.

Their experiences will shape their self-worth, identity, and ability to relate to others in childhood and adulthood; making it much more difficult to succeed at school and develop friendships.

To support our children, we:

- Have an ethos which puts children's wellbeing at the heart of all that we do
- Create a predictable school life with set routines
- Ensure that rules and expectations are clearly stated and understood by all
- Understand that oppositional and manipulative behaviours are not attempts to 'provoke us', but may be attempts by these children to control their world when so much feels out of control for them
- Model respectful and caring behaviour, positive conflict resolution and respectful interactions. Helping children learn not only what not to do, but what to do instead
- Use the language of choice, making clear the benefits and negative consequences of their choices. Ensuring that we follow through with any consequences or sanctions
- Support children to put feelings into words. We build up a vocabulary of emotional words with them so that they can begin to express their feelings more appropriately/accurately (*A child exposed to domestic abuse may have seen a lot of behaviours that express strong feelings, but may not have heard words to appropriately express/ describe these feelings*)
- Understand that the child may experience conflicting and confusing emotions when thinking of or talking about their parents
- Create opportunities for children to feel successful. We let the child know that they matter; taking an active interest in them
- Accept that they may not be willing or able to talk about it right away (if ever)
- Provide effective, non-verbal, systems for children to access support
- Provide reassurance that only people who need to know about the incident will know
- Allow the child, where necessary, to safely store work in school or shred it after completion when providing interventions
- Have visible and accessible worry boxes/internal support systems /information regarding external sources of support e.g. Childline etc.
- provide opportunities to teach about and discuss healthy and unhealthy relationships

## **Emotional abuse**

Staff are all aware that emotional abuse is the persistent emotional maltreatment of a child which can cause severe and adverse effects on the child's emotional development.

We understand that it may involve the following:

- Conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate

- Age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction
- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

### **Honour Based Abuse including Breast ironing, FGM and Forced Marriage**

Staff are aware of "Honour-based' Abuse (HBA) which encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBA are abuse (regardless of the motivation) and staff will handle and escalate as such; they are alert to the possibility of a child being at risk of HBA, or already having suffered HBA." *Keeping Children Safe in Education 2021*"

Awareness raising has taken place around HBA; staff are alert to possible indicators. They are aware that forced marriage is an entirely separate issue from arranged marriage; that it is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence and that HBV and forced marriage can affect both young men and women.

As a school we would never attempt to intervene directly; where this is suspected we would speak to ChE/CW&CCS before sharing our concerns with the family.

### **Breast Ironing also known as Breast Flattening**

Staff have been made aware of an act of abuse performed on girls (from around the age of 9 years old) in which their breasts are ironed, massaged and/or pounded, burned with heated objects or covered with an elastic belt to prevent or delay the development of their breasts; the intention being to protect the child from rape, forced marriage, sexual harassment or removal from education. It is a practice in Cameroon, Nigeria and South Africa. It is often carried out by the girl's mother.

Staff are clear that they would follow our usual procedure for recording and reporting this abuse where it is suspected.

### **Female Genital Mutilation (FGM)**

Staff are aware of Female Genital Mutilation (also known as female circumcision, cutting or Sunna) and that it is the partial or total removal of external female genitalia for non-medical reasons.

Staff are also aware that FGM

- Is child abuse; it's dangerous and it is a criminal offence. Religious, social or cultural reasons are sometimes given for FGM however there is no valid reason for it

- Is illegal in the UK. It's also illegal to take a British national or permanent resident abroad for FGM or to help someone trying to do this

#### **Indications that FGM may be about to take place:**

- When a female family elder is around, particularly when she is visiting from a country of origin
- Reference to FGM in conversation e.g. a girl may tell other children about it
- A girl may confide that she is to have a 'special procedure' or to attend a special occasion to 'become a woman'
- A girl may request help from a teacher or another adult if she is aware or suspects that she is at immediate risk
- Parents state that they or a relative will take the child out of the country for a prolonged period
- A girl may talk about a long holiday to her country of origin or another country where the practice is prevalent
- A girl being withdrawn from PSHE or from learning about FGM (parents may wish to keep her uninformed about her body and rights)

#### **Indications that FGM has taken place:**

- Difficulty walking, sitting or standing
- Spending longer than normal in the bathroom or toilet possibly with bladder or menstrual problems
- Unusual/noticeable change in behaviour after a lengthy absence
- Reluctance to undergo normal medical examinations
- Asking for help, but may not be explicit about the problem due to embarrassment or fear
- Prolonged absences/ persistent unexplained absence from school/college
- Seek to be excused from physical exercise without the support of their GP
- Child not allowed to attend extra-curricular activities
- Close supervision of child by family/carers

Teachers in our school are aware of their responsibilities under section 74 of the Serious Crime Act 2015 which says that "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".

Members of our school community are alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. They have been made aware that FGM typically takes place between birth and around 15 years old. Potential indicators that a child or young person may be at risk of FGM have been shared and the next steps have been identified, in that we take the same course of action as we would with any form of abuse; the Designated Safeguarding Lead plays a full part in the process of identification recording and reporting. We are mindful that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity is always shown when approaching the subject.

#### **Forced Marriage**

Since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another



form or coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages. Staff are aware of Forced Marriage and that it is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

Children, especially girls who are forced to marry, or those who fear they may be forced to marry, are frequently withdrawn from education, restricting their educational and personal development.

[Forced marriage resource pack - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

### **Indications that a Child is at risk of Forced Marriage:**

Staff are aware that they need to be aware of significant changes in the child's presentation emotional and physical, in dress and behaviour.

- Appearing anxious, depressed and emotionally withdrawn with low self-esteem
- Self-harming, self-cutting or anorexia
- Criminal activity e.g. shoplifting or taking drugs or alcohol
- Declining performance, aspirations or motivation
- Not allowed to attend any extra-curricular or after school activities
- Girls and young women may be accompanied to and from school/college
- Attending school but absenting themselves from lessons
- Stopping attendance at school/college
- A family history of older siblings leaving education early and marrying early

### **Actions our school takes in relation to take around Honour Based Abuse:**

- When managing requests for absence, we use an absence request form which requests information on all siblings who attend other schools. Sometimes younger siblings tell teachers information that has a bearing on older members of the family, so it is important that we liaise with the other schools
- The Headteacher teacher requires a meeting with parents to discuss applications for extended leave of absence during term time, as we feel this can provide an opportunity to gather important information. We ask for the precise location of where the child is going; the purpose of the visit; the return date and whether it is estimated or fixed
- We check in with the child/children to see if they know and corroborate the purpose of the visit
- If a return date has been specified and a child has not returned to school, we would contact our Attendance/Education Welfare Officer. We would never remove the child from the roll without first making enquiries about their disappearance in line with Cheshire West/East Children Missing Education Procedures and referring the case to the police and Children's Services as appropriate

## **Modern Day Slavery including Trafficking and the National Referral Mechanism**

The Modern Slavery Act came into Force in 2015. Modern Slavery encompasses human trafficking and slavery, servitude, forced or compulsory labour, forced criminality and the removal of organs.

Staff are aware that:

- a person commits an offence if they knowingly hold another person in slavery or servitude or if they knowingly require another person to perform forced or compulsory labour
- it is an offence to arrange or facilitate the travel of a person with a view to them being exploited. These are serious offences carrying a penalty of up to life imprisonment
- any consent victims have given to their treatment will be irrelevant where they have been coerced, deceived or provided with payment or benefit to achieve that consent
- children (under 18 years) are considered victims of trafficking, whether or not they have been coerced, deceived or paid to secure their compliance. They need only to have been recruited, transported or harbored for the purpose of exploitation

### **Trafficked Children**

Human trafficking is defined by the United Nations, in respect of children, as "the recruitment, transport, transfer, harbouring or receipt of a person by such means as threat or use of force or other forms of coercion, of abduction, of fraud or deception for the purpose of exploitation."

Any child transported for exploitative reasons is considered to be a trafficking victim.

As a school we are alert to the signs both for our children and for their families and are aware that this may be if they:

- show signs of physical or sexual abuse, and/or has contracted a sexually transmitted infection or has an unwanted pregnancy
- have a history with missing links and unexplained moves
- are required to earn a minimum amount of money every day
- work in various locations
- have limited freedom of movement
- appear to be missing for periods
- are known to beg for money
- are being cared for by adult/s who are not their parents and the quality of the relationship between the child and their adult carers is not good
- are one among a number of unrelated children found at one address
- have not been registered with or attended a GP practice
- are excessively afraid of being deported
- look malnourished or unkempt
- are withdrawn, anxious and unwilling to interact
- are under the control and influence of others
- live in cramped, dirty, overcrowded accommodation
- have no access or control of their passport or identity documents
- appear scared, avoid eye contact, and can be untrusting

- show signs of abuse and/or has health issues

For those children who are internally trafficked within the UK indicators include:

- physical symptoms (bruising indicating either physical or sexual assault)
- prevalence of a sexually transmitted infection or unwanted pregnancy
- reports from reliable sources suggesting the likelihood of involvement in sexual exploitation / the child has been seen in places known to be used for sexual exploitation
- evidence of drug, alcohol or substance misuse
- being in the community in clothing unusual for a child i.e. inappropriate for age/ borrowing clothing from older people
- relationship with a significantly older partner
- accounts of social activities, expensive clothes, mobile phones etc. with no plausible explanation of the source of necessary funding
- persistently missing, staying out overnight or returning late with no plausible explanation
- returning after having been missing, looking well cared for despite having not been at home
- having keys to premises other than those known about
- low self- image, low self-esteem, self-harming behaviour including cutting, overdosing, eating disorder, promiscuity
- truancy / disengagement with education
- entering or leaving vehicles driven by unknown adults
- going missing and being found in areas where the child has no known links
- possible inappropriate use of the internet and forming on-line relationships, particularly with adults.

These behaviours themselves do not indicate that a child is being trafficked but should be considered as indicators that this may be the case.

If staff believe that a child is being trafficked, this will be reported to the Designated Safeguarding Lead and will be reported as potential abuse.

## **Neglect**

Staff are aware that 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
- may occur during pregnancy, for example, as a result of maternal substance abuse
- once a child is born, may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment
- may also include neglect of, or unresponsiveness to, a child's basic emotional needs
- may potentially be fatal

- causes great distress to children and leads to poor outcomes in the short and long-term
- has possible consequences which may include an array of health and mental health problems, difficulties in forming attachment and relationships, lower educational achievements, an increased risk of substance misuse, higher risk of experiencing abuse as well as difficulties in assuming parenting responsibilities later in life. The degree to which children are affected during their childhood and later in adulthood depends on the type, severity and frequency of the maltreatment and on what support mechanisms and coping strategies were available to the child

We are also mindful of the effects of adolescent neglect as this is as damaging as other forms of maltreatment - increasing the risk of arrest, offending and violent crime in late adolescence, and the risk of arrest and drug use in early adulthood.

If we suspect neglect, we will use the Cheshire West Neglect Screening Tool

### Online Safety

With the current speed of on-line change, some practitioners, parents and carers have only a limited understanding of online risks and issues. Parents may underestimate how often their children come across potentially harmful and inappropriate material on the internet and may be unsure about how to respond.

Some of the risks could be:

- **content:** being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism
- **contact:** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying)
- **commerce** - risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group

The schools therefore seek to provide information and awareness to staff, pupils and their parents through:

- acceptable use agreements for children, teachers, parents/carers and governors
- curriculum activities involving raising awareness around staying safe online
- information included in letters, newsletters, web site
- parents evenings / sessions
- high profile events / campaigns e.g. Safer Internet Day
- building awareness around information that is held on relevant web sites and or publications
- social media policy

### Cyber crime: Preventing young people from getting involved

Children are getting involved in cybercrime, many do it for fun without realising the consequences of their actions – but the penalties can be severe. Cybercrime is a serious criminal offence under the Computer Misuse Act. If we become aware of any incidents of cyber crimes, we will consider each case individually as to any criminal act that may have been committed. The school will pass on information to the police if it feels that it is appropriate, or we are required to do so.

### **Risks associated with Gaming**

Online gaming is an activity that the majority of children and many adults get involved in.

The school raise awareness by:

- talking to parents and carers about the games their children play and help them identify whether they are appropriate
- supporting parents in identifying the most effective way of safeguarding their children by using parental controls and child safety mode
- talking to parents about setting boundaries and time limits when games are played
- highlighting relevant resources
- making our children aware of the dangers including of online grooming and how to keep themselves safe
- making our children aware of how to report concerns

### **Child on child abuse**

Children can abuse other children and this is often referred to as child-on-child abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- abuse in intimate personal relationships between children (sometimes known as ‘teenage relationship abuse’)
- sexual violence, such as rape, assault by penetration and sexual assault
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery)
- ‘Upskirting’ is where someone takes a picture under a person’s clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim
- initiation/hazing type violence and rituals

Staff are clear on our procedures with regards to child-on-child abuse and do not take it any less serious than adult to child abuse; they are aware that it should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”. We ensure that we apply the same thresholds.

Where sexual violence or sexual harassment between children is alleged then the school follows the guidance issued by the DfE in Part 5 of Keeping Children Safe in Education 2024.

In our school our PSHE and RSE curriculum teaches children in an age/developmentally appropriate way about topics which include healthy relationships, consent, staying safe online and positive friendships.

We have the systems in place which are well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously.

Allegations of child-on-child abuse will be recorded, investigated, and dealt with using our normal school's child protection procedures and in line with Part 5 of KCSiE 2024.

We have clear processes as to how victims, perpetrators and any other children affected by child-on-child abuse will be supported.

We recognise that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported.

We recognise that it is more likely that girls will be victims and boys perpetrators, but that all child-on-child abuse is unacceptable and will be taken seriously.

In our school we have referred to the [Respectful School Communities toolkit](#) for advice on creating a culture in which sexual harassment of all kinds is treated as unacceptable.

Where sexual violence or sexual harassment between children is alleged then the school follows the guidance issued by the DfE in Part 5 of Keeping Children Safe in Education 2024.

[Where sharing nudes or semi nudes \(youth produced sexual images\) are part of the abuse then the school follows the UK Council for Child Internet Safety \(UKCCIS\) \[Sharing nudes and semi-nudes: advice for education settings\]\(#\)](#)

## **Physical abuse**

Staff are aware of the signs of potential physical abuse and that it might involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.

They are also aware that physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

## **Prevent, Radicalisation and Extremism**

We recognise that children may be susceptible to extremist ideology and radicalisation. The Fallibroome Trust adheres to the Prevent Duty Guidance, Dec 23 and seeks to protect children against the messages of all violent extremism and to prevent them being drawn into terrorism; including, but not restricted to, Islamist ideology, or to Extreme Right-Wing Terrorism which includes Cultural Nationalism, White Nationalism, White Supremacism ideology. Prevent also tackles other ideologies and concerns that may pose a terrorist threat. Established terrorist narratives exhibit common themes such as antisemitism, misogyny, anti-establishment, anti-LGBT grievances and religious or ethnic superiority.

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

Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

The school community has been made aware of the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism; they are also aware that the normalisation of extreme views may make children vulnerable to future manipulation and exploitation.

In order to raise awareness and reduce risks we ensure that our preventative work is specifically considered, outlined and highlighted in all relevant policies and procedures, including those for Information Technology, Special Educational Needs, attendance, assemblies, the use of school premises by external agencies, behaviour and anti-bullying and the RE and PSHE curriculum.

Our taught curriculum includes educating children of how people with extreme views share these with others; we are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

All staff have received training about the Prevent Duty and tackling extremism.

The Fallibroome Trust is clear that this exploitation and radicalisation should be viewed as a safeguarding concern; therefore, concerns need to be recorded and discussed with the DSL; with timely, appropriate action then being taken.

The **Prevent Duty** requires that all staff are aware of the signs that a child may be susceptible to radicalisation. The risks will need to be considered for political; environmental; animal rights; or faith-based extremism that may lead to a child becoming radicalised.

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

- However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff are alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff use their judgement in identifying children who might be at risk of

radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a [Prevent referral](#) on : Email: [prevent@cheshire.pnn.police.uk](mailto:prevent@cheshire.pnn.police.uk)

Telephone: [01606 362121](tel:01606362121)

You can also call the national police Prevent advice line [0800 011 3764](tel:0800 011 3764), in confidence, to share your concerns with specially trained officers.

If we suspect a child to be suffering or likely to suffer significant harm, including being radicalised we would also contact:

**Integrated Access Referral Team (i-ART): 0300 123 7047 -  
Emergency Duty Team: 01244 977277**

**and** complete a [Prevent referral](#) ( see above for contact details).

### **Where necessary individuals may be discussed at Channel:**

Staff are aware of Channel being a partnership approach to support individuals vulnerable to recruitment by violent extremists. The Channel Duty Guidance: protecting people vulnerable to being drawn into terrorism, was updated in 2020.

**Channel Contacts are:** 0151 733 0343 or [channelreferrals@liverpool.gov.uk](mailto:channelreferrals@liverpool.gov.uk)

The CE Channel Panel meets monthly. Attendees sign a Confidentiality Agreement and share case information. Discussion covers the vulnerabilities of individuals and their families, current support, and risks for the individual and community. Attendees agree if the case is appropriate for Channel and the support plan which is needed. Consent is then sought from the adult / parent with parental responsibility.

For those already open to Panel support plans are tailored, building on existing support, and may consist of help with family problems, mental health support, religious education, mentoring etc.

For those who are not Channel appropriate: a safe exit from Channel or a referral elsewhere is discussed.

The Safeguarding Children in Education (SCiE) team represent education settings at these meetings. This means that SCiE may contact the Designated Safeguarding Lead before a meeting to request our view regarding the lived experience of the young person. They contact us afterwards to give us an update. Schools may be invited to attend the meeting.

### **Serious violence**

All staff are aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

All staff are aware of the associated risks and understand the measures in place to manage these. Staff are aware of the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.

[Criminal exploitation of children and vulnerable adults: county lines - GOV.UK](#)



## **Sexting/ Sharing nudes or semi-nudes images/Videos**

This form of abuse means the sending or posting of nude or semi-nude images, videos, or live streams by young people under the age of 18 online. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like Apple's AirDrop which works offline.

Producing and sharing nudes and semi-nudes of under 18s is illegal, which causes considerable concern in education settings working with children and young people, and amongst parents and carers.

Although the production of such images will likely take place outside of education settings, sharing can take place and the impacts of an incident are often identified or reported here. Our school will respond swiftly and confidently to make sure children and young people are safeguarded, supported, and educated. We will follow the guidance set out in the following document: **Sharing nudes and semi-nudes: advice for education settings working with children and young people (updated March 2024) - GOV.UK ([www.gov.uk](https://www.gov.uk))**

## **Sexual abuse**

Staff are aware of sexual abuse and that:

- It involves forcing or enticing a child to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening
- The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- It may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse
- It can take place online, and technology can be used to facilitate offline abuse
- It is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children

The sexual abuse of children by other children is a specific safeguarding issue in education - see child-on-child abuse.

## **Acronyms**

The policy contains a number of acronyms used in safeguarding. These acronyms are listed below alongside their descriptions.

| <b>Acronym</b> | <b>Long form</b>            | <b>Description</b>   |
|----------------|-----------------------------|--|
| CCE            | Child criminal exploitation | A form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child |

|                              |  |  |
|------------------------------|--|--|
|                              |  | into taking part in criminal activity in exchange for something the victim needs or wants, for the financial advantage or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.  |
| CSC                          | Children's Social Care                             | The branch of the local authority that deals with children's social care.  |
| CSE                          | Child sexual exploitation                          | A form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity in exchange for something the victim needs or wants, for the financial advantage, increased status or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence. |
| DBS                          | Disclosure and barring service                     | The service that performs the statutory check of criminal records for anyone working or volunteering in a school.  |
| DfE                          | Department for Education                           | The national government body with responsibility for children's services, policy and education, including early years, schools, higher and further education policy, apprenticeships and wider skills in England.  |
| DPO                          | Data protection officer                            | The appointed person in school with responsibility for overseeing data protection strategy and implementation to ensure compliance with the UK GDPR and Data Protection Act.   |
| DSL                          | Designated Safeguarding Lead                       | A member of the senior leadership team who has lead responsibility for safeguarding and child protection throughout the school.  |
| EHC plan                     | Education, Health and Care Plan                    | A funded intervention plan which coordinates the educational, health and care needs for pupils who have significant needs that impact on their learning and access to education. The plan identifies any additional support needs or interventions and the intended impact they will have for the pupil.   |
| FGM                          | Female genital mutilation                          | All procedures involving the partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences.  |
| UK GDPR                      | UK General Data Protection Regulation              | Legislative provision designed to strengthen the safety and security of all data held within an organisation and ensure that procedures relating to personal data are fair and consistent.   |
| HBA                          | 'Honour-based' abuse                               | So-called 'honour-based' abuse involves crimes that have been committed to defend the honour of the family and/or community.   |
| KCSIE                        | Keeping children safe in education                 | Statutory guidance setting out schools and colleges' duties to safeguard and promote the welfare of children.  |
| LA                           | Local authority                                    | A local government agency responsible for the provision of a range of services in a specified local area, including education.   |
| LAC in CE Cared For Children | Looked-after children                              | Children who have been placed in local authority care or where children's services have looked after children for more than a period of 24 hours.  |
| LGBTQ+                       | Lesbian, gay, bisexual, transgender and queer plus | Term relating to a community of people, protected by the Equality Act 2010, who identify as lesbian, gay, bisexual or transgender, or other protected sexual or gender identities.   |

|           |  |   |
|-----------|--|---|
| MAT       | Multi-academy trust                          | A trust established to undertake strategic collaboration and provide education across a number of schools   |
| NPCC      | The National Police Chiefs' Council          | The National Police Chiefs' Council is a national coordination body for law enforcement in the United Kingdom and the representative body for British police chief officers.  |
| PLAC/PC4C | Previously looked-after children / cared for | Children who were previously in local authority care or were looked after by children's services for more than a period of 24 hours. PLAC are also known as care leavers.   |
| PSHE      | Personal, social and health education        | A non-statutory subject in which pupils learn about themselves, other people, rights, responsibilities and relationships.   |
| PHE       | Public Health England                        | An executive agency of the Department of Health and Social Care which aims to protect and improve the nation's health and wellbeing.  |
| RSHE      | Relationships, sex and health education      | A compulsory subject from Year 7 for all pupils. Includes the teaching of sexual health, reproduction and sexuality, as well as promoting positive relationships.   |
| SCR       | Single central record                        | A statutory secure record of recruitment and identity checks for all permanent and temporary staff, proprietors, contractors, external coaches and instructors, and volunteers who attend the school in a non-visitor capacity. |
| SENCO     | Special educational needs coordinator        | A statutory role within all schools maintaining oversight and coordinating the implementation of the school's special educational needs policy and provision of education to pupils with special educational needs.             |
| SLT       | Senior leadership team                       | Staff members who have been delegated leadership responsibilities in a school.  |
| TRA       | Teaching Regulation Agency                   | An executive agency of the DfE with responsibility for the regulation of the teaching profession.   |
| TRA       | Teenage Relationship Abuse                   | Abuse in intimate personal relationships between children known as teenage relationship abuse   |
| VSH       | Virtual school head                          | Virtual school heads are in charge of promoting the educational achievement of all the children looked after by the local authority they work for, and all children who currently have, or previously had, a social worker.     |



# **SAFEGUARDING & CHILD PROTECTION POLICY**

## **SECTION B – SCHOOL SPECIFIC ASPECTS OF POLICY**

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## **26. STATEMENT OF SCHOOL ETHOS**

We recognise that for children, high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult helps all children and especially those at risk of, or suffering from, abuse.

We will:

- Continue to maintain an ethos where children feel secure and are encouraged to talk, and are listened to e.g. by continuing to ensure that students feel their contribution to school life is valued and their voice is an integral part of future thinking and developments through the community council
- Ensure that children know that there are adults in the school who they can approach if they are worried or are in difficulty e.g. through identifying specific staff such as the form tutor, Learning Managers, pastoral supervisors and by outlining the specific nature of their supportive roles
- Include in the curriculum activities and opportunities for PSHCE which equip children with the skills they need to stay safe from harm e.g. through the Pastoral Curriculum work done during tutor activities or through specific units of work in RESPECT
- Include in the curriculum material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare, parenting skills and violence free relationships e.g. in specific units of work in RESPECT
- Ensure that wherever possible every effort will be made to establish effective working relationships with parents and colleagues from other agencies e.g. by continuing to adopt a free flow of information to parents as the need arises and by continuing our inter-agency commitments
- Ensure that key staff are trained in TAF (Team around the Family) procedures

Schools do not operate in isolation. The welfare of children is a corporate responsibility of the entire local authority, working in partnership with other public agencies, the voluntary sector and service users and carers. All local authority services have an impact on the lives of children and families, and local authorities have a particular responsibility towards children and families most at risk of social exclusion. Safeguarding is the responsibility of all adults and especially those working with children. The development of appropriate procedures and the monitoring of good practice are the responsibilities of the Local Safeguarding Children Board (LSCB).

## **27. LEADERSHIP AND MANAGEMENT**

In this school any individual can contact the following if they have concerns about a young person:

Safeguarding Lead/Designated Teacher for Safeguarding is Laura Bailey

The Deputy Safeguarding Lead/Designated Teacher for Safeguarding is Kerry Locke

The Safeguarding Governor is Julie Maloney

The Mental Health Lead is Laura Bailey

All adults working with or on behalf of children have a responsibility to safeguard children. There are, however, key people within schools and the LA. who have specific responsibilities under Safeguarding procedures.

At Winsford Academy the Designated Safeguarding Lead's role is: -

- to be the first point of contact where staff have any concern or query relating to Safeguarding procedures
- to make referrals, where appropriate, to Social Services
- to liaise with the headteacher
- to provide support to pupils and staff when concerns are expressed or referrals made
- to liaise with parents as appropriate
- to attend Child Protection case conferences as required or designate another, appropriate member of staff
- to ensure records are kept up to date and stored securely
- to ensure all staff know the correct procedures to follow in relation to Safeguarding procedures

There is also a named Governor responsible for Child Protection. The named Governor is not given details relating to specific Child Protection situations but is responsible for ensuring the school: -

- is following the LA Child Protection procedures
- has an up to date policy
- is the contact point for other Governors
- All governors have completed appropriate safeguarding training and checks

Winsford Academy recognises the need to attend Child Protection Case Conferences or to send a written report if attendance is not possible. The appropriate member(s) of staff would attend. If this is not the Designated Child Protection Teacher an update on the outcome would be given to this teacher on return to school.

## **28. TRAINING**

All governors need to attend appropriate training.

All staff need to complete safeguarding training every 3 years.

The safeguarding leads need updating every 2 years and must attend additional multiagency training in order to ensure the school works well with partner agencies to safeguard children.

We will ensure that staff and other appropriate adults attend training relevant to their role. Staff are kept informed of current Child Protection issues.

The Designated Child Protection Teacher is available to support staff if there are concerns or queries about Child Protection.

## **29. LISTENING TO AND RESPONDING TO CHILDREN**

Where it is believed that a child is suffering from, or is at risk of, significant harm, we will follow the procedures set out in documents produced by the Local Safeguarding Children Board (LSCB).

At Winsford Academy there is a Wider Safeguarding Team in place and students are fully supported with any concerns or issues they may raise. CPOMS is used to record any concerns or observations, to record actions and to monitor students as required.

## **30. RECORD KEEPING PROCEDURE**

Records are kept in line with guidance from : (Information and Records Management Society (IRMS), 2019; Department of Education, 2016; Department for Education (DfE), 2023).

## **31. CONFIDENTIALITY**

Staff are trained to never promise confidentiality to a child. If the child decides not to share the confidence with the teacher the latter should still pass on any concerns he/she might have had, to the Designated Teacher for Child Protection, as a result of the initial conversation e.g. a child with obvious, visible bruising. If the child does share information of a Child Protection nature the child should be informed that the teacher would have to pass the information on to the Designated Teacher for Child Protection.

The Designated Teacher for Child Protection, having read the information, will discuss the contents with the child in question and will then either seek advice from Social Services, make a referral to Social Services under Child Protection procedures and/or seek clarification from parents as appropriate.

## **32. REFERRAL – PROCEDURES**

Staff who raise concerns about students are encouraged to speak to the Safeguarding Team in the first instance and then record their concerns on CPOMS. All concerns are managed on a case by case basis by the Safeguarding Team and are escalated as appropriate to I-ART or other relevant services.

## **33. CHILD ON CHILD ABUSE**

At Winsford Academy we aim to:

- *Minimise the risk of child on child abuse*
- *Make it clear how allegations of child on child abuse will be recorded, investigated and dealt with*
- *Have clear processes as to how victims, perpetrators and any other child affected by child on child abuse will be supported*
- *Have a clear statement that abuse is abuse and should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”*
- *Have recognition of the gendered nature of child on child abuse (i.e. that it is more likely that girls will be victims and boys’ perpetrators), but that all child on child abuse is unacceptable and will be taken seriously*
- *Understand the different forms child on child abuse can take, such as:*
  - *bullying (including cyberbullying)*
  - *physical abuse*
  - *sexual violence and sexual harassment.*
  - *upskirting*
  - *sexting*
  - *initiation/hazing type violence and rituals*

## **34. SUPPORT FOR VULNERABLE PUPILS**

Vulnerable students are supported through:

- A SEND support plan, Monitoring plan or EHCP
- Access to the Wellbeing Room
- Access to the Inclusion Space ( C35)
- Access to the School Counsellor
- Referrals into other services
- Enhanced Pastoral Support

## **35. SUPPORTING STUDENTS AT RISK**

Winsford Academy will endeavour to support students through:

- a relevant curriculum which encourages self-esteem and self-motivation



- the school ethos which promotes a positive, supportive and secure environment e.g. our 'Anti-bullying Policy' and which give all pupils and adults a sense of being respected and valued e.g. mentoring schemes for new students and newly qualified staff
- the implementation of positive behaviour management strategies
- regular liaison with other professionals and agencies who support the students and their families
- a commitment to develop productive, supportive relationships with parents
- the development and support of a responsive and knowledgeable staff group trained to respond appropriately in Child Protection situations

### **36. BULLYING**

The damage inflicted by bullying can frequently be underestimated. It can cause considerable distress to children, to the extent it affects their health and development or, at the extreme, causes them significant harm (including self-harm).

This policy must be read in conjunction with other pupil welfare policies e.g. Anti-bullying policy; Behaviour and Relationships policy; Use of Reasonable Force policy.

### **37. CURRICULUM – HOW SAFEGUARDING INCLUDING ONLINE SAFETY IS TAUGHT**

As part of developing a healthy lifestyle children are taught: -

- to recognise and manage risks in different situations and then decide how to behave appropriately
- to judge what kind of physical contact is acceptable and unacceptable
- to recognise when pressure from others (including people they know) threatens their personal safety and develop effective ways of resisting pressure, including knowing where and when to get help

Children should feel valued, respected and able to discuss any concerns they have.

### **38. SAFER RECRUITMENT AND RETENTION**

Staff are required to adhere to the 'Staff Code of Practice' and report all such concerns to the Headteacher or Chair of Governors as appropriate. Winsford Academy will ensure that all adults, whether members of staff, volunteers or involved in the transportation of students will be subject to the appropriate level of vetting procedures. The school will follow the ACPC Procedures – Allegations against Professional Carers in cases of suspected inappropriate conduct by staff in respect of children.

### 39. ROUTINE SAFEGUARDING FOR STAFF

In order to ensure the daily safety of all staff and students, the following must be observed at all times:

- ALL staff should wear their identity laminates visibly
- ALL visitors to the school site should report to reception and should be formally signed in. They will also be issued with a laminate which should be worn visibly at all times
- Staff should be vigilant to visitors on site who are not wearing identity laminates and should challenge them directly. If necessary, visitors should be escorted to reception in order to formally sign in
- Staff should make students aware of their need to report to staff visitors on site who are not wearing identity laminates

### 40. MENTAL HEALTH SUPPORT

Students who may be suffering from mental health issues are identified through other students, parents or staff.

There should be clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems. Schools and colleges can access a range of advice to help them identify children in need of extra mental health support and this includes working with external agencies. More information can be found in the [mental health and behaviour in schools](#) guidance, colleges may also wish to follow this guidance as best practice. Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among children. See [Rise Above](#) for links to all materials and lesson plans.

<https://westcheshirechildrenstrust.co.uk/new-ways-of-working/recovery-model/>

The school's approach is to work with pupil and parents to engage a student and focus on specific concern. This intervention can be via phone/ email or in person. Often, small tweaks to issues can be a major factor in improving emotional well-being. For example: sitting elsewhere in a class room; informing staff that a student is struggling with homework; being considerate of recent bereavement.

Staff and parents continue discussions with regard to progress. Where concerns are more significant and immediate, referrals are made to CAMHS. Parents usually do this via their GP, but the referral can be made through either the School Nurse or the school directly if required.

## **41. APPROACHES TO BUILDING CHILDREN'S RESILIENCE TO RADICALISATION**

Winsford Academy believes that we can build pupils' resilience to radicalisation of all types by providing a safe environment for debating controversial issues and helping them to understand how they can influence and participate in decision-making.

- We promote the spiritual, moral, social and cultural development of pupils and, within this, fundamental British values
- Our assemblies encourage pupils to reflect on current topics and develop a thoughtful insightful response to world events and issues
- We actively encourage external visitors and speakers to discuss with pupils their faith, culture and traditions and how it helps them to make positive choices in their everyday lives

### **PROMOTING BRITISH VALUES**

Examples of the understanding and knowledge pupils learn at Winsford Academy include:

- an understanding of how citizens can influence decision-making through the democratic process
- an understanding that the freedom to hold other faiths and beliefs is protected in law
- an acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour
- an understanding of the importance of identifying and combatting discrimination

## **42. BRITISH VALUES POLICY – PROMOTING THE VALUES**

### **OVERVIEW**

Through its curriculum, extra-curricular activities, teaching and learning this school will promote British values. By doing so, we will ensure that all learners understand the values that have traditionally underpinned British society. The teaching of these values will promote cohesiveness within our school and community. We will prepare pupils for life in England where the population has an increasingly rich diversity of backgrounds, origins, beliefs and cultures by promoting the values on which our society has been built. By teaching pupils these values we will help all to become good citizens of the United Kingdom of Great Britain and Northern Ireland.

## **OBJECTIVES**

1. To ensure that all develop an understanding of the values which underpin life in Britain.
2. To teach pupils to have a mutual respect and tolerance for, and an understanding of the various faiths and beliefs represented in Britain today.
3. To ensure that all learn to uphold the rule of law and support freedom, justice and equality.
4. To help all understand and value the rich diversity that other citizens from different cultures, religions and backgrounds bring to our national society.
5. To value people's differences and respect them.
6. To develop pupils' awareness and tolerance of communities different to their own.
7. To value democracy and to stand up for right against wrong.
8. To care for the sick, the poor, the weak and the old and treat them as valued members of our society.
9. To ensure that learners become loyal and patriotic citizens of the United Kingdom.

## **STRATEGIES**

1. The school will promote British values through its teaching, learning across the subjects of the curriculum to help all understand how the values have underpinned life in Britain throughout its history, geography, language, literature, sport and games, personal and social education and religions.
2. This school will teach children about the growth and development of our parliamentary democracy and its key institutions including the constitutional monarchy.
3. Learners will be taught about democracy and universal suffrage and the duty of citizens to participate in and contribute to life in Britain.
4. We will develop the skills of participation and responsible action necessary for living together in harmony as citizens of United Kingdom.
5. Pupils will learn about the democratic structures of our national government and we will promote civic pride by helping them learn and understand about local government.
6. Across the curriculum we will teach the importance of duty, loyalty and patriotism.

## **OUTCOMES**

Through our work and partnerships pupils will gain a good understanding of the values that underpin the privileges, rights, responsibilities and duties of citizenship. We will equip young people with the knowledge, skills and understanding to make a positive contribution to the harmony of our local and national community. We will develop responsible young people who support and positively value community cohesion. This policy will make a key contribution to the school's positive ethos. The head teacher and Governing Body will assess the impact of this policy and monitor its operation. It

should be viewed in conjunction with the school's other policies especially the Race and Equality Policy, Equal Opportunities Policy, Citizenship Policy and Behaviour Policy.