

# Safeguarding and Child Protection Policy

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## CHANGE RECORD FORM

Version	Date of change	Date of release	Changed by	Reason for change
1.1	Sep 20		CC	New information in KCSIE 2020. Changes in red.

At One Community Trust we are committed to safeguarding children and young people and we expect everyone who works in our schools to share this commitment.

Adults in our schools take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them.

We will always act in the best interest of the child.

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# Section One: Safeguarding information for all staff

## Policy Consultation and Review

This policy:

- has been developed in accordance with the principles established by the Children Acts (1989) and the additions to the Act (2004); The Education Act (2002)
- has been written in line with the Department for Education (DfE) statutory guidance 'Keeping Children Safe in Education' (September 2019)
- should be read in conjunction with 'Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children' 2018
- is publically available on each school website within the **One Community Trust**.
- is emailed to all staff at induction and when reviewed.

Owing to the serious nature and importance of safeguarding at the **One Community Trust** this policy will be **reviewed annually** and approved by the Trust Board as soon as possible thereafter.

The policy is available to all staff and in addition, all staff are provided with Part One of the statutory guidance 'Keeping Children Safe in Education', DfE (2019).

## Introduction

This policy has been developed to ensure that all adults in **One Community Trust** are working together to safeguard and promote the welfare of children and young people.

This policy describes the management systems and arrangements in place to create and maintain a safe learning environment for all our children and staff. It identifies actions that should be taken if concerns are raised about a child's welfare.

This Policy aims to help professionals understand what they need to do, and what they can expect of one another, to safeguard children and always work in the best interests of the child.

Under the Education Act 2002 schools/settings have a duty to safeguard and promote the welfare of their pupils and, in accordance with guidance set out in 'Working Together to Safeguard Children 2018'

The purpose of this document is to ensure that all stakeholders are aware of the arrangements that **The One Community Trust** has in place for safeguarding and promoting the welfare of its pupils. It provides guidance to help staff who may have concerns about the safety or welfare of a child, and sets out the school's position in relation to the safeguarding process.

## Links with other Policies

This safeguarding policy is consistent with all other policies adopted by the Governors and should in particular be read in conjunction with the following policies relevant to the safety and welfare of children:



- Staff Code of Conduct
- E-Safety and use of mobile technology
- Whistleblowing
- Health and Safety
- Children Missing from Education Policy

### **Other relevant policies**

- Attendance
- SEND Policy
- Behaviour
- Positive Handling
- Equality Policy
- Safer Recruitment
- Managing allegations against staff and volunteers
- British Values

## **Key Principles**

Everyone who works with children within the **One Community Trust** has a responsibility for safeguarding and promoting the welfare of children and for ensuring that they are protected from harm. We all have a role to play in identifying concerns, sharing information and taking prompt action.

Safeguarding children is a shared responsibility, and it is acknowledged that no single professional or agency can have a full picture of a child's needs and circumstances. It is recognised that school staff are particularly important as they are in a position to identify concerns early and provide early help for children, to prevent concerns from escalating.

One Community Trust staff form part of the wider safeguarding system for children. This system is described in the latest statutory guidance *Keeping Children Safe in Education 2019*. All our schools should work with Social Care, the Police, Health Services and other services to promote the welfare of children and protect them from harm.

The **One Community Trust** is committed to working together with all relevant agencies to ensure that children and families are able to receive the right help at the right time and that appropriate action is taken swiftly to protect children from harm.

We believe that:

- All children and young people have the right to be protected from harm;
- Children and young people need to be safe and to feel safe in school;

- Children and young people need support which matches their individual needs, including those who may have experienced abuse;
- All children and young people have the right to speak freely and voice their values and beliefs;
- All children and young people must be encouraged to respect each other's values and support each other;
- All children and young people have the right to be supported to meet their emotional, and social needs as well as their educational needs – a happy healthy sociable child and young lead will achieve better educationally;
- Schools can and do contribute to the prevention of abuse, victimisation, bullying, exploitation, extreme behaviours, discriminatory views and risk taking behaviours; and
- All staff and visitors have an important role to play in safeguarding children and protecting them from abuse.

## Our responsibility to children

At the **One Community Trust** schools pupils are taught about safeguarding, including online safety, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum. Children are taught to recognise when they are at risk and how to get help when they need it.

This policy will make clear expectation and responsibility that all staff have to contribute to safeguarding our pupils and promoting their welfare by:

- Clarifying standards of behaviour for staff and pupils;
- Contributing to the establishment of a safe, resilient and robust ethos in the school, built on mutual respect, and shared values;
- Introducing appropriate work within the curriculum;
- Encouraging pupils and parents to participate;
- Training staff to the signs and indicators that a child may be at risk;
- Developing staff awareness, through training, of the types of abuse;
- Developing staff's awareness of the risks and vulnerabilities their pupils may face;
- Addressing concerns at the earliest possible stage by offering early help; and
- Taking action when a child needs protection and safeguarding.
- Working together with all agencies to help to reduce the potential risks that pupils may face if being exposed to abuse, neglect, violence, extremism, exploitation, or victimisation.

All staff can contribute to supporting our pupils by:

- Identifying and protecting the most vulnerable
- Identifying individual needs where possible; and
- Designing plans to meet those needs



- Assessing the risks and issues in the wider community when consider the well-being and safety of our pupils.
- Including appropriate work within the curriculum;
- Implementing child protection policies and procedures; and
- Working in partnership with pupils/students, parents and agencies.

## **Safer Recruitment**

The **One Community Trust** adhere to the DfE guidance set out in to 'Keeping Children Safe in Education- Statutory guidance for schools and colleges' (September 2019 and any subsequent updates).

Senior managers and the governing body ensure that stringent recruitment and vetting procedures are in place for staff and other adults, and that nobody commences work unless all necessary checks are complete to a satisfactory level. The same rigour is applied when appointing volunteers.

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 undertaking appropriate checks through the Disclosure and Barring Service (DBS) and completing checks in relation to Prohibition Orders.

## **What is safeguarding?**

Safeguarding children is the action we take to promote the welfare of children and protect them from harm, and it is everyone's responsibility. Everyone who comes into contact with children and families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.

Safeguarding and promoting the welfare of children is defined for the purposes of this Policy as:

- Protecting children from maltreatment;
- Preventing impairment of children's health or development;
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best outcomes.

(Source: Working Together to Safeguard Children 2018)



## **Listening to children: Capturing the child's voice**

Effective safeguarding systems are child centred. Failings in safeguarding systems are too often the result of losing sight of the needs and views of the children within them, or placing the interests of adults (potentially the child's parents) ahead of the needs of children.

Children want to be respected, their views to be heard, to have stable relationships with professionals built on trust and for consistent support provided for their individual needs. This should guide the behaviour of professionals. Anyone working with children should see and speak to the child; listen to what they say; take their views seriously; and work with them collaboratively when deciding how to support their needs. A child-centred approach is supported by:

- The Children Act (1989) (as amended by section 53 of the Children Act 2004).
- The Equality Act 2010
- The United Nations Convention on the Rights of the Child (UNCRC) (1991)

Whilst professionals cannot promise confidentiality, they must do the right thing in all cases. No child or group of children must be treated any less favourably than others in being able to access effective services which meet their particular needs; which includes child protection action and the offer of 'Early Help'.

## **The Designated Safeguarding Lead (DSL)**

The Designated Safeguarding Lead has a specific responsibility for championing the importance of safeguarding and promoting the welfare of children and young people registered in the school. The DSL must be a member of the Senior Leadership Team within each of the schools.

The Designated Safeguarding Lead is the first point of contact for external agencies that are pursuing Child Protection investigations and co-ordinates the school's representation at Child Protection Conferences and any other relevant meetings (including the submission of written reports for conferences). When an individual concern/incident is brought to the notice of the Designated Safeguarding Lead, they will be responsible for deciding upon whether or not this should be reported to other agencies as a safeguarding issue.

Arrangements are in place to ensure that at least one of the DSL trained persons in school is available during the school day. (If the DSL/Deputy DSL is not available, staff should speak to a member of the SLT and/or take advice from local children's social care.





**It is key that all staff know who the DSL is and ensure that all concerns about a child are shared with the DSL immediately.**

**The names of the Designated Senior Leads at each school within the One Community Trust are:-**

**Oakwood Avenue Community Primary School**

DSL-Joanna Frank (Designated Senior Lead for Safeguarding and Welfare)  
DSL-Gary Cunningham (Executive Head of the One Community Trust)  
Deputy DSL- Joanne Reilly (Head of School)  
Telephone number: 01925 635565

**Croft Primary School**

DSL-Anne Mains (Head Teacher)  
Deputy DSL- Michelle Culliford  
Telephone number: 01925 764276

**Gorse Covert Primary School**

DSL- Cath Cooke (Head Teacher)  
Deputy DSL- Robert Gibson  
Telephone number: 01925 825070

**Woolston Community Primary School**

DSL-Craig Burgess (Headteacher)  
Deputy DSL- Holly Stowell (Deputy Headteacher)  
Telephone number: 01925 837764

## **The Designated Safeguarding Lead (Deputy DSL in the absence of DSL) will:**

- The DSL has lead responsibility for dealing with safeguarding and child protection concerns at the school and should always be available during the school day. (If the DSL/Deputy DSL is not available, staff should speak to a member of the SLT and/or take advice from local children's social care.
- The DSL will recognise how to identify signs of abuse and will make an appropriate judgement on what action to take. This will be based on the information that the DSL is presented with by staff.
- The DSL acts as a source of support, advice and expertise within school when deciding whether to make a referral by liaising with relevant agencies.
- The DSL and the Deputy DSL should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.
- The DSL and the Deputy DSL will access regular training (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals to allow them to understand and keep up with any developments relevant to their role.
- The DSL will assess the appropriateness of completing an early help assessment or whether the threshold has been met for social care statutory social work services.
- The DSL will have a working knowledge of how local authorities 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. They will participate in multi-agency meetings and contribute effectively either verbally or by way of a written report.
- The DSL can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- The DSL will champion safeguarding and keep all staff up to date with current procedure and practice. This will help to familiarise all staff with their own role within safeguarding.
- The DSL will ensure that the schools safeguarding and child protection policy is embedded and available to all members of staff especially new staff. If the policy is reviewed the DSL will share the new updates with all staff to ensure that they all know what is expected of them.
- The DSL will ensure all new staff and volunteers have induction training covering safeguarding and child protection and are able to recognise and report any concerns immediately if they arise. The induction will cover the 'basic awareness session' and the 'no delay' principle.
- The DSL will deliver whole school staff safeguarding training to all staff; recommended on a yearly basis as part of INSET. This should include briefings on specific topics such as CSE, FGM, Radicalisation and Private Fostering.
- The DSL should be aware of the Local Children's Safeguarding Board and how it operates. This should include access to their website and to practitioner training events.



- The DSL will champion safeguarding in school- promoting effective communication both internally and with external agencies on all matters relating to child protection.
- The DSL is responsible for the educational outcomes for children who have (or have had) a social worker involved with the family.
- The DSL will challenge practice and decision in line with the WCSB Escalation Policy

#### PLEASE NOTE:

All staff working within the One Community Trust will follow their school's individual procedures in relation to keeping detailed accurate contemporaneous records on a child/family.

When children leave the school the Designated Safeguarding Lead should ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained.

In addition to the child protection file, the DSL should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

## The role of the Governing Body

The Governing Body are the accountable body for ensuring the safety of the school

The governing body will ensure that:

- A member of the Local Governing Body is identified as the designated governor for Safeguarding and receives appropriate training. The identified Governing Body member will provide the Governing Body with appropriate information about safeguarding and will liaise with the Designated Safeguarding Lead member of staff.
- There is a named member of the school Senior Leadership Team who takes on the role of the Designated Safeguarding Lead (DSL) and that there is a deputy DSL(s) who is appropriately trained to deal with any issues in the absence of the Designated Safeguarding Lead (DSL).
- The school's safeguarding policy is reviewed annually and updated and the school complies with local safeguarding procedures.
- The school operates safe recruitment and selection practices and ensures that appropriate checks are carried out on all new staff and relevant volunteers.
- The Designated Safeguarding lead attends appropriate refresher training every two years as a minimum, encouragement for annual update is best practice. In addition to formal training, DSL will ensure that they update their knowledge and skills at regular intervals but at least annually, to keep up with any developments relevant to their role.

- The Head Teacher, Governing Body members and all other staff who work with children undertake training at a minimum three yearly intervals; annual update is best practice.
- Temporary staff and volunteers are made aware of the school's arrangements for safeguarding children and their responsibilities.
- The school remedies any deficiencies or weaknesses brought to its attention without delay;
- The school has procedures for dealing with allegations of abuse against staff/volunteers and if an allegation are made against the Headteacher the Chair of Governors will liaise directly with the Local Authority Designated officer (LADO).
- The Headteacher, Chair of Governors and DSL should attend specific training in managing allegations against members of staff who work with children. This training is available through the Local Safeguarding Children's Board.
- The governing body reviews its policies/procedures in relation to safeguarding children on an annual basis. This includes all policy's that make up the safeguarding suite of documents.

## The role of Safeguarding Governor

The governor responsible for safeguarding children will play an essential role in ensuring children in the school are kept safe from harm. The safeguarding governor plays an important role in ensuring oversight and scrutiny of safeguarding policy, procedure and practice on behalf of the full governing body.

### The names of the Nominated Safeguarding Governor at each school within the One Community Trust are:

#### Oakwood Avenue Community Primary School

Nicola Graham  
School Telephone number: 01925 635565

#### Croft Primary School

Jo Haslam  
School Telephone number: 01925 764276

#### Gorse Covert Primary School

Victoria Lawden  
School Telephone number: 01925 825070

#### Woolston Community Primary School

Claire Macintosh  
School Telephone number: 01925 837764



The Nominated Governor is responsible for liaising with the Head and DSL over all matters related to safeguarding issues. The role is strategic rather than operational – they will not be involved in concerns about individual children. It is not the role of the nominated governor to supervise the DSL; the nominated governor should offer support and appropriate challenge. However, the nominated governor for safeguarding will want to be reassured that systems for safeguarding children are in place and embedded into practice.

## **Allegations against members of staff who work with children**

At the One Community Trust we recognise the possibility that adults working in the schools may harm children. Any concerns about the conduct of other adults in the school should be taken to the Headteacher without delay (or where that is not possible, to the Designated Safeguarding Lead).

The Headteacher on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO) and where appropriate the HR business partner.

If the allegation made to a member of staff concerns the Headteacher, the lead receiving the allegation will immediately inform the Chair of Governors who will then consult the LADO and HR business partner, without notifying the Headteacher first. The Chair of Governors can be contacted via the school office.

The school will comply with local safeguarding children's board procedures in respect of managing all allegations against members of staff who work with children.

**The school must also raise concerns about any adult working with children, including supply staff. Further information on reporting concerns can be found at [proceduresonline.com/pancheshire/warrington/contents.html](http://proceduresonline.com/pancheshire/warrington/contents.html)**

## **What we do if there are concerns about a child?**

If any school staff has a significant concern about a child they **MUST** notify the DSL without delay, or in the absence of the DSL, the deputy DSL or a member of the Senior Leadership Team. It is of significant importance that this is completed immediately, with 'no delay' so that appropriate action can be taken as quickly as possible. It is not acceptable to leave this until later in the day or at a more convenient time. Staff members will be held accountable for not taking swift action.

All staff working within the One Community Trust must follow their school's individual procedures in relation to recording information. The information must capture all the relevant information about the concerns. This is evidence based practice and will support the DSL in making an assessment of what action needs to be taken.

Inevitably verbal conversations may sometimes supersede the completion of the written information and in some cases urgent action may be taken at a fast pace e.g. medical treatment, urgent contact with children's social care or the police. It is important to always



prioritise the safeguarding of a child, however, there should be recognition that contemporaneous record keeping is an important feature of safeguarding practice and should be prioritised by all staff to ensure that child protection and early help case files are up to date and accurate.

It is the responsibility of all staff to complete the relevant paperwork for the DSL should that member of staff have concerns about a child or following a disclosure. This procedure should be followed without exception.

## **Expectations of staff at the One Community Trust**

All adults who work with children will:

- Read and adhere to, 'Keeping Children Safe in Education' 2019 (part 1 and Annex A)
- Read and follow the procedures written within this Safeguarding and Child Protection Policy.
- Be subject to Safer Recruitment processes and checks, whether they are new staff, supply staff, contractors, volunteers, governors, visitors etc. Adults who work with children are responsible for providing all information to complete DBS Checks and Prohibition Order checks and share information in respect of disqualification by association (where applicable).
- Be supportive to the development and implementation of , Early Help Assessments, TAF Plans, Child in Need plans, Child in Care plans and Child Protection plans;
- Be alert to the signs and indicators of possible abuse (**See Part Two for definitions and indicators**)
- Take swift action if there are concerns about a child, following individual school procedures.
- Deal with a disclosure of abuse from a child in line with Part Two of the policy - you must inform the Designated Safeguarding Lead immediately, and provide a written account as soon as possible
- **Recognise that some children are at greater risk such as SEND, children who have (or previously had) a social worker involved with the family and those who have problems with poor mental health.**

## **Whistleblowing**

Where there are concerns about the way that safeguarding is carried out in the school, staff should refer to the **Whistle-blowing Policy**.

A whistleblowing disclosure must be about something that affects the general public such as:

- a criminal offence has been committed, is being committed or is likely to be committed
- an legal obligation has been breached
- there has been a miscarriage of justice
- the health or safety of any individual has been endangered
- the environment has been damaged



- information about any of the above has been concealed.

## **Safeguarding Training**

Learning about safeguarding is given a high priority at all the schools within the trust. Expertise is extended effectively and internal capacity is built up. Managers ensure that staff regularly undertake a comprehensive range of learning to promote safe practice in classrooms, around the school and off site.

Training is provided for all staff and volunteers. When new staff join our school they will be informed of the safeguarding arrangements in place. They will be emailed a copy of our school's Safeguarding Policy and given Part one and Annex A of '*Keeping Children Safe in Education*' and told who our Designated Safeguarding Lead (DSL) and Deputy DSLs are. All staff are expected to read these key documents. Teaching staff will also be shown/told how to access and record incidents following their own school's individual procedures.

Every new member of staff or volunteer will receive safeguarding training during their induction period within their first month of joining the school. This programme will include information relating to signs and symptoms of abuse, how to manage a disclosure from a child, how to record and the remit of the role of the Designated Safeguarding Lead (DSL). The training will also include information about whistle-blowing in respect of concerns about another adult's behaviour and suitability to work with children.

Whilst it is not statutory for all staff to update their safeguarding training on an annual basis, it is good practice. Safeguarding update training should be part of whole school INSET training days and can provide useful updates on key themes. The training will be delivered by the DSL/Deputy DSL.

The DSL must update their training on a regular basis. The statutory requirement is every two years, however, good practice is that the DSL attends multi-agency training on an annual basis and participates in local (single agency) networks to share good practice, reflect and learn together and to keep up to date.

Safer Recruitment training is available to all relevant staff and governors who are involved in the recruitment process.

The named governor for safeguarding should also update their training on a regular basis; good practice is on an annual basis to ensure that they keep up to date in their knowledge. Evidence of safeguarding training must be made available as part of any safeguarding inspection or audit.

## **Dealing with a disclosure of abuse from a child**

Children often will choose who they talk to, when they have something that is worrying them or happening to them. Children may have thought long and hard about telling an adult, and will have chosen the adult specifically as they have trust in that lead to do the right thing.

Disclosing something upsetting and traumatic may be very difficult and distressing for both the child and the adult. Listening to and supporting a child who has been abused can also be

traumatic for the adults involved. Support for you will be available from your Designated Safeguarding Lead or Head Teacher. These guidance notes may help you if you are ever in this situation. Remember, the child chose you and it is a privileged position to be in, it's a position where you can make a difference to a child's situation.

**A golden rule is that you don't ever promise confidentiality and be open and honest with the child at all times.**

## **Guidance for you to consider**

- ✓ Stay calm and listen to what the child is saying
- ✓ Do consider the environment that you are in with the child, is it appropriate? Do other staff members know where you are?
- ✓ Ask open ended questions and record what is being said in the child's own words.
- ✓ Encourage the child to talk but reassure the child that they have done the right thing in speaking to you
- ✓ Reassure the child that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
- ✓ Tell the child that it is not her/his fault.
- ✓ Listen and remember and make notes and if appropriate, share your notes with the child to recap what has been said.
- ✓ Check that you have understood correctly what the child is trying to tell you by clarifying the facts.
- ✓ Reassure the child that they have done the right thing by telling an adult. Communicate that s/he has a right to be safe and protected.
- ✓ Be aware that the child may retract what s/he has told you. It is essential to record all you have heard.
- ✓ At the end of the conversation, tell the child again who you are going to tell (The DSL) and why that lead needs to know.
- ✓ As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked.

## **Do Not**

- Do not ask "leading questions" or press for information.
- Do not investigate.
- Do not communicate shock, anger or embarrassment or share your opinion on what has happened.
- Do not swear.



- Make inappropriate comments about the alleged offender
- Never enter into a pact of secrecy with the child. Assure the child that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why (The DSL).
- Do not tell the child that what s/he experienced is dirty, naughty or bad.
- Make physical contact with the child. Whilst the child may seek out physical contact, remember that this may place you in a vulnerable position and also an abused child may not want physical comfort e.g. a hug.

If you have concerns about a child, or notice something may be wrong, ask the question "Are you OK?" Children have told us that they want adults to:

**Be Vigilant:** they want to have adults notice when things are troubling them.

**Understanding and action:** they want adults to understand what is happening; to be heard and understood; and to have that understanding acted upon

**Stability:** to be able to develop an on-going stable relationship of trust with those helping them

**Respect:** to be treated with the expectation that they are competent rather than not

**Information and engagement:** to be informed about and involved in procedures, decisions, concerns and plans

**Explanation:** to be informed of the outcome of assessments and decisions and reasons when their views have not met with a positive response

**Support:** to be provided with support in their own right as well as a member of their family

**Advocacy:** to be provided with advocacy to assist them in putting forward their views.

## Record Keeping

Good, up to date record keeping of concerns and action taken is essential for two main reasons:

- It helps schools identify causes for concern at an early stage. Often it is only when a number of seemingly minor issues are considered as a holistic picture, that a safeguarding or child protection concern becomes clear;
- It helps schools monitor and manage its safeguarding practices. Furthermore, in any inspection it will be important to provide evidence of robust and effective safeguarding policy and practice

A record of concern, suspicion or allegation should be made at the time or as soon as possible after the event. It is not usually advisable to make a written record whilst a child is disclosing abuse, as it may deter the child from speaking. However, it is important that events are recorded in the child's own words and as soon as possible, to ensure absolute accuracy.

Records should be factual, using the child's own words in cases where a disclosure is made. Professional opinion can be given, but needs to be supported by stating the facts and observations upon which the opinions are based. It is important to remember that what is

recorded can be shared with all appropriate agencies and potentially the child's parents. (Except where doing so, would place a child at risk of significant harm in the case of parents (See DES circular 17/89).

Expressing an opinion as to whether the child is telling the truth is not helpful and can prejudice how a case proceeds. All records should be dated and signed with the name of the signatory clearly printed and filed in chronological order. Concerns should be logged contemporaneously and in chronological order. It is advisable that each child's file has a running chronology that is kept up to date.

#### Please Note

**All concerns should be shared with the DSL and individual school procedures for recording information followed.**

All records of child protection concerns, disclosures or allegations are to be treated as sensitive information and should be kept together securely and separately from the child's general school records.

- any concerns recorded by staff
- Any child protection information received from previous schools or other agencies
- Copy of any internal or external referrals and correspondence
- Copies of any referrals from the DSL to Children's Social Care
- In the case of a child subject to a Child Protection Plan, notes of any Child Protection case conference or Core Group meetings etc.
- Where a case is ongoing, keep a record of any actions and discussions etc. which will form a 'running chronology' for future reference.

If any information is removed from a file for any reason, a dated note must be placed in the file indicating who has taken it, why and when.

When a child changes school, a copy of the child protection file should be sent to the new school, under separate cover, directed to the receiving schools DSL. Best practice would recommend a handover meeting to ensure that all relevant information is shared. A receipt should be gained to acknowledge receipt.

## Confidentiality and Information Sharing

With effect from 25 May 2018, the statutory General Data Protection Regulations came into force. The **One Community Trust** has developed a set of relevant and appropriate documents which are all available on the school's website.

All data is maintained and managed in line with school GDPR policies and the agreed retention schedule (see separate GDPR policies).



Staff ensure that confidentiality protocols are followed and information is shared appropriately. The Head of School or Designated Member of Staff discloses any information about a pupil to other members of staff on a need to know basis only.

*The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe.' (KCSIE 2019)*

## **Section Two: The key procedures and responding to concerns about a child**

This section will make clear the procedure that all staff should follow, should you have concerns about a child. It will also explore what abuse is in detail and define some of the signs and symptoms. It is important that staff read through this section and familiarise themselves with the potential warning signs that a child is at risk.

### **Please Note**

**All concerns should be shared with the DSL and individual school procedures for recording information followed.**

### **Early Help for Children and their Families**

Providing early help is more effective in promoting the welfare of children than reacting later when situations can be more complex. Early help means providing support as soon as a problem emerges, at any point in a child's life. The One Community Trusts safeguarding procedures should include effective ways to identify emerging problems and potential unmet needs for individual children and families.

This requires all staff, to understand their role in identifying emerging problems and to share information with other professionals to support early identification and assessment.

Effective early help relies upon local agencies working together to:

- Identify children and families who would benefit from early help;
- Undertake an assessment of the need for early help (E.g. Early Help Assessment, TAF);  
and
- Provide targeted early help services to address the assessed needs of a child and their family which focuses on activity to significantly improve the outcomes for the child.

Schools should, in particular, be alert to the potential need for early help for a child who:

- Is disabled and has specific additional needs,
- Has special educational needs;
- Is a young carer;
- Is showing signs of engaging in anti-social or criminal behaviour;



- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health, domestic violence; and/or
- Is showing early signs of abuse and/or neglect.

All professionals working in educational establishments have a responsibility to identify the symptoms and triggers of abuse and neglect, to share that information and work together to provide children and young people with the help they need.

**All concerns should be shared with the DSL and individual school procedures for recording information followed.**

The Designated Safeguarding Lead (DSL) should be trained in 'early help' and be confident in taking on the Lead Professional role, which includes completing an 'early help assessment' and coordinating a 'TAF' plan where appropriate.

## **Working with Parents and Carers**

In general, the DSL will discuss any child protection concerns with parents / carers before approaching other agencies, and will seek their consent to making a referral to another agency e.g. Children's Social Care. The exception to this principle is when the concern is either a physical or sexual nature and implicates a family member or if doing so would place the child at risk of significant harm.

In addition, Parents/carers can access our Safeguarding Policy through the school website.

## **What is Abuse?**

Abuse is 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. They may be abused by an adult or adults or another child or children. Abuse has significant impact on a child's physical and emotional health and development. All staff need to understand what the categories of abuse are and how to spot the signs and symptoms of abuse in a child so that action can be taken to protect and safeguard the child.

Children and young people with special educational needs and disabilities can face additional safeguarding challenges because:

- there may be assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs; and
- difficulties may arise in overcoming communication barriers.

## **Categories of Abuse:**

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

The following may be indicators of neglect (this is not designed to be used as a checklist):

- Constant hunger;
- Smelly (through poor hygiene or clothing)
- Stealing, scavenging and/or hoarding food;
- Frequent tiredness or listlessness;
- Frequently dirty or unkempt;
- Often poorly or inappropriately dressed for the weather;
- Poor school attendance or often late for school;
- Poor concentration;
- Affection or attention seeking behaviour;
- Illnesses or injuries that are left untreated;
- Failure to achieve developmental milestones, for example growth, weight;
- Failure to develop intellectually or socially;
- Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings;
- The child is regularly not collected or received from school; or
- The child is left at home alone or with inappropriate carers

**Emotional Abuse** is 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 lead. 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 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.

The following may be indicators of emotional abuse (this is not designed to be used as a checklist):

- The child consistently describes him/herself in very negative ways – as stupid, naughty, hopeless, ugly;
- Quiet, withdrawn and nervous

- Over-reaction to mistakes;
  - Delayed physical, mental or emotional development;
  - Sudden speech or sensory disorders;
  - Inappropriate emotional responses, fantasies;
  - Neurotic behaviour: rocking, banging head, regression, tics and twitches;
  - Self-harming, drug or solvent abuse;
- 
- Fear of parents being contacted;
  - Running away;
  - Compulsive stealing;
  - Appetite disorders - anorexia nervosa, bulimia; or
  - Soiling, smearing faeces, enuresis.

N.B.: Some situations where children stop communication suddenly (known as “traumatic mutism”) can indicate maltreatment.

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

The following may be indicators of sexual abuse (this is not designed to be used as a checklist):

- Sexually explicit play or behaviour or age-inappropriate knowledge;
- Anal or vaginal discharge, soreness or scratching;
- Reluctance to go home;
- Inability to concentrate, tiredness;
- Refusal to communicate;
- Thrush, persistent complaints of stomach disorders or pains;
- Eating disorders, for example anorexia nervosa and bulimia;
- Attention seeking behaviour, self-mutilation, substance abuse;
- Aggressive behaviour including sexual harassment or molestation;
- Unusual compliance;
- Regressive behaviour, enuresis, soiling;
- Frequent or open masturbation, touching others inappropriately;
- Depression, withdrawal, isolation from peer group;

- Reluctance to undress for PE or swimming; or
- Bruises or scratches in the genital area.

**Physical Abuse** is 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.

The following may be indicators of physical abuse (this is not designed to be used as a checklist):

- Multiple bruises in clusters, or of uniform shape;
- Bruises that carry an imprint, such as a hand or a belt;
- Bite marks;
- Round burn marks;
- Multiple burn marks and burns on unusual areas of the body such as the back, shoulders or buttocks;
- An injury that is not consistent with the account given;
- Changing or different accounts of how an injury occurred;
- Bald patches;
- Symptoms of drug or alcohol intoxication or poisoning;
- Unaccountable covering of limbs, even in hot weather;
- Fear of going home or parents being contacted;
- Fear of medical help;
- Fear of changing for PE;
- Inexplicable fear of adults or over-compliance;
- Violence or aggression towards others including bullying; or
- Isolation from peers.

#### **Please Note**

**All concerns should be shared with the DSL and individual school procedures for recording information followed.**

### **Parenting Capacity: When there are concerns**

Research and experience indicates that the following responses from parents may suggest a cause for concern across all four categories:

- Delay in seeking treatment that is obviously needed;

- Unawareness or denial of any injury, pain or loss of function (for example, a fractured limb);
- Inconsistent explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development;
- Reluctance to give information or failure to mention other known relevant injuries;
- Frequent presentation of minor injuries;
- A persistently negative attitude towards the child;
- Unrealistic expectations or constant complaints about the child;
- Alcohol misuse or other drug/substance misuse;
- Parents request removal of the child from home; or
- Mental health issues which prevent the parent from meeting the child's basic needs
- Violence between adults in the household.
- Failure to protect the child from known 'risky' leads
- Failure to prioritise the child's needs above that of their own.

## Children missing from Education

Knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about other safeguarding issues, including the criminal exploitation of children.

We monitor attendance carefully and address poor or irregular attendance without delay.

We will always follow up with parents/carers when pupils are not at school. This means we need to have a least two up to date contacts numbers for parents/carers. Parents should remember to update the school as soon as possible if the numbers change.

In response to the guidance in Keeping Children Safe in Education (2018) the school has:

- Staff who understand what to do when children do not attend regularly
- Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions).
- Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.
- Procedures to inform the local authority when we plan to take pupils off-roll when they:
  - leave school to be home educated
  - move away from the school's location
  - remain medically unfit beyond compulsory school age
  - are in custody for four months or more (and will not return to school afterwards); or
  - are permanently excluded

We will ensure that pupils who are expected to attend the school, but fail to take up the place will be referred to the local authority.

When a pupil leaves the school, we will record the name of the pupil's new school and their expected start date.





The DFE defines Children Missing Education as;

*'All children of compulsory school age who are not on a school roll, nor being (suitably) educated otherwise (e.g. privately or in an alternative provision) and who have been out of any educational provision for a substantial period of time (usually 20 consecutive days)'*

## Online Safety

**The One Community Trust** recognise that in a modern learning environment, use of emerging technology, the internet, multimedia devices and digital imaging facilities are part of everyday requirements. However, a child/young person's safety will remain the priority of the school. All staff are aware that any items that have capability for use of the Internet or the creation of digital images (including mobile phones) must be used by children/young people under appropriate supervision. If any such item that belongs to a member of staff is brought onto the school site, it is the responsibility of that staff member to ensure that these items contain nothing of an inappropriate nature.

Children/young people are not permitted to directly access items that do not belong to the school.

If there is any suspicion that any multimedia device or computer contains any images or content of an inappropriate nature, the Head of School or DSL should be informed immediately. Whilst it is essential that governing bodies and proprietors ensure that appropriate filters and monitoring systems are in place; they should be careful that "over blocking" does not lead to unreasonable restrictions

## Social Networking Sites

Social Networking sites are part of everyday culture within the cyber environment and all staff will promote safe use of the internet to all children/young people. The school curriculum will include the input of appropriately trained personnel around Internet Safety and safe use of media items. Staff will ensure that any personal use of Social Networking sites does not in any way impinge upon the school or their professional standards. Any concerns regarding a staff member's conduct should be brought to the immediate attention of the Head of School or the DSL.

Any attempt by a child/young person to contact staff via such internet sites will immediately be reported to the Head of School or DSL in order that appropriate advice can be given to the child/young person and their

**Child Sexual Exploitation (CSE)** is a form of child sexual abuse which involves children and young people (male and female, of a range of ethnic origins and ages, in some cases as young as 10) involves exploitative situations, contexts and relationships where young

people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) in exchange for sexual activity. 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. Perpetrators of child sexual exploitation are found in all parts of the country and are not restricted to particular ethnic groups.

What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Key indicators of children being sexually exploited can 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 young people involved in exploitation;
- older boyfriends or girlfriends;
- suffering from sexually transmitted infections;
- mood swings or changes in emotional wellbeing;
- drug and alcohol misuse; and
- displaying inappropriate sexualised behaviour.

Education staff should be aware that children and young people are more vulnerable to abuse through sexual exploitation if they have experience of:

- Violence/Domestic Abuse
- Children and Young People 'Looked After'
- refugee/asylum seeker
- Pattern of street homeless
- Substance misuse by parent/carer/child
- Learning disabilities, special needs or mental health issues
- Homophobia
- Estranged from family
- Death or illness of a significant lead in the child's life
- Financially unsupported

Practitioners should also be aware that many children and young people who are victims of sexual exploitation do not recognise themselves as such. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Return interviews for young runaways can help in establishing why a young lead ran away and the subsequent support that may be required, as well as preventing repeat incidents. The

information gathered from return interviews can be used to inform the identification, referral and assessment of any child sexual exploitation cases.

In assessing whether a child or young lead is a victim of sexual exploitation, or at risk of becoming a victim, careful consideration should be given to the issue of consent. It is important to bear in mind that:

- a child under the age of 13 is not legally capable of consenting to sex (it is statutory rape) or any other type of sexual touching;
- sexual activity with a child under 16 is also an offence;
- it is an offence for a lead to have a sexual relationship with a 16 or 17 year old if they hold a position of trust or authority in relation to them;
- where sexual activity with a 16 or 17 year old does not result in an offence being committed, it may still result in harm, or the likelihood of harm being suffered;
- non consensual sex is rape whatever the age of the victim; and
- If the victim is incapacitated through drink or drugs, or the victim or his or her family has been subject to violence or the threat of it, they cannot be considered to have given true consent and therefore offences may have been committed.

### Child Criminal Exploitation (CCE)

Imbalance of power to coerce, control, manipulate or deceive a child into criminal activity, including county lines. It does not always involve physical contact, it can also be done through the use of technology.

Indicators include: unexplained gifts/possessions, misuse of drugs or alcohol, change in emotional wellbeing, going missing for periods of time, miss school.

### Pathway for Pan Cheshire Contextual Safeguarding/Child Exploitation Pathway 2019

Child or YP being actively exploited and in need of immediate protection – call police 999

Where risk of CE is suspected a Pan Cheshire Contextual Safeguarding Screening Tool should be completed and sent to CSC – multi agency decision on the level of risk will be made and actions agreed

If an open case then a request will go to the lead professional to complete a Pan Cheshire Contextual Safeguarding

### Sexually Harmful Behaviour

Harmful sexual behaviour involves one or more children engaging in sexual discussions or acts that are inappropriate for their age or stage of development. These can range from using sexually explicit words and phrases to full penetrative sex with other children or adults. Sexually

harmful behaviour occurs when a young lead (below the age of eighteen years) engages in any form of sexual activity with another individual over whom they have power by virtue of age, emotional maturity, gender, physical strength or intellect and where the victim in this relationship suffers sexual exploitation and betrayal of trust.

Sexual activity includes sexual intercourse (oral, anal or vaginal), sexual touching, exposure of sexual organs, showing pornographic material, exhibitionism, voyeurism, obscene communication, frottage, fetishism and talking in a sexualised way. We should also include any form of sexual activity with an animal and where a young lead sexually abuses an adult.

Incidents of sexually harmful behaviour come to light, either through discovery or disclosure, which may be third-party or second-hand information. The details provided should be carefully recorded by the lead receiving the initial account and passed to the DSL. The DSL will assess the level of concerns about the behaviour if a referral to Social Care is appropriate.

## **Domestic Violence or Abuse**

Domestic violence is characterised by inter-personal violence and with effect from March 2013 it was defined by the Home Office as:

Domestic violence and abuse 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. The abuse can encompass, but is not limited to:

- Psychological
- Physical
- Sexual
- Financial
- Emotional

Controlling behaviour is: a range of acts designed to make a lead subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive behaviour is: an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.

This definition includes 'honour' based violence, female genital mutilation (FGM) and forced marriage and is clear that victims are not confined to one gender or ethnic group. The definition does not cover violence by an under 16 year old against another family member. Where the perpetrator is over 18 and the victim under 18, this is regarded as child abuse. If both perpetrator and victim are under 18 years, consideration of the need for a child protection investigation to be undertaken would still be required but the national definition allows any abuse between 16 - 17 year olds to be considered as domestic abuse.

**Operation Encompass helps police and schools work together to inform schools of incidents where a child was present. This enables the school to support the child appropriately in school.**

### Please Note

All concerns should be shared with the DSL and individual school procedures for recording information followed.

## Substance Misuse

Pupils affected by their own or other's drug misuse should have early access to support through the school or academy's 'early help' offer and through referral to local drug and alcohol services.

As part of the statutory duty on schools to promote pupils' wellbeing, schools have a clear role to play in preventing drug misuse as part of their pastoral responsibilities. Schools can have a key role in identifying pupils at risk of drug or alcohol misuse. The process of identifying needs should aim to distinguish between pupils who require general information and education, those who could benefit from targeted prevention, and those who require a detailed needs assessment and more intensive support.

- Schools should provide accurate information on drugs and alcohol through education and targeted information, including via the [FRANK](#) service;
- Tackle problem behaviour in schools, with wider powers of search and confiscation;
- Work with local voluntary organisations, health partners, the police and others to prevent drug or alcohol misuse.
- To include this support for children as part of the 'early help' offer from the school.

## Honour-Based Violence (HBV)

So-called 'honour-based' violence (HBV) 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 HBV are abuse (regardless of the motivation) and should be handled and escalated as such.

**Where staff are concerned that a child might be at risk of HBV, they must speak to the Designated Safeguarding Lead as a matter of urgency.**

## Female Genital Mutilation (FGM)

Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK. FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

The Serious Crime Act 2015 sets out a duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. In

schools, this will usually come from a disclosure (unlike in the medical profession where an observation may have been made).

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out; and discuss any such cases with the designated safeguarding lead and children's social care. The duty does not apply in relation to at risk or suspected cases.

**NOTE: Any member of staff can ask for a senior member of staff to sit in whilst the phone call is made for reassurance/support.**

### **Key Points**

- It is NOT a religious practice
- Occurs mostly to girls aged from 5 – 8 years old; but up to around 15
- Criminal offence in UK since 1985
- Offence since 2003 to take girls abroad
- Criminal penalties include up to 14 years in prison

### **Reasons for this cultural practice include**

- Cultural identity – An initiation into womanhood
- Gender Identity – Moving from girl to woman – enhancing femininity
- Sexual control – reduce the woman's desire for sex
- Hygiene/cleanliness – un mutilated women are regarded as unclean

### **Risk Factors include**

- low level of integration into UK society
- mother or sister who has undergone FGM
- girls who are withdrawn from PSHE
- a visiting female elder from the country of origin
- being taken on a long holiday to the family's country of origin
- talk about a 'special' event or procedure to 'become a woman'

### **High Risk Time: Be aware**

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM. Staff should not assume that FGM only happens outside the UK

Although, it is difficult to identify girls before FGM takes place, where girls from these high risk groups return from a long period of absence with symptoms of FGM, advice should be sought from the police or social services.

### **Indications that FGM may have already taken place may include:**

- difficulty walking, sitting or standing and may even look uncomfortable
- spending longer than normal in the bathroom or toilet

- spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return
- reluctance to undergo normal medical examinations
- asking for help, but may not be explicit about the problem due to embarrassment or fear.
- talking about pain or discomfort between her legs

## **Forced Marriage**

There is a clear difference between a 'forced marriage' and an 'arranged marriage'. Arranged marriages have worked well in society for many years. An arranged marriage is when families of both spouses take a leading role in arranging the marriage but the choice whether or not to accept the arrangement remains with the prospective spouses.

A forced marriage is when one or both parties do not consent to the marriage, and people are forced into marriage against their will. Forced marriage is an abuse of human rights. Both physical and emotional abuse may be used to coerce people into the marriage.

In law both parties to a marriage must validly consent to the marriage, the minimum age a lead is able to consent to a marriage is 16. A Force Marriage Protection Order can be obtained from a Family Court in order to protect victims, both adults and children from a potential forced marriage or people who are already in a forced marriage.

The Anti-social Behaviour, Crime and Policing Act (2014) make it a criminal offence to force someone to marry.

This includes:

- Taking someone overseas to force them to marry (whether or not the forced marriage takes place)
- Marrying someone who lacks the mental capacity to consent to the marriage (whether they're pressured to or not)
- Breaching a Forced Marriage Protection Order is also a criminal offence

Young people, 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. They may feel unable to go against the wishes of their parents and consequently may suffer emotionally, often leading to depression and self-harm. These factors can contribute to impaired social development, limited career and educational opportunities, financial dependence and lifestyle restrictions.

Staff may become aware of a pupil because they appear anxious, depressed and emotionally withdrawn with low self-esteem. They may have mental health issues and display behaviours such as self-harming, self-cutting or anorexia. Sometimes they may come to the attention of the police having been discovered shoplifting or taking drugs or alcohol. Often pupil's symptoms can be exacerbated in the periods leading up to the holiday season. Education staff may wish to be particularly vigilant in that period.



It may be the case that a pupil may present with a sudden decline in their attendance, performance, aspirations or motivation. Some female pupils may feel studying at school is pointless if they are going to be forced to marry and therefore be unable to continue with their education.

### **The 'One Chance' rule**

As with Forced Marriage there is the 'One Chance' rule. It is essential that settings / schools / colleges **take action without delay**.

The Serious Crime Act 2015 strengthened further the legislation on FGM and now includes:

- the right to anonymity for victims
- the offence of failing to protect a girl aged under 16 from the risk of FGM
- the provision of Female Genital Mutilation Protection Orders (FGMPO); and
- the duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18.

## **Radicalisation and Violent Extremism**

As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. **This has become known as the 'Prevent Duty'**.

Each school is required to identify a Prevent Single Point of contact (SPOC) - this is usually the DSL.

Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalized, they should discuss this with the SPOC/ Designated Safeguarding Lead.

The Designated Safeguarding Lead/SPOC has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have.

We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.

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.

### **Recognising Extremism**

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)





- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

## Important contact information

### **Katie Turner**

#### **PREVENT Co-ordinator**

Cheshire/Merseyside Hub

Counter Terrorism Policing North West | Cheshire Police HQ | Oakmere Road | Winsford | CW7 2UA

07989 658718: [Katie.Turner@cheshire.pnn.police.uk](mailto:Katie.Turner@cheshire.pnn.police.uk)

### **Andy McIntyre**

**DC 4326**

#### **PREVENT Contact Officer**

Counter Terrorism Policing North West | Cheshire Police HQ | Oakmere Road | Winsford | CW7 2UA

01606 365239: 077755 16940

[andrew.mcintyre@cheshire.pnn.police.uk](mailto:andrew.mcintyre@cheshire.pnn.police.uk)

### **Bev Hurst**

#### **Channel Coordinator Merseyside Cheshire**

#### **Cheshire Single Point of Contact**

Liverpool City Council I Safer and Stronger Communities Team

T: 0151 233 7047 Mobile: 07394 559108 E: [Bev.Hurst@liverpool.gov.uk](mailto:Bev.Hurst@liverpool.gov.uk)

## Peer on Peer abuse

*KCSIE 2019: "All staff should recognise that children are capable of abusing their peers. All staff should be clear about their school or college's policy and procedures with regard to peer on peer abuse."*

Staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- gender-based violence
- sexting (also known as youth produced sexual imagery); and
- Initiation-type violence and rituals.

Abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up". Different gender issues can be prevalent when dealing with peer on peer abuse. This could for example include girls being sexually touched/assaulted or boys being subject to initiation-type violence.

At the One Community Trust we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students.

We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy.

Occasionally, allegations may be made against pupils by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the school
- indicates that other pupils may have been affected by this student
- indicates that young people outside the school may be affected by this student

## Upskirting

Upskirting is a highly intrusive practice, which typically involves someone taking a picture under another person's clothing without their knowledge, with the intention of viewing their genitals or buttocks (with or without underwear).

Anyone, and any gender, can be a victim and this behaviour is completely unacceptable.

*KSIE 2019: "Upskirting typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence".*

**Sexting** is when someone sends or receives a sexually explicit text, image or video on their mobile phone, usually in a text message.

When people talk about sexting, they usually refer to sending and receiving:

- naked pictures or 'nudes'
- 'underwear shots'
- Sexual or 'dirty pictures'
- Explicit 'rude' text messages or videos.

If pupils are 'sexting' indecent images of someone under the age of 18, they may be committing a criminal offence under Section 1 of the Protection of Children Act 1978 and Section 160 Criminal Justice Act 1988. This means, it is a crime to:

- Take an indecent photograph or allow an indecent photograph to be taken;
- To make an indecent photograph (and this includes downloading or opening an image that has been sent);

- To distribute or show such an image;
- To possess with the intention of distributing images;
- To possess such images. Whether someone is charged is decided by the Crown Prosecution Service. Generally, children are not prosecuted. HOWEVER children and young people need to be aware that they may be breaking the law. Although unlikely to be prosecuted, children and young people who send or possess the images may be visited by Police and on some occasions media equipment e.g. computers and mobile phones could be removed.

The key factor to highlight is that the real harm in relation to 'sexting' is that those in the photographs may become victims should the images be shown to others.

## **Private Fostering**

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; 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, 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 be involved in trafficking, child sexual exploitation or modern-day slavery.

Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

School staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements.

On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

## **Safeguarding during remote learning**

- The DSL will continue to monitor safeguarding during remote learning periods and ensure child protection plans are enforced.

- Children on the child protection register will be contacted at least once a week and if possible will be expected to attend school.
- Those who are recognised as being vulnerable will be contacted at least once a week for a wellbeing check.
- The DSL will continue to liaise with social workers and any be present at any core group meetings that are required during the remote learning period.
- Teachers will monitor daily engagement with remote learning and if a child is not engaging on a daily basis, they will receive a telephone call.
- If a child is not engaging and can't be contacted, it must be reported to the DSL who will record it as a safeguarding concern and may make a referral.
- If there are any live remote sessions taking place there will always be at least two members of staff present. Live sessions should also be recorded if possible. Any live sessions will be password protected.
- Any home visits will be two members of staff.
- Parents and children will be reminded about the increased risk when children are doing more online work and be provided with precautionary measures such as parental controls.
- All Google Classrooms are monitored by more than one member of staff.
- Google Classroom is part of G Suite for Education and provides a secure learning intranet for our pupils and staff.

# Appendices

## **APPENDIX 1: KEEPING YOURSELF SAFE WHEN WORKING WITH CHILDREN**

It is essential that all staff working within the One Community Trust are conscious of how they should conduct themselves to minimise the risk of finding themselves at the subject of any child protection processes. All staff should be made aware of the following summary of things to do and not to do when working with children.

### **DO:**

- ✓ Read and follow the school's child protection procedures
- ✓ Report to the DSL/Headteacher any concerns about child welfare/safety
- ✓ Report to the any DSL/Headteacher concerns about the conduct of other school staff/volunteers/contractors
- ✓ Follow your schools procedures for recording all relevant incidents
- ✓ Work in an open and transparent way
- ✓ Discuss and report any incidents of concern or that might lead to concerns being raised about your conduct towards a child.
- ✓ Report to the DSL/Headteacher/Member of SLT any incidents that suggest a pupil may be infatuated with you or taking an above normal interest in you.
- ✓ Dress appropriately for your role
- ✓ Avoid unnecessary physical contact with children
- ✓ Ensure you understand the rules concerning physical restraint
- ✓ Where physical contact is essential for educational or safety reasons, gain pupil's permission for that contact wherever possible.
- ✓ Allow children to change clothes with levels of respect and privacy appropriate to their age, gender, culture and circumstances.
- ✓ Avoid working in one-to-one situations with children but if necessary take the appropriate actions and make sure a member of staff knows where you are
- ✓ Avoid volunteering to look after children overnight

- ✓ Be careful about recording images of children and do this only when it is an approved educational activity and following the correct procedures
- ✓ Contact your professional association or trade union if you are the subject of concerns or allegations of a child protection nature.
- ✓ Fully co-operate with any investigation into child protection issues in the school.
- ✓ Listen to pupils when they express concern (rumours) about staff which might appear to be just, and check facts v fiction.

## **DON'T:**

- Take any action that would lead a reasonable lead to question your motivation and/or intentions
- Misuse in any way your position of power and influence over children
- Use any confidential information about a child to intimidate, humiliate or embarrass a child
- Engage in activities out of school that might compromise your position within school
- Establish or seek to establish social contact with pupils outside of school
- Accept regular gifts from children
- Give personal gifts to children
- Communicate with pupils in inappropriate ways, including personal e-mails and mobile telephones.
- Pass your home address, phone number, e-mail address or other personal details to pupils/children.
- Make physical contact secretive
- Arrange to meet with pupils in closed rooms without senior staff being made aware of this in advance.
- Use physical punishment of any kind
- Confer special attention on one child unless this is part of an agreed school plan or policy
- Transport pupils in your own vehicle without prior management approval
- Take, publish or share images of pupils or other children without their parents' permission.
- Access abuse images (sometimes referred to as child pornography) or other inappropriate material
- Abuse your position of trust with pupils
- Allow boundaries to be unsafe in more informal settings such as trips out, out of school activities etc

## Appendix 2

### Contextual Safeguarding Operation Group – CSOG

(Previously known as MCSETO)

- The different categories have their own logs:
  - Log for Missing Children
  - Log for children/young people at risk to Child Sexual Exploitation
    - Low – monitor for 3 mths if not concerns raised from agencies will automatically close
    - Medium and High
  - Log for Trafficked Children
  - Log for Locations of Concern
  - Log for Persons of Concern
  
- Now includes a log for children/young people at risk to Criminal Exploitation

### New Changes for CSOG from December 2019

#### Four documents to consider

- Cheshire Contextual Safeguarding Pathway
- Cheshire Contextual Screening Tool
- Cheshire Contextual Assessment Tool
- Cheshire Contextual Safeguarding Operational Information Form

#### Available on Warrington Safeguarding Partnership Website

- Click on Safeguarding resources (box on right hand side)
- Scroll down page, to Child Exploitation Protocol listed which gives a link underneath to Pan Cheshire Child Exploitation Tool

## **Appendix 3**

### **Bullying and Cyberbullying**

Additional information can be found at:-

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

You will find the following useful publications:

Preventing and tackling bullying  
REF: DFE-00292-2013

Supporting Children and young people who are bullied: advice for schools  
REF:DFE-00094-2014

Cyberbullying: Advice for Headteachers and school staff  
REF:DFE-00652-2014



## Appendix 4

### Useful links

The following links have been provided to aid professionals and members of the public with some useful information in relation to safeguarding. (Warrington Safeguarding Partnership)

### Safeguarding Partner websites

- [Cheshire Constabulary](#)
- [Warrington Clinical Commissioning Group](#)

### Key Safeguarding Links

- [NSPCC](#)
- [Childline](#) - Call 0800 1111
- [CEOP](#) - CEOP works with child protection partners across the UK and overseas to identify the main threats to children and coordinates activity against these threats to bring offenders to account. We protect children from harm online and offline, directly through NCA led operations and in partnership with local and international agencies.

### Disabled Children

- [HM Government guidance](#)
- [NSPCC Advice](#)

### Online safety

- [NSPCC – Online safety](#)
- [Professionals online safety helpline](#) – 0844 381 4772 [helpline@saferinternet.org.uk](mailto:helpline@saferinternet.org.uk)
- [ThinkUKnow](#)

### Female Genital Mutilation (FGM)

- [Helpline 0800 028 3550](#)
- [Home Office guidance](#)



## Forced Marriage

- [HM Government multi-agency practice guidance for professionals](#)

## Prevent

- [Prevent duty guidance - .GOV.UK \[pdf\]](#)
- [Pan Cheshire Strategy \[pdf\]](#)
- Department for Education – Prevent Helpline 0207 340 7264

## Contextual Safeguarding

- [Contextual Safeguarding Network](#)

## Child Exploitation Protocol

- [Pan Cheshire Child Exploitation Screening Tool](#)

## County Lines

- [HM Government documents and promotional materials](#)

## Young Person's Drug and Alcohol Service

- [The Young Persons Drug and Alcohol Screening Tool \[pdf\]](#) is designed to support young people and professionals to identify the level of a young person's drug and / or alcohol misuse.
- Pathways to Recovery is a free and confidential drug and alcohol service for adults, families and carers in Warrington. Their recovery teams work across Warrington to support people struggling with addictions. Visit [Pathways to Recovery - Warrington](#)

## Domestic abuse

- [Domestic Abuse support services](#)

