



Safeguarding Policy

Reviewer: N Brearley

Reviewed: September 2020

**RATIFIED BY CURRICULUM AND STANDARDS
COMMITTEE ON: 13TH NOVEMBER 2020**

SIGNED:

(Chair of Curriculum and Standards)

DATE:

13th NOVEMBER 2020

Culcheth High School

Safeguarding Policy

Contents

1. Rationale
2. Principles and purposes
3. School Commitment
4. Providing a Safe and Supportive Environment
 - a. Safer Recruitment and Selection
 - b. Safe Practice
 - c. Safeguarding Information for Students
 - d. Partnership with Parents
 - e. Partnership with Others and early help interventions
 - f. School Training and Staff Induction
 - g. Support, Advice and Guidance for Staff
 - h. Types of abuse
 - i. Visitors and Contractors
 - j. Related School Policies
 - k. Student Information
 - l. Roles and Responsibilities:
 - i. Governing Body
 - ii. Headteacher
 - iii. Designated Senior Person
 - iv. All Staff and Volunteers
 - m. Managing allegations against staff
5. Review

1. Rationale

Culcheth High School recognises:

- That safeguarding is an issue of primary importance to school governors and staff
- That the observance of policies and protocols relating to safeguarding is essential to the safe management of children.

2. Principles and Purposes

This policy applies to all adults, including supply staff and volunteers, working in or on behalf of the school. This policy also reflects our school values of Respect, Honesty and Excellence.

- Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: protecting children from maltreatment; preventing impairment of children's 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.
- **Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.
- No single professional 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.

(From Keeping children safe in education DFE Sept 2020)

3. School commitment

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Each student's welfare is of paramount importance. We recognise that some children *may* be especially vulnerable to abuse and exploitation e.g. those with Special Educational Needs, Children in Care and those living in adverse circumstances. We recognise that children who are abused, neglected or exploited may find it difficult to develop a sense of self-worth and to view the world in a positive way affecting their mental health. Whilst at school, their behaviour may be challenging. We recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all of our students. To do this successfully we have a fully trained safeguarding team.

Nicola Brearley (Assistant Headteacher/SENCO)

Suzy Saffery (PSSO)

Peter Groves (Assistant Headteacher)

Amy Davison (PSSO)

Chris Hunt (Headteacher)

4. Providing a Safe and Supportive Environment

a. Safer Recruitment and Vetting

The school pays full regard to DfE guidance 'Keeping children safe in education' Sept 2020, Warrington Local Authority policies and guidance on safeguarding alongside PAN Cheshire guidance. We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult including, for example, supply staff, volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and, where appropriate, undertaking List 99 (barred list) and Criminal record checks (DBS checks) for holding on the school single central record.

Statutory changes, underpinned by regulations, are that:

- a DBS Enhanced Disclosure is obtained for all new paid appointments to the school's workforce which includes barred list information;
- a DBS Enhanced Disclosure is obtained for volunteers further to a risk assessment considering the regularity, frequency, duration and nature of contact;
- a DBS Enhanced Disclosure is obtained for all members of the Governing Body
- teachers will also be subject to additional checks to ensure they are not prohibited from teaching
- schools will ensure that any contracted staff are DBS checked where appropriate;
- schools must keep a single central record detailing a range of checks carried out on their staff;
- all new appointments to the school workforce who have lived outside the UK are subject to additional checks as appropriate;
- schools must satisfy themselves that supply staff have undergone the necessary checks;
- identity checks must be carried out on all appointments to the school workforce before the appointment is made.
- Verification of professional qualifications, as appropriate

Relevant members of the Governing Body and members of the Senior Leadership Team have undertaken the HAYS Safe Recruitment training. At least one of the Senior Leadership Team and/or a Governors who has undertaken the relevant training will be involved in all staff and volunteer appointments and arrangements (including, where appropriate, contracted services).

b. Safe Practice

The school has adopted the 'Guidance for Safer Working Practice for Adults who work with Children and Young People' (DfE) to ensure that staff are safe and aware of behaviours which should be avoided. Aspects of this are also on the staff Child Protection Code of Good Practice cards supplied at the start of each academic year. (Appendix A)

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

- are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions;
- work in an open and transparent way;
- uphold our school values of Respect, Honesty and Excellence
- discuss and/or take advice from school management over any incident which may give rise to concern;
- record any incidents or decisions made;
- apply the same professional standards regardless of gender or sexuality;
- are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

c. Safeguarding Information for students

The school is committed to ensuring that students are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All students know that we have senior members of staff with responsibility for child protection and know who they are. We inform students of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm. PSHE materials and SRE statutory guidance are used to help students learn how to keep safe and are included in the programme of study. Addresses and contact details for helplines such as NSPCC, Kooth and Childline are available to students via Personal Development lessons, the Newsletter, assemblies, noticeboards and the Care, Support and Guidance section of the school website.

School's arrangements for consulting with and listening to students are through questionnaires, school leadership group and peer mentors. Alongside this our internal reporting system of SOSCHS is also available to students. This is operated by the Designated Senior Lead.

The school is also committed to ensuring that students are fully aware of how to keep themselves safe online. This is done through assemblies, PHSE and in partnership with the Police Youth Engagement Worker alongside our E-Safety policy in school. We ensure that students have safe and effective use of the internet in school with appropriate filters and monitoring systems.

As a school we have access to the Mental Health Support Team (MHST) who provide direct emotional, behavioural and mental health support to our students alongside a Youthworker and our Pastoral Student Support Officers (PSSO's)

d. Partnership with Parents

The school shares a common purpose with parents to keep children safe from harm and to have their welfare promoted. We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect a child.

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

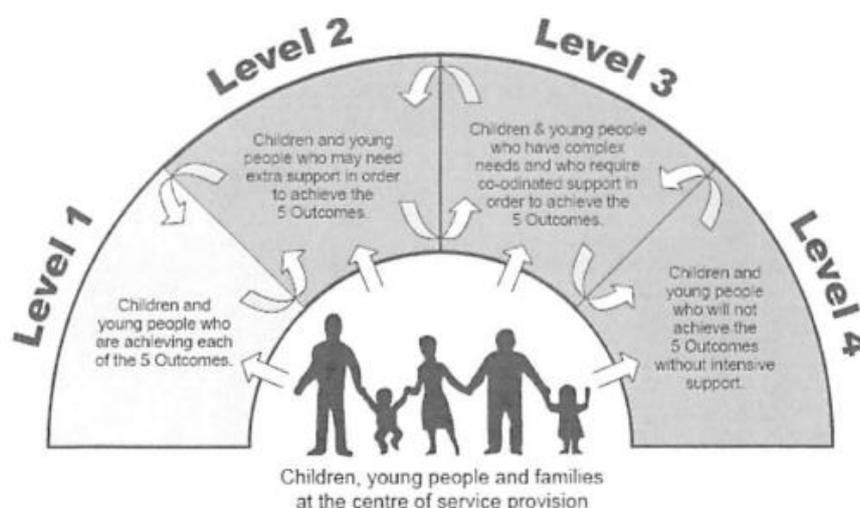
We encourage parents to discuss any concerns they may have with the Progress Leader as part of our early help offer and interventions.

We make parents aware of our policy through the newsletter, Induction and Information Evenings throughout the academic year and the Care, Support and Guidance section of the school website. Parents are made aware that they can view this policy.

e. Partnerships with others and early help Interventions

The school recognises that it is essential to establish positive and effective working relationships with other agencies. We have positive relationships with the Local Authority and related agencies, e.g. MASH (Multi-Agency Safeguarding Hub), Social Care, Young Carers, the Police, Health Authority and a range of Alternative Education providers to promote a safe and supportive environment.

Early help is about identifying problems early so that support can be offered to students and families that may require support. We implement 'Early Help Support' in line with the Warrington Family Support Model.



Support is available at Level 2 and 3 within the school structure and can include internal support measures through Progress Leaders, the Inclusion Department and Mentors alongside support from a wide range of external agencies. Some example of agencies we work with are as follows

- Youth Service
- Brighter Futures
- Family Outreach
- Complex Families
- Early help team
- CAMHS

f. School Training and Staff Induction

All staff members should be aware of systems within school and this should include

- Child Protection Policy
- Staff Code of Conduct
- Role of the DSL

The school's senior member of staff with designated responsibility for child protection undertakes child protection training and training in inter-agency working, (that is provided by, or to standards agreed by, the Warrington Safeguarding Children Board) and refresher training annually.

The Headteacher and all other school staff, including support staff, undertake appropriate induction training and child protection and safeguarding updates to equip them to carry out their responsibilities for child protection effectively, which is kept up to date by refresher training at least annually. Whole staff training takes place at least annually.

All staff (including temporary staff, supply staff and volunteers) are provided with the school's child protection arrangements and informed of school's child protection arrangements on induction. All staff should know what to do if a child tells them he/she is being abused/ neglected or exploited and maintain an appropriate level of confidentiality whilst liaising with relevant professionals such as the designated senior lead. Staff should never promise confidentiality. All staff are to be aware of the process for making referrals to social care under the Children Act 1989 under section 17 (Child In Need) and Section 47 (a child suffering or likely to suffer significant harm)

In line with DFE guidance 'Keeping children safe in education DFE Sept 2020 all staff will be issued with section 1 and Annex A of the guidance to be read, as a minimum, by all school staff and Governors annually.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/912593/Keeping_children_safe_in_education_part_1_Sep_2020.pdf

This section will inform those working in schools and colleges about types of peer-on-peer abuse and neglect, Female Genital Mutilation (FGM), Child Sexual Exploitation and Criminal Exploitation (CSE and CCE) and Preventing Radicalisation and Extremism alongside many other specific safeguarding concerns and where to find further information about the signs that a child may be being abused or exploited. The guidance reiterates that staff members working with children should always think "it could happen here" where safeguarding is concerned.

g. Support, Advice and Guidance for Staff

Staff will be supported by the Senior Leadership Team, the designated senior lead and deputy senior persons.

The designated senior person will be supported by the Senior Leadership Team, the Local Authority and the nominated Governor for Child Protection.

Advice is available from Warrington MASH, Duty Manager at the Safeguarding Children Unit and the Police Child Abuse Investigation Team. Details can be found on the Warrington Safeguarding Children's Board website on the professionals' page and through PAN Cheshire.

All staff and volunteers should be able to raise concerns about poor or unsafe practice and potential failures in the schools safeguarding regime and that such concerns will be taken seriously by the Senior Leadership Team. (Read in conjunction with the schools Whistleblowing Policy.

NSPCC's 'What you can do to report abuse' dedicated helpline: 0800 0280285 – line is available from 8am-8pm Monday – Friday.

h. Types of abuse

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

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to prevent harm. They may be abused by an adult or adults or another child – peer on peer. (See appendix A)

Alongside these forms of abuse there are a range of other safeguarding concerns staff need to be aware of including

- **Child Sexual Exploitation – CSE**

This is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults however it does not always involve physical sexual contact and can happen online. Some of the following signs are indicators of sexual exploitation.

- a). unexplained gifts or new possessions
- b). association with other young people involved in exploitation
- c). older boyfriends or girlfriends
- d). sexually transmitted disease or pregnancy
- e). changes in emotional wellbeing
- f). misuse of alcohol or drugs
- g). missing from home for periods of time
- h). truant from school regularly

- **Child Criminal Exploitation – CCE**

This is the coercion of a child into criminal activity due to an imbalance of power in exchange for something the victim wants/needs, financial gain or violence/threat of violence. These activities can appear consensual and can occur online. Signs are similar to those in CSE.

- **Sexting – Youth produced sexual imagery**

This is the sending and receiving of any of the following

- a). naked pictures or nudes
- b). underwear shots
- c). sexual pictures
- d). rude text messages or videos

They can be sent peer to peer, boyfriend, girlfriend or someone met online. It is against the law for anyone to have or take sexual photos of someone under the age of 18. This includes 'selfies' and upskirting. This is in line with 'Sexting in schools and colleges, responding to incidents and safeguarding young people'. August 2016

- **Peer on Peer abuse**

Children can abuse other children in many forms. This can include (but is not limited to) bullying, sexual violence and sexual harassment, sexting, physical abuse and upskirting. Upskirting typically involves taking pictures under a person's clothing without them knowing, to obtain sexual gratification or cause distress, harm or alarm. This is now a criminal offence. Peer-on-peer abuse can occur between children of any age or gender and between individuals or groups of children and young people. It can occur online and offline. The DFE guidance

'Sexual violence and sexual harassment between children in schools and colleges' December 2017 states that some groups are more at risk than others such as girls, children with SEND and LGBT. Sexual harassment is not acceptable

- **Honour based Violence - HBV**

This encompasses crimes which have been committed to protect or defend the honour of the family and/or community. All forms of HBV are abuse and should be handled as such. It includes Female Genital Mutilation (FGM) and practices such as breast ironing and forced marriage. FGM involves the partial or total removal of the external female genitalia or other injury to the female genital organs. Some of the following signs are indicators of FGM.

- a). female child's father comes from a community known to practise FGM. (FGM is prevalent in 30 countries concentrated round the horn of Africa, areas of the middle east and in some countries in Asia)
- b). the family indicate that there are strong levels of influence from elders
- c). limited level of integration within the UK community
- d). a girl confides that she is to have a 'special procedure' or to attend a special occasion to become a woman
- e). long holiday to her country of origin or another country where the practice is prevalent

Indicators that FGM may have already taken place include difficulty walking, sitting or standing and looks uncomfortable, spends longer in the toilets due to difficulties urinating, frequent urinary, menstrual or bladder problems, avoiding PE.

This process is illegal in the UK and teachers have a statutory personal duty to inform the police where they discover that FGM appears to have been carried out on a child under 18. This does not apply to risk or suspicion. (See appendix B)

Forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. This is a crime in England and Wales.

- **Prevent – Radicalisation**

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is the vocal or active opposition to our fundamental values including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online. The internet and social media have become a major factor in the radicalisation of young people. The following can be indicators of radicalisation

- a). changes in behaviour
- b). increased interest in religion
- c). increased use of social media
- d). secretive use of the internet
- e). use of extremist terminology
- f). intolerance of others whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, sexuality, ethnicity or culture.

See the Preventing Extremism and Radicalisation Safeguarding Policy
Prevent Officer – prevent@cheshire.pnn.police.uk
Prevent co-ordinator – Brendan McKrilly 01606 362147

- **County Lines**

This is the criminal exploitation of children through criminal activity, drug networks and gangs. Young children are exploited to carry drugs and money from urban to rural areas. It can appear consensual and can also involve violence and threats of violence. It can affect individuals, groups, males and females.

- **Domestic Abuse**

This is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. It can be psychological, physical, sexual, financial and emotional. Children are at risk through witnessing and being exposed to this behaviour which can have implications on the mental health of young people. Culcheth High School is part of the Operation Encompass scheme and therefore we are informed if a child has been present in a household when the Police have been called to a domestically violent household.

None of these lists are exhaustive but may help to identify risk for students. The deterioration of a persons mental health can be an indicator of abuse, neglect or exploitation.

See appendix A, B, C

i. Visitors and Contractors

All visitors and contractors to school must gain access through reception, sign in at the visitor kiosk, read the Child Protection statement and tick to say they have read them. They must wear a visitors badge while on site. See Risk Assessment 808 for further details. Visitor badges are allocated with a lanyard coloured to identify the supervision requirements of any visitor who may come into contact with our students. **Green Lanyards** – Visitors who are DBS checked and do not need to be directly supervised by school staff. E.g Supply staff

Red Lanyards – Visitors who are not DBS checked and therefore should be supervised at all times by a member of school staff. E.g Parents

Reception/HR Manager should be informed of all visitors to school in any category. It is the responsibility of the member of staff arranging the visit to ensure that these guidelines are followed and that they have the appropriate coloured lanyard. See the handbook for further details.

j. Related School Policies

Safeguarding covers more than the contribution made to child protection in relation to individual children.

This policy has obvious links with other policies of the school:

Policies

- Anti-bullying Policy;
- Attendance Policy and Procedures;
- Behaviour Management Policy;

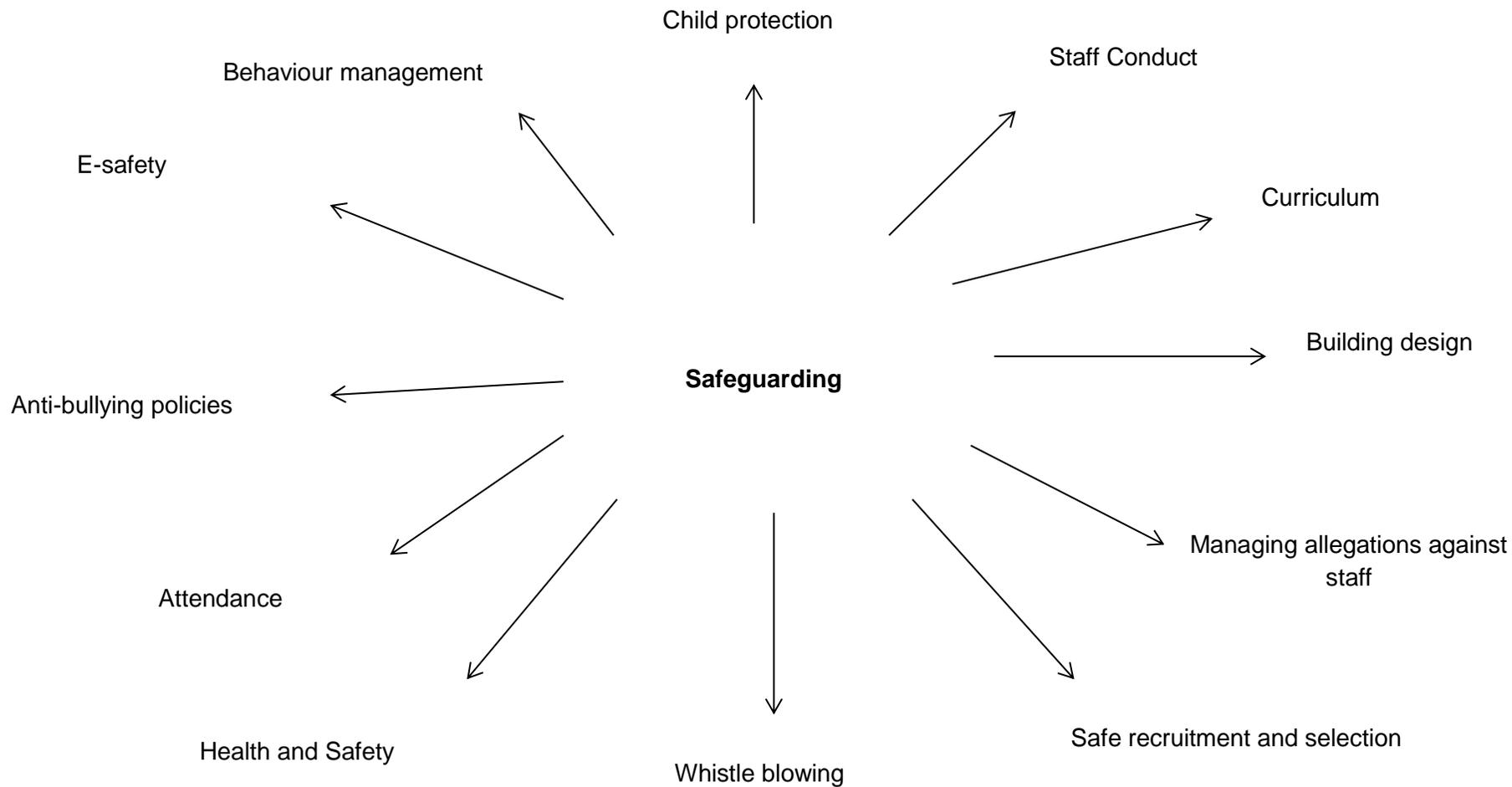
- Child Protection Policy;
- Complaints Policy;
- Curriculum Policy;
- Data Protection Policy;
- Drugs Policy;
- E safety Policy;
- Educational Visits Policy;
- Equalities Policy;
- Health and Safety Policy;
- Inclusion Policy;
- Model Disciplinary Procedure;
- Preventing Extremism and Radicalisation Safeguarding Policy
- Safe Recruitment and Vetting Policy;
- Student Code of Conduct;
- Whistleblowing Policy.

Guidance

- Complaints Procedure (WBC);
- Guidance for Headteachers when dealing with allegations against staff;
- Guidance on Positive Handling (WBC);
- Guidance for Safer Working Practice for Adults who work with children and Young People in Education Settings (DfE);
- Pan Cheshire Safeguarding children Procedures:
- Recruitment and Selection Code of Practice (WBC);
- Security Protocols (CHS);
- School's guidance for visitors on site (CHS);
- Schools' Guide to Single Central Record and Safer Recruitment Practice (WBC);
- Working Together To Safeguard Children March 2018
- Keeping children safe in education Sept 2020
- The Prevent Duty June 2015
- Sexual violence and sexual harassment between children in schools and colleges December 2017

All policies can be found on the staff resources and on the school website. Guidance for staff is issued through their handbook and code of practice card, updated annually.

The following diagram shows how the safeguarding of students is intrinsically linked:



Children Missing from Education

The school follows the Warrington Local Authority procedures for children missing from education. This can be found on the Warrington Safeguarding Children's Board's website. A child missing from education is a potential indicator of abuse or neglect. Schools must inform the local authority of any pupil who fails to attend school regularly or has been absent without the school's permission for a continuous period of 10 school days or more.

Local Authority Contact – Dave Samson – 01925 442261

See the attendance policy for further details and appendix C.

Private Fostering

This is when a child under the age of 16 (under 18 if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or relative in their own home for longer than 28 days. If as a school we become aware of a private fostering arrangement we have a duty to report to the local authority

Confidentiality

School has regard to The Data Protection Act 2018 and GDPR.

"Fears about information sharing must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children." Keeping Children Safe in Education Sept 2020

School has a clear and explicit confidentiality policy (see Data Protection Policy).

The school policy says:

- information must be shared with police and Social Care where the child/young person is / may be at risk of significant harm;
- the student's and/or parent's confidentiality must not be breached.

k. Student Information

In order to keep children safe and provide appropriate care for them the school requires accurate and up to date information regarding:

- Names (including any previous names), address and date of birth of child;
- Names and contact details of persons with whom the child normally lives;
- Names and contact details of all persons with parental responsibility (if different from above);
- E mail contacts;
- 2 Emergency contact details (if different from above);
- Details of any persons authorised to collect the child from school (if different from above);
- Any relevant court orders in place including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.);
- If the child is the subject of a Child Protection Plan;

- Name and contact detail of key persons in other agencies, including GP;
- Any other factors which may impact on the safety and welfare of the child.

The school will collate, store and agree access to this information via the SIMS database which has double password protection and all student files, except Child Protection files, are stored in a locked filing cabinet in the relevant Progress Leader's office. Historic Child Protection files are kept in a locked filing cabinet in the Senior Designated Person's office. From May 2014, the school has used the CPOMS (Child Protection Online Management System) secure system to log and store Child Protection information.

I. Roles and Responsibilities

i. The Governing Body will ensure that:

- the school has a child protection policy and procedures in place that are in accordance with local authority guidance and locally agreed inter-agency procedures, and the policy is made available to parents
- the school has a code of conduct for staff which includes acceptable use of technologies, staff/pupil relationships and communications including the use of social media
- the school operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children;
- the school has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures;
- a senior member of the school's leadership team is designated to take lead responsibility for child protection;
- staff undertake appropriate child protection training;
- they remedy, without delay, any deficiencies or weaknesses regarding child protection arrangements;
- Chair/Vice Chair is nominated to be responsible for liaising with the LA and /or partner agencies in the event of allegations of abuse being made against the Headteacher;
- where services or activities are provided on the school premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the school on these matters where appropriate;
- they review their policies and procedures annually as a minimum and provide information to the LA about them and about how the above duties have been discharged.

See Appendix D

ii. The Headteacher will ensure that:

- the policies and procedures adopted by the Governing Body are fully implemented, and followed by all staff;
- sufficient resources and time are allocated to enable the designated lead and other staff to discharge their responsibilities;
- all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively

and effectively in a timely manner in accordance with agreed whistle blowing policies.

iii. The Senior Member of Staff with Designated Responsibility for Child Protection will:

Referrals

- Refer cases of suspected abuse or allegations to the local authority children's social care as required – MASH and /or police
- Understand the assessment process for providing early help and intervention
- Ensure each member of staff has access to and understands the school's child protection policy and procedures and has the necessary training
- Support staff who make referrals
- Act as a source of support, advice and expertise within the educational establishment;
- Meet with the safeguarding team weekly to ensure effective information sharing, guidance and support through a co-ordinated approach alongside supervision
- Ensure through regular meetings with the safeguarding team that support is child-centred and in the best interests of the child
- Liaise with the Headteacher to inform him/her of any issues and on-going investigations and ensure there is always cover for this role.
- Liaise with external agencies accordingly where there are safeguarding concerns
- Keep detailed, accurate and secure written records of concerns and referrals using CPOMS
- Ensure all issues and concerns raised are logged through CPOMS to enable a clear picture and timeline of events to be obtained
- Understand and support the school with regards to the requirements of the Prevent Duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them
- Ensure staff know that if a child is in immediate danger and the DSL or team are not available they can contact the Police – 101 or Children's Social Care 01925 443400

Training

- Recognise how to identify signs of abuse and when it is appropriate to make a referral;
- Understand the assessment process for providing early help and intervention for example through locally agreed common and shared assessment processes.
- Have a working knowledge of how LSCBs (Local Safeguarding Children's Boards) conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- Ensure each member of staff has access to and understands the school's child protection policy and procedures, especially new and part-time staff;
- Are alert to the specific needs of children in need, those with SEN and young carers
- Ensure that all staff have induction training;

- Keep detailed accurate secure written records of concerns and referrals;
- Obtain access to resources and attend any relevant or refresher training courses
- Knowledge and skills of the safeguarding team should be updated at regular intervals as required but at least annually

Raising Awareness

- Ensure the Child Protection policies are known, understood and used appropriately
- Ensure the child protection policy is updated and reviewed annually and work with the governing body regarding this;
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this
- Where a child leaves the establishment, ensure the child protection file is copied for the new establishment as soon as possible and transferred to the new school separately from the main student file, ensuring secure transit and confirmation of receipt should be obtained. If a child goes missing or leaves to be educated at home, then the child protection file should be copied and the copy forwarded to the Educational Social Worker.

Availability

- During term time the designated senior lead (or a member of the safeguarding team) should always be available during school hours for staff/students in the school to discuss any safeguarding concerns.
- The designated senior lead should arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

iv. All staff and volunteers will ensure that they:

- fully comply with the school's policies and procedures;
- attend appropriate training;
- inform the designated person of any concerns.

m. Managing allegations against staff

Local authority procedures will be followed when dealing with safeguarding and child protection allegations against staff. (Appendix E)

LADO – Local Authority Designated Officer (01925 442079)

Fiona Cowen 01925 443102

Becki Byron 01925 443101

5. Review

This policy will be reviewed bi-annually by the Curriculum and Standards Committee.

Indicators of abuse and neglect – KCSIE 2020

22. **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. 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.

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

24. **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

25. **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse 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 paragraph 29).

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



New duty for health and social care professionals and teachers to report female genital mutilation (FGM) to the police

What is the new duty?

On 31 October 2015 a new duty was introduced that requires health and social care professionals and teachers to report 'known' cases of FGM in girls aged under 18 to the police.

For example, if a doctor sees that a girl aged under 18 has had FGM they will need to make a report to the police. Or, if a girl tells her teacher that she has had FGM, the teacher will need to report this to the police.

What will happen after the case has been reported to the police?

FGM is a serious crime and the police will need to investigate each reported case appropriately. The police will work with social care professionals to make sure that the girl is safe and her needs are put first.

Why is it being introduced?

When a girl has undergone FGM, a serious crime has taken place so it is very important that the police are involved as soon as possible. This will make sure that a proper investigation can take place.

The purpose of the new duty is to help make sure that professionals have the confidence to confront FGM and to help increase the number of referrals to the police so that cases can be investigated appropriately.

What the new duty won't do

It **doesn't mean** that police will take action without consulting appropriately with social care professionals and other relevant professionals.

It **won't require** professionals to report cases to the police where they suspect FGM may have been carried out or think a girl may be at risk. The duty also doesn't apply to women aged 18 or over. Professionals will follow existing safeguarding procedures in these cases.

Summary: Mandatory reporting of FGM*

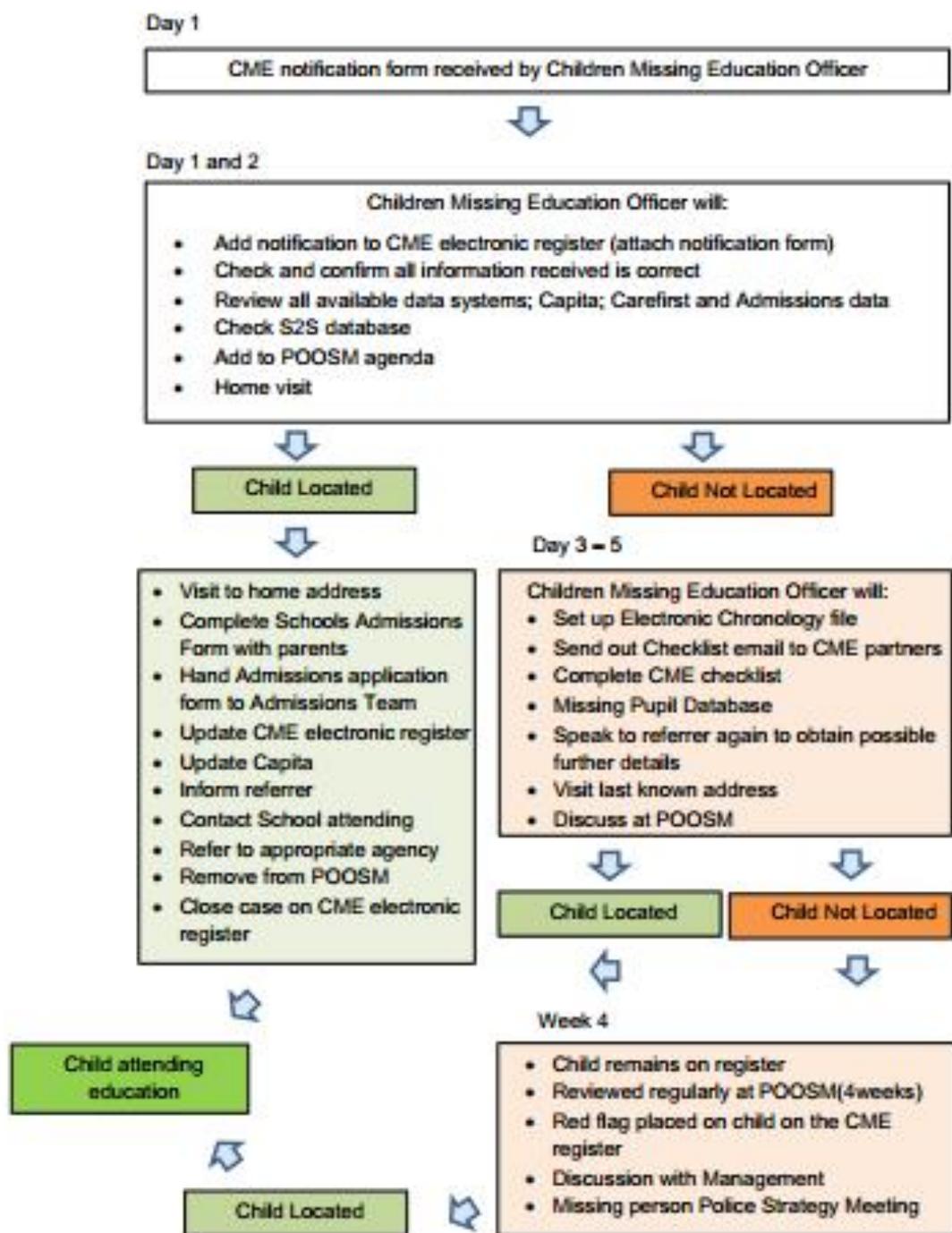
Duty applies to regulated health and social care professionals and teachers in England and Wales.

Requires these professionals to make a report to the police if, in the course of their professional duties, they:

- are informed by a girl under 18 that an act of FGM has been carried out on her; or
- observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth.

*Introduced in Section 58 of the FGM Act 2003, as inserted by section 74 of the Serious Crime Act 2015

Children Missing Education Process



Leadership and governance

- Do leaders know about possible risks?
- Do leaders assess risks and have appropriate plans to keep children and young people safe?
- Do leaders monitor concerns and keep clear records?
- Do leaders evaluate the impact of their work?
- Is there a create a climate where principles, and values are clearly shared and expectations of behaviours are high?
- Do leaders actively combat discrimination and harassment, as required by the Equality Act 2010? Is this consistently modelled in the behaviour of all staff?
- Are staff appropriately trained, receive regular updates to fully understand their responsibilities with regard to safeguarding, including the Prevent agenda?
- Is safeguarding a regular agenda item at staff meetings / training and through one-to-one discussions between leaders/managers and staff?
- Are there clearly signposted sources of support for staff who need further training, support or information?
- Do leaders engage with local agencies, including the Prevent strategy and engage with the local Prevent action plan?
- Is the safeguarding policy dated and is the review date published? Does it make explicit reference to types of safeguarding concern, including radicalisation and extremism?
- Does the school actively teach and promote the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance of those of different beliefs or faiths?

LADO FLOW CHART
Warrington Safeguarding Children Board Procedure for Allegations Against Staff and Volunteers

- Agency receives information where it is alleged a member of staff has:
- Behaved in a way that has harmed, or may have harmed a child
 - Possibly committed a criminal offence against, or related to, a child
 - Behaved towards a child or children in a way that indicates he or she would pose a risk of harm

